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Long-Term Memory Problems in Children and Adolescents Assessment, Intervention, and Effective Instruction John Wiley & Sons "This book will be a valuable resource for psychologists and educators who work with children or adolescents who are having difficulties with memory and learning. Translating theory and research into practice is a talent that Dr. Dehn possesses and we will benefit from his professional skills." — From the Foreword by Daniel C. Miller, PhD, ABPP, ABSNP, NCSP AN INDISPENSABLE GUIDE THAT EXAMINES THE EFFECT OF LONG-TERM MEMORY FUNCTIONS ON CHILDREN'S LEARNING Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction is the first book of its kind for psychologists, school psychologists, and special education teachers who need an overview of long-term memory as it relates to learning and education. It presents the best practices for assessing long-term memory functions, as well as selecting and using evidence-based instructional practices with memory-impaired students. This useful and timely guide bridges theory and practice to provide professional guidance with coverage of: Risk factors that can lead to long-term memory impairments How long-term memory relates to other types of memory The subcomponents and processes of long-term memory and how they relate to academic achievement What is known about the neuroanatomy of how memories are formed The developmental trajectory of memory and learning Common types of memory dysfunction Memory assessment strategies, interventions for memory problems, and instructional practices that support memory Author Milton Dehn draws on his extensive experience as a trainer and workshop presenter, school psychologist, and educator to present both the theory and research on long-term memory in children and adolescents in this book. Specific, step-by-step guidance and hands-on case studies enable professionals to identify how memory can be assessed as well as the interventions that can be linked to the results of the assessment. **Handbook of Interventions that Work with Children and Adolescents Prevention and Treatment** John Wiley & Sons **Handbook of Interventions that Work with Children and Adolescents**, considers evidence-based practice to assess the developmental issues, aetiology, epidemiology, assessment, treatment, and prevention of child and adolescent psychopathology. World-leading contributors provide overviews of empirically validated intervention and prevention initiatives. Arranged in three parts, Part I lays theoretical foundations of "treatments that work" with children and adolescents. Part II presents the evidence base for the treatment of a host of behaviour problems, whilst Part III contains exciting prevention programs that attempt to intervene with several child and adolescent problems before they become disorders. This Handbook presents encouraging evidence that we can intervene successfully at the psychosocial level with children and adolescents who already have major psychiatric disorders and, as importantly, that we can even prevent some of these disorders from occurring in the first place. **Assessment and Intervention with Children and Adolescents Who Misuse Fire Practitioner Guide** Oxford University Press It's surprisingly common for children and adolescents to play with fire and to actually set fires. A single fire has the potential to cause a cascade of serious consequences to children, families, and their community, sometimes with devastating impact. Yet, there is limited practical information and evidence-based advice available to help programs and practitioners with children and adolescents who engage in this behavior. Assessment and Intervention with Children and Adolescents Who Misuse Fire presents practical guidelines to facilitate the clinical assessment and treatment of youth firesetting. Based on nearly four decades of research and intervention experience, the treatment is directed toward reducing any inappropriate involvement in fire or related activities in order to lower the risk for property damage, personal injury, and other adverse consequences associated with these behaviors. This evidence-based intervention provides clinicians with a comprehensive program for school-aged children, early adolescents, and adolescents, and the child and his/her caregiver(s) are both important participants in treatment. The modular approach allows for therapists to be flexible in deciding which topics to cover in order to best meet the needs of children and families. This treatment model encourages more appropriate and safe behaviors in both children/adolescents and their caregivers and provides skills likely to discourage fire involvement. In addition, the materials promote controlling exposure to incendiary materials and opportunities to use fire. The intervention is provided in a single volume, encompassing a practitioner guide, parent workbook, and child/adolescent workbook, including handouts for participating clients. **Research, Applications, and Interventions for Children and Adolescents A Positive Psychology Perspective** Springer Science & Business Media This book presents recent positive psychological research, applications and interventions being used among adolescents and children. Currently there is a wave of change occurring whereby educators, and others working with children and adolescents, are beginning to recognize