Record Nr. UNINA9910830643603321 Best practices in school neuropsychology [[electronic resource]]: **Titolo** guidelines for effective practice, assessment, and evidence-based intervention / / edited by Daniel C. Miller Hoboken, N.J., : Wiley, 2009 Pubbl/distr/stampa **ISBN** 0-470-59771-2 1-282-31395-9 9786612313950 1-118-26985-3 0-470-53574-1 Descrizione fisica 1 online resource (888 p.) Altri autori (Persone) MillerDaniel C <1956-> (Daniel Carlton) Disciplina 616.89 618.928 Soggetti Pediatric neuropsychology Clinical neuropsychology School psychology School children - Mental health services Crisis intervention (Mental health services) Evidence-based psychiatry 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 and index. Nota di contenuto Best Practices in School Neuropsychology: Guidelines for Effective Practice, Assessment, and Evidence-Based Intervention; Contents; Foreword; Preface; About the Editor; Contributors; Section I: PROFESSIONAL ISSUES IN SCHOOL NEUROPSYCHOLOGY; Section II:

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Appendix: Resources for School Neuropsychology

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Sommario/riassunto

A comprehensive guide to the practice of school neuropsychology It is an exciting time to specialize in school neuropsychology, with countless theoretically and psychometrically sound assessment instruments available for practitioners to use in their evaluations of children with special needs. Yet the field faces the challenges of establishing evidence-based linkages between assessment and interventions and of broadening its approaches to culturally diverse populations. Edited by a leading expert in school neuropsychology, Best Practices in School Neuropsychology: Guidelines for