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Autore	Anastopoulos Arthur D. <1954->
Titolo	Assessing attention-deficit/hyperactivity disorder [[electronic resource] /] / Arthur D. Anastopoulos and Terri L. Shelton
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Descrizione fisica	1 online resource (366 p.)
Collana	Topics in Social Psychiatry
Altri autori (Persone)	SheltonTerri L
Disciplina	618.92/8589
Soggetti	Attention-deficit hyperactivity disorder - Diagnosis Attention-deficit hyperactivity disorder - Treatment - Evaluation Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 259-280) and indexes.
Nota di contenuto	Diagnostic Criteria: A Historical Perspective -- Primary Characteristics and Associated Features -- Implications for Assessment -- Assessment Procedures -- Establishing a Diagnosis -- Planning Treatment -- Providing Feedback -- Assessing Treatment Outcome.
Sommario/riassunto	Over the past two decades, the assessment of Attention-Deficit/Hyperactivity Disorder (AD/HD) has evolved into a sophisticated balance of science and clinical judgement essential for arriving at reliable and valid diagnostic de- sions. Because of the precarious mix of clinical and empirical skill needed to evaluate children with this disorder, diagnostic practice in this area has been found wanting by many critics. In fact, a 1998 National Institutes of Health consensus panel concluded that "existing diagnostic treatment practices ... point to the need for improved awareness by the health service sector conce- ing an appropriate assessment, treatment, and follow-up. A more consistent set of diagnostic procedures and practice guidelines is of utmost importance" (p. 21). Drs. Arthur D. Anastopoulos and Terri L. Shelton have designed a book that addresses this need. A number of themes are highlighted throughout the text. Perhaps the most important is that the assessment guidelines set forth in this book

represent a balance between science and practice. The authors account for the realities of clinical practice in an age of managed care while challenging clinicians to heed the lessons of empirical research. Although the use of empirically based assessment procedures may at times fly in the face of cost constraints (e. g. , systematic evaluation of medication effects), the authors present a strong argument for them. Further, they call upon their vast clinical experience to provide concrete suggestions for translating research findings into effective evaluations.

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