the benefits of looking at well-being from a positive perspective, specifically the integration of positive psychological theory into the school curriculum in order to improve student well-being. Moreover, although the positive psychological field has grown tremendously since its inception, there remains an imbalance in the publication of research findings, applications, and interventions among children and adolescents in comparison to adults. This book fills the need for a reference to this valuable information and benefits a wide range of professionals, including educators, clinicians, psychologists, students, and many other working with children and adolescents. **Anxiety and Depression in Children and Adolescents Assessment, Intervention, and Prevention** Springer Science & Business Media Although generally considered adult disorders, anxiety and depression are widespread among children and adolescents, affecting academic performance, social development, and long-term outcomes. They are also difficult to treat and, especially when they occur in tandem, tend to fly under the diagnostic radar. Anxiety and Depression in Children and Adolescents offers a developmental psychology perspective for understanding and treating these complex disorders as they manifest in young people. Adding the school environment to well-known developmental contexts such as biology, genetics, social structures, and family, this significant volume provides a rich foundation for study and practice by analyzing the progression of pathology and the critical role of emotion regulation in anxiety disorders, depressive disorders, and in combination. Accurate diagnostic techniques, appropriate intervention methods, and empirically sound prevention strategies are given accessible, clinically relevant coverage. Illustrative case examples and an appendix of forms and checklists help make the book especially useful. Featured in the text: Developmental psychopathology of anxiety, anxiety disorders, depression, and mood disorders. Differential diagnosis of the anxiety and depressive disorders. Assessment measures for specific conditions. Age-appropriate interventions for anxiety and depression, including CBT and pharmacotherapy. Multitier school-based intervention and community programs. Building resilience through prevention. Anxiety and Depression in Children and Adolescents is an essential reference for practitioners, researchers, and graduate students in school and clinical child psychology, mental health and school counseling, family therapy, psychiatry, social work, and education. **Clinical Interviews for Children and Adolescents, Second Edition Assessment to Intervention** Guilford Press This book has been replaced by *Clinical Interviews for Children and Adolescents, Third Edition*, ISBN 978-1-4625-4816-3. **Executive Skills in Children and Adolescents, Third Edition A Practical Guide to Assessment and Intervention** Guilford Publications More than 100,000 school practitioners and teachers (K-12) have benefited from the step-by-step guidelines and practical tools in this influential go-to resource, now revised and expanded with six new chapters. The third edition presents effective ways to assess students' strengths and weaknesses, create supportive instructional environments, and promote specific skills, such as organization, time management, sustained attention, and emotional control. Strategies for individualized and classwide intervention are illustrated with vivid examples and sample scripts. In a large-size format for easy photocopying, the book includes 38 reproducible forms and handouts. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition *Chapter with guidance and caveats for developing individual education programs (IEPs), 504 Plans, and multi-tiered systems of support (MTSS). *Chapters on working with students with attention-deficit/hyperactivity disorder (ADHD) and autism spectrum disorder. *Three guest-authored chapters describing exemplary schoolwide applications. *More student centered--provides a template for involving children in intervention decision making. *Fully updated with the latest developments in the field. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas. **Clinical Interviews for Children and Adolescents, Third Edition Assessment to Intervention** Guilford Publications "Widely recognized as an authoritative resource, this book has been revised and updated with the latest research and techniques, including new material on telehealth services. Guidelines are provided for conducting thorough, developmentally informed interviews with K-12 students--and their parents and teachers--for multimethod assessment and intervention planning. Extensive case examples illustrate how to elicit information about school functioning, peer relations, emotional and behavioral difficulties, family situations, and adolescent concerns. Two guest authors have contributed chapters on suicide and violence risk assessments. In a convenient large-size format, the book includes over a dozen reproducible interviewing tools; purchasers get access to a Web page where they can download and print the reproducible materials. Key Words/Subject Areas: diagnostic interviewing, school-based, mental health, screening, school psychologists resource guide, intervention planning, multimethod, evaluating, evaluations, tools, questions, risks, behavioral, social, emotional, problems, kids, teens, bullying, victimization, school-age, reports