Read Online Clinical Aspects Of Child Development An Introductory Synthesis Of Psychological Concepts And Clinical Problems

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developmental delay, learning difficulties, attention deficit disorders,

The Rape of Childhood - Salman Akhtar - 2018-10-15
The Rape of Childhood: Development, Clinical, and Sociocultural Aspects of Childhood Sexual Abuse details the realm of childhood sexual abuse. Contributors examine variables that increase a child’s vulnerability to maltreatment, including age, gender, ethnicity, and socioeconomic factors, and outline various consequences of childhood sexual abuse.

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A Clinical Handbook on Child Development Paediatrics - E-Book - Sandra Johnson - 2012-10-31
This handbook offers a succinct study of Childhood Development Paediatrics with practical applications for helping the child and family through all areas of the developmental process. The book covers diverse topics like autism, Asperger syndrome, behaviour difficulties, language disorders, school refusal, bullying, emotional difficulties, neurological impairments that affect development (examples being cerebral palsy and brain injury) and motor coordination problems. It also offers online case scenarios on autism, ADHD, school refusal and truancy, cerebral palsy and child abuse and neglect. The cases are followed by questions to test the acquired knowledge of the student on these topics. This practical guide to child development is ideal for trainee paediatricians, registrars, paediatricians and general practitioners. Deals with developmental issues unlike comprehensive paediatric or child psychiatry texts Concise text providing practical tips Clinically and practically orientated (e.g. history, physical examination, assessment techniques) Comparison of normal and abnormal/normal development Definitions (Chapters.8,11,12) to clarify terms Several chapters (e.g. Chapters 8,9,10) inform about special problems/illnesses, which are increasing in incidence Online case scenarios on autism, ADHD, school refusal and truancy, cerebral palsy and child abuse and neglect are available on Student Consult. Combines physical and psychological problems in the development of children, which might be already present at birth (Cerebral Palsy) or which might be apparent later in life (Chapter 8)
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Play and Playfulness - Monisha Akhtar - 2011

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The Developmental Science of Early Childhood: Clinical Applications of Infant Mental Health Concepts From Infancy Through Adolescence - Claudia M. Gold - 2017-02-14
A practical distillation of cutting-edge developmental research for mental health professionals. The field commonly known as "infant mental health" integrates current research from developmental psychology, genetics, and neuroscience to form a model of prevention, intervention, and treatment well beyond infancy. This book presents the core concepts of this vibrant field and applies them to common childhood problems, from attention deficits to anxiety and sleep disorders. Readers will find a friendly guide that distills this developmental science into key ideas and clinical scenarios that practitioners can make sense of and use in their day-to-day work. Part I offers an overview of the major areas of research and theory, providing a pragmatic knowledge base to comfortably integrate the principles of this expansive field in clinical practice. It reviews the newest science, exploring the way relationships change the brain, breakthrough attachment theory, epigenetics, the polyvagal theory of emotional development, the role of stress response systems, and many other illuminating concepts. Part II then guides the reader through the remarkable applications of these concepts in clinical work. Chapters address how to take a textured early developmental history, navigate the complexity of postpartum depression, address the impact of trauma and loss on children's emotional and behavioral problems, treat sleep problems through an infant mental health lens, and synthesize tools from the science of the developing mind in the treatment of specific problems of regulation of emotion, behavior, and attention. Fundamental knowledge of the science of early brain development is deeply relevant to mental health care throughout a client's lifespan. In an era when new research is illuminating so much, mental health practitioners have much to gain by learning this leading-edge discipline's essential applications. This book makes those applications, and their robust benefits in work with clients, readily available to any professional.
support their development and learning and are responsive to their
individual progress. Transforming the Workforce for Children Birth Through
Age 8 offers guidance on system changes to improve the quality of
professional practice, specific actions to improve professional learning
systems and workforce development, and research to continue to build the
knowledge base in ways that will directly advance and inform future
actions. The recommendations of this book provide an opportunity to
improve the quality of the care and the education that children receive, and
ultimately improve outcomes for children.

