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Nota di contenuto	Cover ; Half Title Page ; Title Page; Copyright; About the Authors; Foreword; Preface; Contents; 1. Past and Present Research; The Nonverbal Learning Disability Profile; The Origins of Research on LD; Doris J. Johnson and Helmer R. Myklebust; Byron P. Rourke; The NLD Profile Associated with Other Disorders; Right-Hemisphere LD; Visuospatial LD; Different Profiles within NLD; Critical Issues Related to the Concept of NLD; 2. Cognitive and Academic Weaknesses of Children with NLD; Cognitive Characteristics of Children with NLD; Academic Performance of Children with NLD; Conclusions 3. Emotional and Social Difficulties of Children with NLDA Brief Historical Perspective; Social Cue Encoding and Interpretation; Attention and Social Functioning; Memory and Social Functioning; Psychological Adjustment; Conclusions; 4. Neurological and Anatomical Evidence; Early Work on the Biological Bases of NLD; Neuroimaging Research; Conclusions; 5. The Diagnostic Criteria: Looking for a Consensus; Typical Criteria Used by Clinicians for Making a Diagnosis of NLD; Recent Reviews of the Literature; Proposed Diagnostic Criteria for NLD

Diagnostic Features of the First Three Proposed Criteria
Conclusions; 6. Differential Diagnosis and Assessment of Children with NLD; Background Interview; Differential Diagnosis; Assessment Instruments; Conclusion; Appendix 6.1. SVS Questionnaire; Appendix 6.2. Order of Blocks and Indicative Normative Values for the Forward and Backward Corsi Block-Tapping Task; 7. Intervention Guidelines and Strategies; Empirical Evidence for NLD Interventions; General Guidelines for Clinical Interventions; Health Issues and Medical Interventions; Interventions at School; Interventions with the Family
Conclusion
8. Case Studies; Case 1: Marco; Case 2: Sofia; Case 3: Daniel; Epilogue; Suggestions for the Present and Moving Forward; References; Index

Sommario/riassunto

Increasing numbers of children and adolescents are being diagnosed with nonverbal learning disabilities (NLD), yet clinicians and educators have few scientific resources to guide assessment and intervention. This book presents up-to-date knowledge on the nature of NLD and how to differentiate it from DSM-5 disorders such as autism spectrum disorder and developmental coordination disorder. Effective strategies for helping K-12 students and their families address the challenges of NLD in and outside of the classroom are illustrated with vivid case material. The authors thoughtfully consider cont