Audience: School psychologists and counselors working in grades K-12, special educators, behavior specialists, school-based social workers, child and adolescent clinical psychologists, and child psychiatrists"-- **Autism Spectrum Disorder in Children and Adolescents Evidence-based Assessment and Intervention in Schools** American Psychological Association (APA) Wilkinson and contributors make sense of the often conflicting information available and synthesize it in a best-practice guide to screening, assessment, and intervention. It includes procedures to help identify children with ASD using the new DSM-5 symptom criteria and offers essential guidance for assessing a verity of emotional, behavioral, and academic problems. The book provides practitioners with an evidence-based assessment battery which includes tests of cognitive, academic, neuropsychological, and adaptive functioning. **Children at Risk Assessment, Longitudinal Research and Intervention** Walter de Gruyter GmbH & Co KG **Trauma-Informed Assessment with Children and Adolescents: Strategies to Support Clinicians** Concise Guides on Trauma Care This book serves as a practical guide for clinicians and other professionals working with children and adolescents exposed to trauma, offering an overview and rationale for a comprehensive approach to trauma-informed assessment, including key domains and techniques. Building on more than 2 decades of work in collaboration with the National Child Traumatic Stress Network (NCTSN), the book provides strategies for conducting an effective trauma-informed assessment that can be used in practice to support the treatment planning and intervention process, family engagement and education, and collaboration and advocacy with other providers. As part of APA's Division 56 series, Concise Guides on Trauma Care, the book surveys a range of recommended tools and considerations for selecting and implementing those tools across stages of development and in relation to a child's sociocultural context. The authors also examine challenges that may arise in the context of trauma-informed assessment and suggest approaches to overcome those barriers. **Executive Skills in Children and Adolescents A Practical Guide to Assessment and Intervention Behavior Disorders of Children and Adolescents Assessment, Etiology, and Intervention** For undergraduate and graduate courses, this text covers child psychopathology, developmental disabilities and behaviour problems in children. Updated for this edition, the chapters on assessment and intervention are reorganized to reflect the increasing eclecticism of the field. **Adolescents and Their Families An Introduction to Assessment and Intervention** Routledge This comprehensive book introduces and integrates adolescent developmental themes and family system theory into a coherent assessment and intervention model. Author Mark Worden views the adolescent as active in shaping the family interactions as much as the family is influential in shaping the adolescent's behavior. He takes a pragmatic approach to therapy, emphasizing what best explains the clinical phenomena and what works best for change. To this end, a heavy emphasis is placed on the process of evaluation and intervention of adolescents and their families with typical therapeutic dilemmas. This practical book is organized to take the reader through the first evaluation interview, through the planning of intervention strategies, and through the beginning, middle, and termination phases of treatment. Case examples bring Adolescents and Their Families to life, highlighting conceptual discussions. Topics discussed in this important book range from the integration of adolescent and family psychology, to the employment of a contextual-dialectic ("goodness-of-fit") paradigm to evaluate adolescent-family interface, to matching the intervention with the family. A step-by-step discussion of the first interview and diverse intervention strategies are discussed, as are frequent clinical syndromes--acting-out, underachievement, eating disorders, divorce/single parenthood,

depression, and suicide. Graduate students and clinicians will find this appealing book an ideal resource, as will experienced therapists beginning to work with adolescents and families. The book will also serve as an excellent primary or ancillary text for graduate courses in psychotherapy with adolescents and in family therapy courses. High school guidance counselors, social workers, and psychologists will also find many valuable applications in this timely book. **Anxiety Disorders in Children and Adolescents** Cambridge University Press Anxiety disorders are among the most prevalent mental health problems in childhood and adolescence. This fully revised new edition is an authoritative guide to the understanding and assessment of anxiety disorders in the young. The first section covers historical and conceptual issues, including cognitive and developmental processes, clinical and theoretical models, phenomenology and classification, and evidence-based assessment. Subsequent sections cover the biology of child and adolescent anxiety, and environmental influences including traumatic events, parenting and the impact of the peer group. The final section addresses prevention and treatment of anxiety. All chapters incorporate new advances in the field, explicitly differentiate