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Titolo	Neurocognitive Learning Therapy: Theory and Practice // by Theodore Wasserman, Lori Drucker Wasserman
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ISBN	3-319-60849-5
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (217 pages)
Disciplina	616.8914
Soggetti	Neuropsychology Social service Child psychology School psychology Psychiatry Social Work Child and School Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	NCLT Theory and Background -- Introduction to neurocognitive learning theory -- The theoretical basis for NCLT -- Eclecticism redefined -- The Clinical Practice of NCLT -- Clinical procedures -- The role of reward recognition in therapy -- Disorders of Arousal and Their Treatment -- Arousal and motivation -- Clinical implications of hypo-arousal and hyper-arousal -- The poorly motivated patient -- Disorders of Engagement and Their Treatment -- Clinical implications of hypo-engagement and hyper-engagement -- Obsessive compulsive disorder -- Disorders of Inhibition and Modulation -- Clinical implications of hypo-inhibition and hyper-inhibition -- Clinical implications of failure to acclimate -- Disorders of Initiation and Impulsivity -- Clinical implications of failure to initiate -- Examples of initiation disorders and their treatment -- NCLT Future Directions -- Summary and conclusions -- NCLT forms and practice organizers.
Sommario/riassunto	This groundbreaking volume introduces the theoretical base and clinical methods of Neurocognitive Learning Therapy, an integrative

framework for client-centered intervention. The model unifies psychology and neuroscience in revisiting the connections between brain and behavior, replacing the cognitive-versus-affective binary traditional to clinical thinking with a scenario of the cognitive and emotional learning processes that work together to shape adaptive and pathological behavior. This foundation in learning theory illuminates the therapeutic relationship, synching how therapists teach with how clients learn, with guidelines for educating to encourage change. The unique flexibility of the NCLT model allows practitioners across clinical orientations the freedom to apply eclectic intervention strategies that fit clients' learning styles and therapeutic needs. Included in the coverage: Neurocognitive Learning Therapy and Life Course Theory. Reward recognition in Neurocognitive Learning Therapy. Memory reconsolidation and Neurocognitive Learning Therapy. How to be an NCLT therapist. Neurocognitive Learning Therapy clinical procedures. Treating children with Neurocognitive Learning Therapy. Plus practice handouts and forms for therapists and patients. Neuropsychologists, child and school psychologists, and social workers will welcome Neurocognitive Learning Therapy not only as a source of theoretical insight into the brain and behavior, but also as an innovative system for enhancing their capacity for therapeutic teaching and their clients' capacity for learning.