Transforming the Workforce for Children Birth Through Age 8
National Research Council - 2015-07-23
Children are already learning at birth, and they develop and learn at a rapid
pace in their early years. This provides a critical foundation for lifelong
progress, and the adults who provide for the care and the education of
young children bear a great responsibility for their health, development,
and learning. Despite the fact that they share the same objective - to
nurture young children and secure their future success - the various
practitioners who contribute to the care and the education of children from
birth through age 8 are not acknowledged as a workforce unified by the
common knowledge and competencies needed to do their jobs well.
Transforming the Workforce for Children Birth Through Age 8 explores the
science of child development, particularly looking at implications for the
professionals who work with children. This report examines the current
capacities and practices of the workforce, the settings in which they work,
the policies and infrastructure that set qualifications and provide
professional learning, and the government agencies and other funders who
support and oversee these systems. This book then makes recommendations
to improve the quality of professional practice and the practice environment
for care and education professionals. These detailed recommendations
create a blueprint for action that builds on a unifying foundation of child
development and early learning, shared knowledge and competencies for
care and education professionals, and principles for effective professional
learning. Young children thrive and learn best when they have secure,
positive relationships with adults who are knowledgeable about how to
to child abuse and neglect research that examines factors related to both children and adults across physical, mental, and behavioral health domains—including those in child welfare, economic support, criminal justice, education, and health care systems—and assesses the needs of a variety of subpopulations. It should also clarify the causal pathways related to child abuse and neglect and, more importantly, assess efforts to interrupt these pathways. New Directions in Child Abuse and Neglect Research identifies four areas to look to in developing a coordinated research enterprise: a national strategic plan, a national surveillance system, a new generation of researchers, and changes in the federal and state programmatic and policy response.

New Directions in Child Abuse and Neglect Research - National Research Council - 2014-03-25
Each year, child protective services receive reports of child abuse and neglect involving six million children, and many more go unreported. The long-term human and fiscal consequences of child abuse and neglect are not relegated to the victims themselves— they also impact their families, future relationships, and society. In 1993, the National Research Council (NRC) issued the report, Understanding Child Abuse and Neglect, which provided an overview of the research on child abuse and neglect. New Directions in Child Abuse and Neglect Research updates the 1993 report and provides new recommendations to respond to this public health challenge. According to this report, while there has been great progress in child abuse and neglect research, a coordinated, national research infrastructure with high-level federal support needs to be established and implemented immediately. New Directions in Child Abuse and Neglect Research recommends an actionable framework to guide and support future child abuse and neglect research. This report calls for a comprehensive, multidisciplinary approach to child abuse and neglect research that examines factors related to both children and adults across physical, mental, and behavioral health domains—including those in child welfare, economic support, criminal justice, education, and health care systems—and assesses the needs of a variety of subpopulations. It should also clarify the causal pathways related to child abuse and neglect and, more importantly, assess efforts to interrupt these pathways. New Directions in Child Abuse and Neglect Research identifies
many and diverse theories and policies that form the theory and practice of national strategic plan, a national surveillance system, a new generation of researchers, and changes in the federal and state programmatic and policy response.

**Child Psychotherapy** - Robbie Adler-Tapia - 2012-06-22
Print+CourseSmart

**Clinical Aspects of Hearing** - Thomas R. VanDeWater - 1996
The last two decades of the twentieth century have witnessed advances in our knowledge of the biological processes which result in hearing. These have come about from the application of contemporary molecular biological, physiology, and imaging techniques in combination with discoveries in the domain of hearing. This volume presents these pivotal developments and their applications to the understanding of normal and abnormal hearing in humans, information that is essential to the ability of both scientists and clinicians to further their understanding and treatment of hearing disorders.

**Clinical Child Psychology** - Martin Herbert - 1991-05-13
Clinical child psychology has undergone radical changes in the last 20 years. Written by one of the leading authorities covering the specialization of clinical child psychology, this comprehensive introductory handbook updates the present literature in one single source. Brings together the many and diverse theories and policies that form the theory and practice of clinical child psychology in both Europe and North America. Information and theory are integrated by providing a conceptual/developmental framework within which to assess and treat/train clients.

**Developmental Diagnosis - Normal and Abnormal Child Development - Clinical Methods and Pediatric Applications** - Arnold Gesell - 2008-11
This historic book may have numerous typos and missing text. Purchasers can usually download a free scanned copy of the original book (without typos) from the publisher. Not indexed. Not illustrated. 1917 edition. Excerpt: (6) Columns for Discount on Purchases and Discount on Notes on the same side of the Cash Book; (c) Columns for Discount on Sales and Cash Sales on the debit side of the Cash Book; (d) Departmental columns in the Sales Book and in the Purchase Book. Controlling Accounts.--The addition of special columns in books of original entry makes possible the keeping of Controlling Accounts. The most common examples of such accounts are Accounts Receivable account and Accounts Payable account. These summary accounts, respectively, displace individual customers' and creditors’ accounts in the Ledger. The customers' accounts are then segregated in another book called the Sales Ledger or Customers' Ledger, while the creditors' accounts are kept in the Purchase or Creditors' Ledger. The original Ledger, now much reduced in size, is called the General Ledger. The Trial Balance now refers to the accounts in the General Ledger. It is evident that the task of taking a Trial Balance is greatly simplified because so many fewer accounts are involved. A Schedule of Accounts Receivable is then prepared, consisting of the balances found in the Sales
elementary part of the text, the student learned how to prepare a Statement Receivable account shown in the Trial Balance. A similar Schedule of Accounts Payable, made up of all the balances in the Purchase Ledger, is prepared, and it must agree with the balance of the Accounts Payable account of the General Ledger. The Balance Sheet.--In the more elementary part of the text, the student learned how to prepare a Statement of Assets and Liabilities for the purpose of disclosing the net capital of an enterprise. In the present chapter he was shown how to prepare a similar statement, the Balance Sheet. For all practical