between children and adolescents, and incorporate a developmental perspective. Written and edited by an international team of leading experts in the field, this is a key text for researchers, practitioners, students and clinical trainees with interests in child and adolescent anxiety. **Assessment and Intervention with Children and Adolescents Who Misuse Fire Practitioner Guide** Oxford University Press It's surprisingly common for children and adolescents to play with fire and to actually set fires. A single fire has the potential to cause a cascade of serious consequences to children, families, and their community, sometimes with devastating impact. Yet, there is limited practical information and evidence-based advice available to help programs and practitioners with children and adolescents who engage in this behavior. Assessment and Intervention with Children and Adolescents Who Misuse Fire presents practical guidelines to facilitate the clinical assessment and treatment of youth firesetting. Based on nearly four decades of research and intervention experience, the treatment is directed toward reducing any inappropriate involvement in fire or related activities in order to lower the risk for property damage, personal injury, and other adverse consequences associated with these behaviors. This evidence-based intervention provides clinicians with a comprehensive program for school-aged children, early adolescents, and adolescents, and the child and his/her caregiver(s) are both important participants in treatment. The modular approach allows for therapists to be flexible in deciding which topics to cover in order to best meet the needs of children and families. This treatment model encourages more appropriate and safe behaviors in both children/adolescents and their caregivers and provides skills likely to discourage fire involvement. In addition, the materials promote controlling exposure to incendiary materials and opportunities to use fire. The intervention is provided in a single volume, encompassing a practitioner guide, parent workbook, and child/adolescent workbook, including handouts for participating clients. **Social Skills of Children and Adolescents Conceptualization, Assessment, Treatment** Psychology Press This scholarly yet highly readable and practical text systematically covers the importance, development, assessment, and treatment of social skills of children and adolescents. Combining scientific rigor with a highly approachable and readable style of writing to create a practical and unique book, this volume provides a comprehensive overview of the increasingly important topic of child and adolescent social skills. A wide variety of tables, figures, and practical step-by-step guides enhance the material presented, making it particularly useful for practitioners while offering an extensive array of recent research and models of interest to researchers. The authors present a solid foundation of scientific knowledge written in a manner accessible to nonscientists and having ample practical implications and examples for educational and clinical practice. The book is divided into two parts--the first features a foundation for conceptualizing and assessing child and adolescent social skills, whereas the second focuses on the arena of intervention. An up-to-date and unique addition to the literature, this volume will be of interest to professionals who work with or study children across several disciplines including school and clinical child psychology, special education, counseling, and social work. Although many books and other professional materials on the social competence of children and adolescents are presently available, the knowledge regarding these social skills is expanding rapidly, and there is a tremendous need to keep it current. This book helps meet this need by not only synthesizing a great deal of recent work in the field, but also by providing new information and evidence that has not yet been published. It also bridges an important gap that sometimes exists between research and practice. For instance, some books on child and adolescent social skills are clearly written for the academician or researcher, and may have little apparent application for the clinician or practitioner. Other materials are written as practical assessment or intervention guides for the clinician/practitioner, yet sometimes lack supporting evidence and rationale. This book is aimed at both arenas. **Safeguarding Children Living with Trauma and Family Violence Evidence-based Assessment, Analysis and Planning Interventions** Jessica Kingsley Publishers Offering a systematic approach to evidence-based assessment and planning for children living with trauma and family violence, this practical book shows how to assess and analyse the needs of the child, make specialist assessments where there are continuing safeguarding concerns (using the Assessment Framework) and plan effective child-centred and outcome-focused interventions. The authors analyse the impact of exposure to a climate of trauma and family violence on a child's bioneurological development and on their capacity to form attachments and to develop and reflect on relationships through childhood and adolescence into adulthood. They bring together the assessment of children in need with the evaluation of significant harm and risk, and potential for rehabilitation, and also explore the application