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| Titolo                  | Therapists guide to learning and attention disorders // edited by Aubrey Fine, Ronald A. Kotkin  |
| Pubbl/distr/stampa      | Amsterdam ; ; Boston, : Academic Press, c2003  |
| ISBN                    | 1-281-18654-6<br>9786611186548<br>0-08-051915-6<br>1-4175-5599-8   |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (606 p.)   |
| Collana                 | Practical Resources for the Mental Health Professional   |
| Altri autori (Persone)  | FineAubrey H<br>KotkinRonald A   |
| Disciplina              | 649/.154   |
| Soggetti                | Learning disabilities<br>Children with attention-deficit hyperactivity disorder<br>Attention-deficit hyperactivity disorder<br>Hyperactive children<br>Learning disabled children  |
| 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       | Front Cover; Therapist's Guide to Learning and Attention Disorders; Copyright Page; Contents; Contributors; Preface; Acknowledgements; Dedication; Chapter 1. Attention Deficit Hyperactivity Disorder and Learning Disabilities: An Overview for Practitioners; Attention Deficit Hyperactivity Disorder (Adhd) and Learning Disabilities (Ld): Myth or Reality; Attention Deficit Hyperactivity Disorder: A Case Study- a Snapshot of John and His Family; What Is Attention Deficit Hyperactivity Disorder?; Current Explanations of Adhd: Models for Consideration ADHD: Psychiatric Diagnosis and Educational Criteria for ServicesExplaining ADHD to Parents and Teens: Visual Representations of Adhd; How Serious Is the Disorder?; Effective Practices for Serving Children with ADHD; Learning Disabilities: A Case Study-A Snapshot of one Young Man; Who Really Are Children with Learning Disabilities?; Learning Disabilities: An Overview of Working Models; Commentary and Concerns about the Practicality of the LD Operational Definition; A |

Phenomenological Model to Understanding Learning Disorders; Explaining ADHD and/or A Learning Disability to a Child Guidelines for Helping Children with ADHD and LD Understand and Meet their Challenges Conclusion; References; Chapter 2. Traditional and Innovative Assessment of Children with Attention Deficit Hyperactivity Disorder and Learning Disorders; Introduction; Official Definitions; Traditional Assessment Methods; Innovative Assessments; Summary; References; Chapter 3. A Neurodevelopmental Approach to Differences in Learning; The Need for a New Model; A Neurodevelopmental Approach; Neurodevelopmental Constructs; Neurodevelopmental Functions as Related to Academic Skills Assessment of Students Who Are Struggling in School Management by Profile; Implications for Practitioners; References; Chapter 4. Syndrome of Nonverbal Learning Disabilities: Effects on Learning; Introduction; Background; Characteristics of the Nonverbal Learning Disabilities (NLD) Syndrome; Details of NLD Characteristics; Classification System; Revised Rules for Classifying Children with NLD (Ages 9-15 Years); Assessment Battery; Dynamics of NLD; Intervention; A Final Note; References; Chapter 5. Educational Interventions for the Elementary Age Student in the Therapy Setting Interventions for the Therapist References; Chapter 6. Educational Interventions for the Adolescent Student in the Therapy Setting; Introduction; Educational Philosophy Guiding Academic Interventions; Characteristics of the Adolescent Learner with SLD or ADHD; Educational Interventions for the Therapist; Strategies Impacting Executive Functioning; Common Academic Problems Linked to ADHD and Executive Function Deficits; Preparing to Study: Guidelines for Parents; Reading Comprehension: General Educational Implications; Conclusion; Reference Chapter 7. Implementing School-Home Collaborative Treatment Plans: Best Practices in School-Home-Based Interventions

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Sommario/riassunto

Practitioners seeking the most current advances in the field of ADHD and LD must often bridge the gap between research and practice. The Therapist's Guide to Learning and Attention Disorders provides that bridge through the authors, who are both researchers and practitioners with extensive experience in providing direct services to children and adults with ADHD and LD. Practitioners are often faced with the choice of reading research or consulting text that suggest strategies or techniques for serving children and adults with ADHD that are not based on research. This book provides

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