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Children at Play : Clinical and Developmental Approaches to Meaning and Representation - Arietta Slade Associate Professor of Clinical Psychology at the City College and Graduate Center City University of New York - 1994-01-27
As they play, children do more than imagine--they also invent life-long approaches to thinking, feeling, and relating to other people. For nearly a century, clinical psychologists have been concerned with the content and interpersonal meaning of play. More recently, developmental psychologists have concentrated on the links between the emergence of symbolic play and evolving thought and language. At last, this volume bridges the gap between the two disciplines by defining their common interests and by developing areas of interface and interrelatedness. The editors have brought together original chapters by distinguished psychoanalysts, clinical psychologists, social workers, and developmental psychologists who shed light on topics outside the traditional confines of their respective domains. Thus the book features clinicians exploring subjects such as play representation, narrative, metaphor, and symbolization, and developmentalists examining questions regarding affect, social development, conflict, and psychopathology. Taken together, the contributors offer a rich, integrative view of the many dimensions of early play as it occurs among peers, between parent and child, and in the context of therapy.

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**Handbook of Clinical Child Neuropsychology** - Cecil R. Reynolds - 2013-12-19
The past decade has brought important advances in our understanding of the brain, particularly its influence on the behavior, emotions, and personality of children and adolescents. In the tradition of its predecessors, the third edition of the Handbook of Clinical Child Neuropsychology enhances this understanding by emphasizing current best practice, up-to-date science, and emerging theoretical trends for a comprehensive review of the field. Along with the Handbook’s impressive coverage of normal development, pathology, and professional issues, brand-new chapters highlight critical topics in assessment, diagnostic, and treatment, including:

- The role and prevalence of brain dysfunction in ADHD, conduct disorder, the autistic spectrum, and other childhood disorders;
- The neuropsychology of learning disabilities;
- Assessment of Spanish-speaking children and youth;
- Using the PASS (planning, attention, simultaneous, successive) theory in neurological assessment;
- Forensic child neuropsychology;
- Interventions for pediatric coma.

With singular range, timeliness, and clarity, the newly updated Handbook of Clinical Child Neuropsychology reflects and addresses the ongoing concerns of practitioners as diverse as neuropsychologists, neurologists, clinical psychologists, pediatricians, and physical and speech-language therapists.

**National Library of Medicine Current Catalog** - National Library of Medicine (U.S.) - 1985
Attachment research has tremendous potential for helping clinicians understand what happens when parent–child bonds are disrupted, and what can be done to help. Yet there remains a large gap between theory and practice in this area. This book reviews what is known about attachment and translates it into practical guidelines for therapeutic work. Leading...
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**Attachment Theory in Clinical Work with Children** - David Oppenheim - 2011-03-03

Developmental and Clinical Issues in the Treatment of Children is the first volume to address the needs of practicing clinicians and other professionals who work in applied mental health settings. It represents the first interface of clinical child psychology, developmental psychopathology, specific child disorders, and contextual issues. This text's primary purpose is to bring these areas together to build upon the current knowledge base about children, child problems, and child treatment. In summary, this compendium integrates the major clinical and developmental issues involved in the "real" treatment of children. The contents of each chapter are relevant to the needs and concerns of practitioners, while based on findings from the empirical literature.

**Developmental Issues in the Clinical Treatment of Children** - Wendy K. Silverman - 1999

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**Developmental Neuropsychology** - Vicki Anderson - 2018-07-17
interaction among biological, psychosocial and cognitive factors in the brain-injured child. Finally, principles of evidence-based assessment, diagnosis and intervention are discussed. The text will be of use on advanced undergraduate courses in developmental neuropsychology, postgraduate clinical training programmes and for professionals working with children in clinical psychology, clinical neuropsychology and educational and rehabilitation contexts. The text is also an important reference for those working in paediatric research.