of evidence-based approaches to intervention. This book is an essential tool for all front-line practitioners working with child protection, including social workers, child and adolescent mental health practitioners, police officers, probation workers and domestic violence organizations. It is also suitable for undergraduate, postgraduate and post-qualifying students. **Developmental Assessment and Intervention with Children and Adolescents** A guide for counselors and students to identifying and helping with the common problems people encounter in normal development during the school-age years. Reviews the theories and methods of assessment and intervention, and explains their application to ages from early childhood to mid-adolescence. No index. Available from American Counseling Assn., 5999 Stevenson Ave., Alexandria, VA 22304-3300. Annotation copyright by Book News, Inc., Portland, OR **Family-Based Intervention for Child and Adolescent Mental Health A Core Competencies Approach** Cambridge University Press An overview of the core competencies for the delivery of evidence-based family interventions for child and adolescent mental health issues. **High-Impact Assessment Reports for Children and Adolescents A Consumer-Responsive Approach** Guilford Publications Assessment provides rich opportunities for understanding the needs of children and adolescents, yet reports are often hard for parents, teachers, and other consumers to comprehend and utilize. This book provides step-by-step guidelines for creating psychoeducational and psychological reports that communicate findings clearly, promote collaboration, and maximize impact. Effective practices for written and oral reporting are presented, including what assessment data to emphasize, how to organize reports and convey test results, and how to craft useful recommendations. In a large-size format for easy photocopying, the book includes sample reports, training exercises, and reproducible templates, rubrics, and forms. Purchasers get access to a Web page where they can download and print the reproducible materials. This book is in The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas. **Anxiety Disorders in Children and Adolescents Research, Assessment and Intervention** Cambridge University Press Anxiety disorders are among the most prevalent mental health problems in childhood. In this timely book, an international team of psychiatrists and psychologists review the most recent theoretical and empirical developments in the field and indicate how these may inform research and clinical practice. Following a historical introduction, chapters review conceptual and management issues, including cognitive, neurobiological, learning and developmental processes, and the influence of the peer group and family. Phenomenology, classification and assessment are covered, as are clinical course, intervention and outcome, with attention to both pharmacological and psychosocial treatment approaches. For clinicians and researchers this is an authoritative guide to the understanding and assessment of anxiety disorders in the young, and will appeal to all mental health professionals involved with this age group. **Traumatic Brain Injury in Children and Adolescents Assessment and Intervention** Guilford Press The return to school following traumatic brain injury (TBI) is fraught with challenges for children and adolescents, their families, and school professionals. This volume provides the practical knowledge needed to understand the neuropsychological problems associated with TBI and facilitate students' reintegration into the regular or special education classroom. Research-based strategies are presented for assessing and accommodating each student's needs, with suggestions for testing that can be completed by practitioners without extensive neuropsychological training. Featuring numerous illustrative clinical examples, the book also includes an extended case history that brings to life the entire process of recovery from TBI. Reviewing basic neuroanatomy, the book first discusses the functional problems and areas of learning difficulty that typically arise from different types of injury. It explores the associated emotional challenges and issues facing families, emphasizing the importance of working closely with parents and building effective home-school partnerships. Identified and briefly described are over 30 psychological measures that can be used to evaluate cognitive and academic skills; memory and learning; attention; executive and reasoning skills; visual-motor and perceptual skills; and psychosocial, emotional, and behavioral functioning. Detailed sample assessments are provided for two students with injuries of varying severity, showing how test results and other information can be integrated into a useful comprehensive report. Guidelines are then presented for managing school reentry and conducting team-based planning and decision making. General programming considerations are discussed, as are specific interventions that incorporate knowledge from the fields of ADHD, learning disabilities, and adult rehabilitation. Written in a clear, non-technical style, this book is an essential resource for school psychologists, counselors, and social workers; special education professionals; and other clinicians working with young people. It will also serve as a text in graduate-level neuropsychological assessment