

Neuropsychology

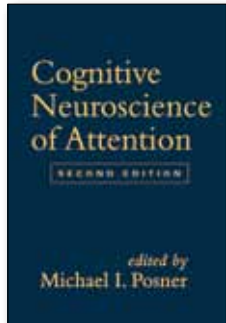
New edition!

Cognitive Neuroscience of Attention

Second Edition

Michael I. Posner (Ed.)

Professor Emeritus, University of Oregon, USA



"Posner, the world's foremost expert on attention, has assembled an all-star team of scientists covering the whole range of cognitive neuroscience research into attention. No stone is left unturned – from discrete working memory slots to frontal and cingulate neural circuits, from resting-state networks to temperament, genetics, and education, the reader is exposed to all of the concepts and findings that count in this rapidly evolving field. Any student or researcher who reads these concise, pithy chapters will be taken to the forefront of contemporary knowledge."

- Stanislas Dehaene, Collège de France; Director, INSERM-CEA Cognitive Neuroimaging Unit, France

This authoritative reference provides a comprehensive examination of the nature and functions of attention and its relationship to broader cognitive processes. The editor and contributors are leading experts who review the breadth of current knowledge, including behavioral, neuroimaging, cellular, and genetic studies, and developmental and clinical research. Chapters are brief yet substantive, offering clear presentations of cutting-edge concepts, methods, and findings. The book addresses the role of attention deficits in psychological disorders and normal aging and considers the implications for intervention and prevention.

New to this edition:

- Significant updates and many new chapters reflecting major advances in the field
- Important breakthroughs in neuroimaging and cognitive modeling
- Chapters on the development of emotion regulation and temperament
- Expanded section on disorders, including up-to-date coverage of ADHD as well as chapters on psychopathy and autism
- Chapters on cognitive training and rehabilitation.

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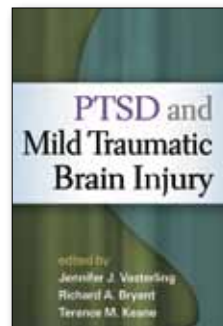
January 2012: 7x10: 514pp

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PTSD and Mild Traumatic Brain Injury

Jennifer J. Vasterling, Boston Healthcare System and Boston University School of Medicine, USA; Richard A. Bryant, University of New South Wales, Sydney, Australia; Terence M. Keane, Boston Healthcare System and Boston University, USA (Eds.)



"Vasterling, Bryant, and Keane have assembled an outstanding group of experts to provide a conceptual, scientific, and clinical overview of this daunting challenge. Co-occurring PTSD and mTBI unfortunately has emerged as a common problem for many service members and veterans in recent years. Since PTSD and mTBI affect one another, it is imperative that clinicians treat them concurrently, and do so within a multidisciplinary context. This book provides a thoughtful, comprehensive review of what we know, what we don't know, and what we need to do to fill in the blanks. It should be

mandatory reading for anyone in the field." - Matthew J. Friedman, Dartmouth Medical School, New Hampshire, USA

"Clinicians and scientists alike are certain to welcome this volume, which meets a real need in presenting a comprehensive review of the basic and clinical science of PTSD and mTBI. The biopsychosocial conceptual framework provides a perfect translational bridge to evidence-based clinical management. The book will rapidly become the reference of choice for clinicians facing the complexities of these two conditions and for students in the neurosciences." - Michael McCrea, Medical College of Wisconsin, USA

Events that lead to traumatic brain injury are often also psychologically traumatic. Addressing a growing need among mental health practitioners, this authoritative book brings together experts in both posttraumatic stress disorder (PTSD) and mild traumatic brain injury (mTBI). Chapters present empirically-based best practices for conceptualization, assessment, and intervention. The book also addresses the biological and psychosocial mechanisms by which PTSD and mTBI complicate each other; management of commonly associated conditions, including chronic pain and substance abuse; special considerations in military contexts; and possible ways to improve the structure and cost-effectiveness of providing care in this challenging area.

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Mild Traumatic Brain Injury in Children and Adolescents From Basic Science to Clinical Management

Michael W. Kirkwood & Keith Owen Yeates (Eds.)

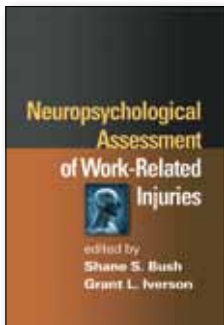
August 2012: 7x10: 398pp

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Neuropsychological Assessment of Work-Related Injuries

Shane S. Bush, Stony Brook University Medical School, USA
Grant L. Iverson, University of British Columbia, Canada (Eds.)