courses. **Family Intervention in the Assessment and Treatment of Infants, Children, and Adolescents** Presents a policy statement of the American Academy of Child and Adolescent Psychiatry (AACAP) in Washington, D.C. on the issue of the participation of family members in the assessment and treatment of infants, children, and adolescents, approved in October, 1997. Notes that the academy feels it is integral to positive outcomes. **Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders** John Wiley & Sons A compelling and compassionate case study approach to a broad range of neuropsychological disorders Neuropsychological Assessment and Intervention for Childhood and Adolescent Disorders focuses on the neuropsychological assessment and evidence-based practices available for assessing and treating children living with the etiological and neurological components of various disorders. Each chapter provides one or more case studies along with helpful background information, assessment results, and recommendations based on assessment data. Bridging science and practice, the book reviews the scientific literature, research on clinical implications, and evidence-based treatment of such disorders as: Dyslexia and Dyscalculia Specific Language Impairment/Dysphasia Autism Spectrum Disorders Attention-Deficit/Hyperactivity Disorder Tourette Syndrome Traumatic Brain Injury Childhood Cancer Epilepsy Cerebrovascular Disease Low Birth Weight Environmental Toxin Exposure Neurotoxins, Pregnancy, and Subsequent Disorders Chromosomal Anomalies Neurocutaneous Disorders Metabolic Disorders Each case study complements the content of each chapter by illustrating how the assessment process can inform intervention efforts for children. In addition, the cases humanize the effects of various disorders and demonstrate the usefulness of neuropsychological information in treatment and intervention planning, especially within children's educational and social contexts. **Childhood Obesity Prevention International Research, Controversies, and Interventions** Oxford University Press, USA Childhood obesity is an international public health concern, with a high profile in both the media and government policy. Controversial issues in the prevention of childhood obesity need to be considered early in the development of school, clinical or community prevention programs, as these issues are often the ones that promote the success or failure of attempts to ameliorate the problem at hand. This book combines health education theory, research, and practice to guide researchers, students, educators, community health workers and practitioners in the prevention of childhood obesity and the promotion of child and adolescent health and well-being. It examines controversy in childhood obesity, including the link with poverty and the difficulty of addressing obesity whilst also tackling the issue of eating disorders. The prevalence of childhood obesity is covered, with international chapters examining the importance of factors such as social class and ethnic differences, and global and local trends are identified. Approaches to prevention are presented, and the book concludes with the successful outcome of various interventions, demonstrating how the whole school community can collaborate to promote health among young people. **Social Skills Across the Life Span Theory, Assessment, and Intervention** Academic Press Social skills are critical to psychological adjustment across the lifespan. These skills are necessary for attaining a variety of important social, emotional, and interpersonal goals. Social skill deficits and resulting negative social interactions are associated with a wide variety of adjustment problems and psychological disorders. Social Skills across the Life Span: Theory is a comprehensive social skills volume providing in-depth coverage of theory, assessment, and intervention. Divided into three major sections, the volume begins with the definition of social competence, developmental factors, and relations to adjustment. This is followed by coverage of general assessment and intervention issues across the lifespan. In the third section, program developers describe specific evidence-based interventions. Identifies how social skills influence social competence and well being Addresses the full lifespan Reviews methods to assess and intervene with children and adults Details evidence-based interventions for children and adults **Mindfulness-based Interventions with Children and Adolescents Research and Practice** Routledge This book comprehensively reviews mindfulness-based interventions for specific areas of functioning in children and adolescents, with refreshing insights and perspectives. Based on a solid foundation of research and practice, it presents the nature of mindfulness, examines the psychological processes that may underlie mindfulness, and explores how to assess it. Mindfulness is about how we can be attentive to and present for everything that happens in our daily lives. This book draws upon current research in the field in order to explore topics such as the fundamentals of teaching mindfulness to children and adolescents; assessment of mindfulness in this population; use of mindfulness in educational settings; and clinical applications in mental health, including substance abuse, hyperactivity, and intellectual and developmental disabilities. With contributions from internationally-renowned clinicians and scholars, this book provides a balanced account of the strengths and weaknesses of current research, and how mindfulness-based programs can be used to enhance wellbeing and reduce suffering. This book will be of great interest for academics, scholars and post graduate students involved in the study of the mental health of children and adolescents. It will also appeal to psychologists, psychiatrist, nurses, social workers, rehabilitation therapists and others, such as school counsellors, who provide clinical care to children and adolescents. **Assessment and Treatment Activities for Children,**

Adolescents, and Families Practitioners Share Their Most Effective Techniques Champion Press (Canada) In this comprehensive resource, highly acclaimed author Liana Lowenstein has compiled an impressive collection of techniques from experienced practitioners. Interventions are outlined for engaging, assessing, and treating children of all ages and their families. Activities address a range of issues including, Feelings Expression, Social Skills, Self-Esteem, and Termination. A must have for mental health professionals seeking to add creative interventions to their repertoire. **Defiant Teens, Second Edition A Clinician's Manual for Assessment and Family Intervention** Guilford Publications This authoritative manual presents an accessible 18-step program widely used by clinicians working with challenging teens. Steps 1-9 comprise parent training strategies for managing a broad range of problem behaviors, including those linked to oppositional defiant disorder (ODD) and attention-deficit/hyperactivity disorder (ADHD). Steps 10-18 focus on teaching all family members to negotiate, communicate, and problem-solve more effectively, while facilitating adolescents' individuation and autonomy. Practical reproducible handouts and forms are included; the print book has a large-size format and lay-flat binding to facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. New to This Edition *Incorporates 15 years of research advances and the authors' ongoing clinical experience. *Fully updated model of the nature and causes of ODD. *Revised assessment tools and recommendations. *Reflects cultural changes, such as teens' growing technology use. See also the authors' related parent guide, *Your Defiant Teen*, Second Edition: 10 Steps to Resolve Conflict and Rebuild Your Relationship, an ideal client recommendation. For a focus on younger children, see also Dr. Barkley's *Defiant Children*, Third Edition (for professionals) and *Your Defiant Child*, Second Edition (for parents). **Child and Adolescent Suicidal Behavior School-Based Prevention, Assessment, and Intervention** Guilford Publications This comprehensive resource--now revised and expanded--provides school practitioners with an evidence-based framework for preventing and effectively responding to youth suicidal behavior. David N. Miller guides readers to understand, screen, and assess for suicide risk in students in grades K-12. He presents collaborative strategies for intervening appropriately within a multi-tiered system of support. The book also shows how to develop a coordinated plan for postvention in the aftermath of a suicide, offering specific dos and don'ts for supporting students, parents, and school personnel. User-friendly tools include reproducible handouts; the book's large-size format facilitates photocopying. Purchasers get access to a Web page where they can download and print the reproducible materials. New to This Edition *Chapter on the roles and responsibilities of the school-based suicide prevention team. *Significantly revised coverage of screening and suicide risk assessment. *Situates prevention and intervention within a schoolwide multi-tiered system of support. *Updated throughout with current data, practical recommendations, and resources. **Handbook of Borderline Personality Disorder in Children and Adolescents** Springer Science & Business Diagnosing Borderline Personality Disorder (BPD) in young people has long been a tough call for clinicians, either for fear of stigmatizing the child or confusing the normal mood shifts of adolescence with pathology. Now, a recent upsurge in relevant research into early-onset BPD is inspiring the field to move beyond this hesitance toward a developmentally nuanced understanding of the disorder. The *Handbook of Borderline Personality Disorder in Children and Adolescents* reflects the broad scope and empirical strengths of current research as well as promising advances in treatment. This comprehensive resource is authored by veteran and emerging names across disciplines, including developmental psychopathology, clinical psychology, child psychiatry, genetics and neuroscience in order to organize the field for an integrative future. Leading-edge topics range from the role of parenting in the development of BPD to trait-based versus symptom-based assessment approaches, from the life-course trajectory of BPD to the impact of the DSM-5 on diagnosis. And of particular interest are the data on youth modifications of widely used adult interventions, with session excerpts. Key areas featured in the *Handbook*: The history of research on BPD in childhood and adolescence. Conceptualization and assessment issues. Etiology and core components of BPD. Developmental course and psychosocial correlates. Empirically supported treatment