“Given the paucity of books on the neuropsychological assessment of individuals who have been injured at work, this is a welcome contribution. Neurological and psychological injuries specific to the workplace are summarized. The book succeeds in promoting evidence-based neuropsychological assessments by integrating the latest research and facilitating biopsychosocial understanding. Graduate students and experienced clinicians alike will benefit from the authoritative reviews and guidelines for practice in both clinical and

forensic settings.” - Ronald M. Ruff, in private practice, San Francisco, California, USA

“Bush, Iverson, and their well-known contributing authors have targeted an area of neuropsychological practice that is important, yet underserved, in terms of books that provide needed guidance. Clinicians will find a diversity of topics relevant to practice with individuals who have – or may have – work-related injuries.” - Jerry J. Sweet, NorthShore University HealthSystem, and University of Chicago, USA

Unique in its focus, this book provides an evidence-based framework for assessing work-related neurological and psychological injuries. Meeting a key need, chapters address a range of problems encountered in the workplace: traumatic brain injury, sports concussion, electrical injury, exposure to neurotoxic substances, posttraumatic stress, depression, and

brain and psychological injuries experienced in combat. Professionals will find the best available tools and strategies for conducting effective, ethical evaluations of injured workers, making diagnostic determinations, considering causality, determining disability status, and offering treatment recommendations. The complexities of consulting to attorneys, government agencies, and insurance companies are also discussed.

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Vicki Anderson & Miriam H. Beauchamp (Eds.)

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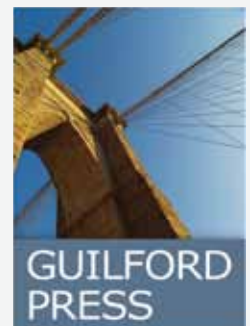
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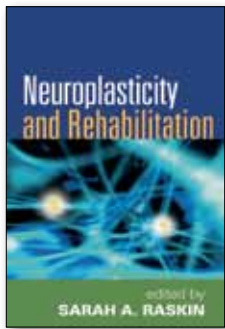
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Neuroplasticity and Rehabilitation

Sarah A. Raskin (Ed.)

Trinity College, Connecticut, USA



"The take-home message of Neuroplasticity and Rehabilitation is not only that our brains are more plastic than we ever expected, but also that we are learning how to influence this plasticity through informed treatment to achieve truly meaningful rehabilitation outcomes. From animal studies to sophisticated human trials, the book gathers a wealth of information from eminent experts. This book is absolutely essential reading for basic neuroscientists as well as for rehabilitation professionals at all levels of care. Understanding how and why the study of neuroplasticity can

inform treatment choices will allow clinicians to make cutting-edge clinical decisions. These decisions may range from individual treatments, such as choice of physiotherapy intervention following stroke, to the design of holistic rehabilitation programs for survivors of severe acquired brain injury. The future of rehabilitation has now been linked inextricably to the growing field of neuroplasticity." - Jill Winegardner, Oliver Zangwill
Centre for Neuropsychological Rehabilitation, UK

"This is a comprehensive book incorporating the latest research on neuroplasticity in diverse areas of cognitive function. It serves as an authoritative guide to how clinical practice can effectively incorporate significant new findings about brain plasticity and learning. It will be equally appropriate and useful for graduate students, experienced clinicians, and researchers in the field." - Wayne A. Gordon, Mount Sinai
School of Medicine, New York, USA

Brain plasticity is the focus of a growing body of research with significant implications for neurorehabilitation. This state-of-the-art volume explores ways in which brain-injured individuals may be helped not only to compensate for their loss of cognitive abilities, but also possibly to restore those abilities. Expert contributors examine the extent to which damaged cortical regions can actually recover and resume previous functions, as well as how intact regions are recruited to take on tasks once mediated by the damaged region. Evidence-based rehabilitation approaches are reviewed for a range of impairments and clinical populations, including both children and adults.

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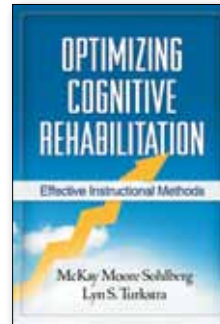
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Optimizing Cognitive Rehabilitation Effective Instructional Methods

McKay Moore Sohlberg, University of Oregon, USA

Lyn S. Turkstra, University of Wisconsin-Madison, USA

Foreword by Barbara Wilson, MRC Cognition and Brain Sciences Unit, Cambridge, UK



"This book is unique in two ways. First, it pulls together theories and techniques from a variety of fields, including neuropsychology, cognitive psychology, special education, neuroplasticity, and brain injury rehabilitation. These disciplines are rarely, if ever, brought together, and Sohlberg and Turkstra provide a tremendously helpful synthesis, leading to groundbreaking new ways of thinking about rehabilitation. Second, it provides clear-cut ideas for ways that therapists can apply these exciting theoretical breakthroughs in daily practice. An extremely valuable resource."