methods. Implications for future research, assessment and intervention. The *Handbook of Borderline Personality Disorder in Children and Adolescents* is a breakthrough reference for researchers and clinicians in a wide range of disciplines, including child and school psychology and psychiatry, social work, psychotherapy and counseling, nursing management and research and personality and social psychology. **Coaching Students with Executive Skills Deficits** Guilford Press This practical manual presents an evidence-based coaching model for helping students whose academic performance is suffering due to deficits in executive skills, including time and task management, planning, organization, impulse control, and emotional regulation. In just a few minutes a day, coaches can provide crucial support and instruction tailored to individual students' needs. From leading experts, the book provides detailed guidelines for incorporating coaching into a response-to-intervention framework, identifying students who can benefit, conducting each session, and monitoring progress. Special topics include how to implement a classwide peer coaching program. More than three dozen reproducible assessment tools, forms, and handouts are featured; the large-size format and lay-flat binding facilitate photocopying. Purchasers also get access to a Web page where they can download and print the reproducible materials. This book is in the Guilford Practical Intervention in the Schools Series, edited by T. Chris Riley-Tillman. See also the authors' *Work-Smart Academic Planner: Write It Down, Get It Done*, designed for middle and high school students to use in conjunction with coaching, plus the authoritative *Executive Skills in Children and Adolescents*, Second Edition. Also from Dawson and Guare: *Smart but Scattered* parenting guides and a self-help guide for adults. **Neuropsychological Assessment and Intervention with Children and Adolescents** Professional Resource Press An applied guidebook for dealing with neuropsychological problems and learning disabilities. A valuable and widely utilized resource for both mental health professionals and educators. **The Clinical Assessment of Children and Adolescents A Practitioner's Handbook** Routledge This book highlights assessment techniques, issues, and procedures that appeal to practicing clinicians. Rather than a comprehensive Handbook of various tests and measures, *The Clinical Assessment of Children and Adolescents* is a practitioner-friendly text that provides guidance for test selection, interpretation, and application. With topics ranging from personality assessment to behavioral assessment to the assessment of depression and thought disorder, the leaders in the field of child and adolescent measurement outline selection and interpretation of measures in a manner that is most relevant to clinicians and graduate students. Each chapter makes use of extensive case material in order to highlight issues of applicability. **Behavioral, Social, and Emotional Assessment of Children and Adolescents** Routledge Generally recognized as the standard work in its field, *Behavioral, Social, and Emotional Assessment of Children and Adolescents* is a comprehensive guide for conducting conceptually sound, culturally responsive, and ecologically oriented assessments of students' social and emotional behavior. Written for graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education, it will also be of interest to those in related disciplines. Building on the previous editions, this fifth edition includes updated references to DSM-5 and federal standards as well as an integrated approach to culturally competent assessment throughout the text. In Part I, *Foundations and Methods of Assessment*, the author provides a general foundation for assessment practice and outlines basic professional and ethical issues, cultural considerations, and classification and diagnostic problems. Part II, *Assessment of Specific Problems, Competencies, and Populations*, includes material on assessing specific social-emotional behavior domains, including externalizing problems, internalizing problems, social skills and social-emotional strengths, and the unique needs of young children. A chapter on school-wide screening methods was also added with this edition. By weaving together the most recent research evidence and common application issues in a scholarly yet practical matter, *Behavioral, Social, and Emotional Assessment of Children and Adolescents* continues to be the pre-eminent foundation for assessment courses. **Handbook of Child and Adolescent Psychiatry, Clinical Assessment and Intervention Planning** John Wiley & Sons Incorporated This volume contains information on assessing, diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development. It includes in-depth coverage of these issues and also includes "decision trees" for some topics, which are brief flowcharts for practitioners to follow when assessing patients for suspected problems. **Social-skills Assessment and Intervention with Children and Adolescents** **Child and Adolescent Suicidal Behavior School-Based Prevention, Assessment, and Intervention** Guilford Press This book has been replaced by *Child and Adolescent Suicidal Behavior*, Second Edition, ISBN 978-1-4625-4658-9. **Assessment and Intervention with Children and Adolescents Developmental and Multicultural Approaches** Amer Counseling Assn