- Sarah A. Raskin, Department of Psychology and Neuroscience Program, Trinity College, Hartford, Connecticut, USA

"If you need to know how to help a patient with any form of brain injury, this is the book for you. It is written by outstanding authorities in the field, at a level that is practical for every type of care provider."

- Michael Posner, Department of Psychology (Emeritus), University of Oregon, USA

Rehabilitation professionals face a key challenge when working with clients with acquired cognitive impairments: how to teach new skills to individuals who have difficulty learning. Unique in its focus, this book presents evidence-based instructional methods specifically designed to help this population learn more efficiently. The expert authors show how to develop, implement, and evaluate an individualized training plan. They provide practical guidelines for teaching multistep procedures, cognitive strategies, the use of external aids, and more. User-friendly features include 17 sample worksheets and forms; blank forms can be downloaded and printed at www.guilford.com/forms/sohlberg3.pdf.

This book will be important reading for neuropsychologists, clinical psychologists, speech-language pathologists, occupational therapists, and other rehabilitation professionals.

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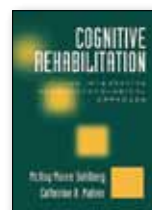
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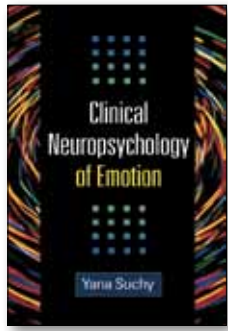
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Clinical Neuropsychology of Emotion

Yana Suchy
University of Utah, USA



"This book is extraordinary in terms of both its breadth and depth. Suchy has successfully integrated numerous literatures and perspectives into a single, very readable volume. The book will serve as a major text and reference for graduate students in neuropsychology and cognitive neuroscience, researchers examining the brain-emotion interface, and health care professionals evaluating patients who exhibit emotion-processing deficits. It is an engrossing read for anyone interested in age-old questions about the emotional brain. Suchy's superb

integrative approach will help transform the neuropsychology of emotion from an interdisciplinary area of research and practice to a truly transdisciplinary one." - Meryl A. Butters, Department of Psychiatry, University of Pittsburgh School of Medicine, USA

"This authoritative and highly readable text makes a substantial and unique contribution to the literature on emotion and personality. Readers will appreciate Suchy's clarity in espousing a coherent, well-formulated clinical neuropsychology of emotion that is grounded in contemporary theory and practice, yet respectful of historical roots. This thought-provoking volume fills a major gap in the literature. It should be required reading for psychology graduate students and will be a most stimulating desk reference for seasoned educators, researchers, and clinicians." - Ida Sue Baron, Director of Neuropsychology, Department of Pediatrics, Inova Fairfax Hospital for Children, Falls Church, Virginia, USA

Written in an engaging, accessible style, this book synthesizes the growing body of knowledge on the neuropsychology of emotion and identifies practical clinical implications. The author unravels the processes that comprise a single emotional event, from the initial trigger through physiological and psychological responses. She also examines how patterns of emotional responses come together to motivate complex behavioral choices. Grounded in theory and research, the book discusses relevant syndromes and populations, reviews available assessment instruments, and describes how deficits in emotional processing affect cognition, daily functioning, and mental health.

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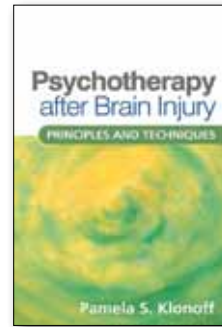
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Psychotherapy after Brain Injury Principles and Techniques

Pamela S. Klonoff

Barrow Neurological Institute, St. Joseph's Hospital and Medical Center, 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

"An impressive accomplishment. The author is a sure-footed, experienced clinician who shows how to guide clients in their arduous climb toward optimal rehabilitation outcomes. She addresses the client's need to regain functional competence and a feeling of 'belonging', reconstitute a sense of self, accept limitations posed by the brain injury, and find meaning in post-rehabilitation attainments. Many suggestions for facilitating essential compensatory processes are included." - Yehuda Ben-Yishay, Director, Brain Injury Day Treatment Program, Rusk Institute of Rehabilitation Medicine, New York University, USA

This book presents hands-on tools for addressing the multiple ways that brain injury can affect psychological functioning and well-being. The author is a leader in the field who translates her extensive clinical experience into clear-cut yet flexible guidelines that therapists can adapt for different challenges and settings. With a focus on facilitating awareness, coping, competence, adjustment, and community reintegration, the book features helpful case examples and reproducible handouts and forms. It shows how to weave together individual psychotherapy, cognitive retraining, group and family work, psychoeducation and life skills training, and how to build and maintain a collaborative therapeutic relationship.

This book will be invaluable to neuropsychologists, clinical psychologists, psychiatrists, speech-language pathologists, social workers, counselors, and other professionals who work with brain-injured clients and their families.

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1. Introduction and Overview. 2. Guidelines for Early Psychotherapy Sessions and General Treatment Considerations. 3. Increasing Patients' Self-awareness. 4. S.M. Myles, Sense of Self and Identity. 5. Increasing Acceptance. 6. Life Skills Training. 7. E. Koberstein, Family Life. 8. Communication and Social Skills. 9. Adjustment and Treatment Termination. 10. Psychotherapist Self-care: Managing Stress and Avoiding Burnout.

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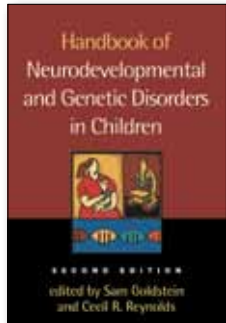
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Handbook of Neurodevelopmental and Genetic Disorders in Children

Second Edition

Sam Goldstein, Neurology, Learning, and Behavior Center,
Utah, USA

Cecil R. Reynolds, in private practice, Texas, 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.” - Scott J. Hunter, Director, Pediatric Neuropsychology, and Director, Clinical Psychology Training Program, University of Chicago, 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 the second edition:

- Incorporates the latest scientific knowledge and clinical practices
- Chapters on oppositional disorders and mood disorders
- Lower-incidence disorders not covered in 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.

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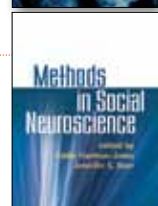
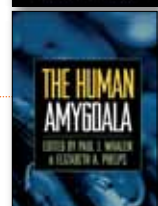
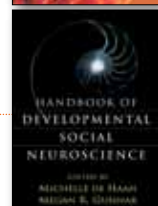
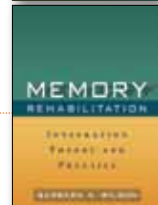
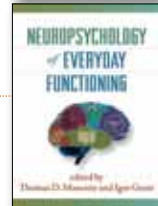
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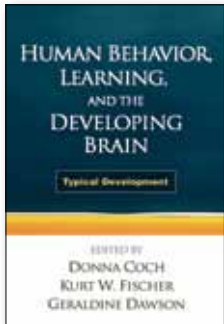
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Human Behavior, Learning, and the Developing Brain

Typical Development

Donna Coch, Dartmouth College, USA; Kurt W. Fischer, Harvard Graduate School of Education, USA; Geraldine Dawson, University of Washington, USA (Eds.)



“The development of brain networks underlying thought, feelings, and behavior has become the basis for understanding important landmarks in the complex transition from infancy to adulthood. This book provides expert guidance on what is known – and what remains to be learned – about both the mechanisms common to all humans and the differences that form the basis of individuality.” - **Michael I. Posner, Department of Psychology (Emeritus), University of Oregon, USA**

“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 makes the book challenging and appropriate for graduate students who are interested in the neurosciences but who have had limited training in neuropsychology.” - **Archives of Clinical Neuropsychology**

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. Chapters explore the complex interplay of neurobiological and environmental influences in the development of memory, language, reading, inhibitory control, and other core aspects of cognitive, emotional, and social functioning. 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, practitioners, and advanced students in developmental and cognitive neuroscience, neuropsychology, developmental psychology, clinical psychology, education, and psychiatry.

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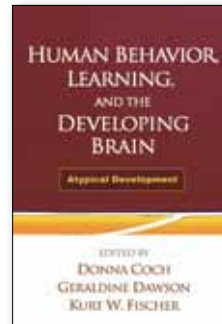
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Human Behavior, Learning, and the Developing Brain

Atypical Development

Donna Coch, Dartmouth College, USA; Geraldine Dawson, University of Washington, USA; Kurt W. Fischer, Harvard Graduate School of Education, USA (Eds.)



“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. No undergraduate or graduate course on the topic can do without this book.” - **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, including autism, Williams syndrome, learning and language disabilities, ADHD, and issues facing infants of diabetic mothers. In addition, the effects of social stress and maltreatment on brain development and behavior are reviewed. 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 practitioners, researchers, and advanced students in developmental and cognitive neuroscience, neuropsychology, developmental psychology, clinical psychology, education, and psychiatry.

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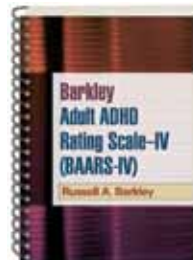
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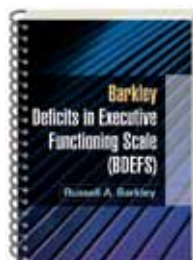
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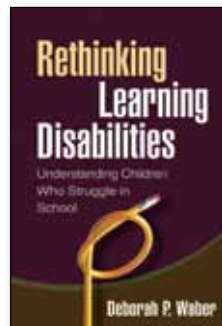
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