Child Development Mediated by Trauma - Boris Gindis - 2019-06-04
Drawing on clinical data obtained through the study of children adopted from overseas orphanages, the author of this cutting-edge text applies the Developmental Trauma Disorder (DTD) conceptual framework to the analysis of psychological, educational and mental health impact of the early childhood trauma on development. A massive scale of international adoption of children, victims of profound neglect and deprivation, combined with the fundamental change in a child's social situation of development after adoption, offers a valuable opportunity to explore the concept of Developmental Trauma Disorder, in particular, developmental delays, emotional vulnerability, "mixed maturity", cumulative cognitive deficit, and post-orphanage behavior patterns, being presented by many adoptees long after the adoption. By focusing on the neurological and psychological nature of childhood trauma, Dr. Gindis offers a unique approach to understanding the ongoing impacts of DTD and the ways in which any subsequent neuropsychological, educational, and mental health issues might be assessed. Offering an evidence-based exploration of DTD, and a critique of "conventional" approaches to rehabilitation and remediation of international adoptees, this book will be of great interest to researchers in the fields of psychology, mental health, education and child development; as well as clinicians involved in trauma treatment and international adoption.
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Infancy and Early Childhood - Stanley I. Greenspan - 1992
The clinical assessment, treatment, and prevention of emotional, behavioral,
and developmental problems in infancy and early childhood may be the
most important frontier in the behavioral sciences. There has not, however,
been a definitive text on how to actually work clinically with infants, young
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reader through every subtle facet of the clinical assessment and
intervention process. With more than 20 thorough case studies, in-depth
discussions of clinical principles, and hundreds of practical guidelines and
suggestions for assessment and intervention, this eminently useful volume:
describes the critical steps in the observation and clinical assessment
process, including the hands-on assessment of the infant and the evaluation
of affective, motor, sensory, language, cognitive, interactive, and parental
and family functioning; illustrates how to formulate the diagnosis of a wide
range of infant and early childhood problems and use the formulation to
microscopic detail discusses, the psychotherapeutic and preventative
intervention process. Specific treatment and preventative approaches for
work with constitutional and maturational variations, infant-care-giver
interactions, and parental and family patterns are described for problems
ranging from mild interactive and regulatory difficulties to the most severe
pervasive developmental dysfunctions and family challenges; discusses how
to set up an infant and early childhood clinical practice as well as an
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sections give in-depth attention to deployment-related trauma in military interactions, and parental and family patterns are described for problems ranging from mild interactive and regulatory difficulties to the most severe pervasive developmental dysfunctions and family challenges; discusses how to set up an infant and early childhood clinical practice as well as an assessment and treatment center. This major, single-authored work is certain to become the definitive text for every professional working with infants, young children and their families, including psychiatrists, psychologists, pediatricians, social workers, educators, speech pathologists, occupational therapists, and nurses.

Clinical Work with Traumatized Young Children - Joy D. Osofsky - 2011-08-18
Presenting crucial knowledge and state-of-the-art treatment approaches for working with young children affected by trauma, this book is an essential resource for mental health professionals and child welfare advocates. Readers gain an understanding of how trauma affects the developing brain, the impact on attachment processes, and how to provide effective help to young children and their families from diverse backgrounds. Top experts in the field cover key evidence-based treatments—including child-parent psychotherapy, attachment-based treatments, and relational interventions—as well as interventions in pediatric, legal, and community settings. Special sections give in-depth attention to deployment-related trauma in military families and the needs of children of substance-abusing parents.

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Parenting Matters - National Academies of Sciences, Engineering, and
Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children’s well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child’s brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents’ lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger.

Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents’ use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

**Parenting Matters** - National Academies of Sciences, Engineering, and Medicine - 2016-11-21

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children’s well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect and care for them. The impact of parents may never be greater than during the earliest years of life, when a child’s brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents’ lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger.

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**Father and Child** - Stanley H. Cath - 2013-11-26

First published in 1982. Routledge is an imprint of Taylor & Francis, an informa company.

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Emergency Psychiatry - Ellen L. Bassuk - 2012-12-06
This eagerly awaited volume occupies an important place in the series Critical Issues in Psychiatry. Most mental health professionals are quite at home with ordinary day-to-day crises of clinical practice but relatively unprepared for the true psychiatric emergency. Such emergencies are too infrequent for most of us to experience a real sense of competence. On the other hand, emergency room psychiatrists as well as residents and other trainees have long wished for a truly comprehensive textbook that would cover the spectrum of emergency psychiatry. This book is just such a definitive and comprehensive volume for the specialist, while at the same time a clear, succinct, and comprehensive reference for the clinician. The authors consistently present a systematic model emphasizing the interconnection between the process of emergency intervention and the specific features of clinical crisis. They are true to the principle that one’s system of care should be built on priorities. It is immediately apparent that these are highly experienced clinicians as well as teachers. It is difficult to imagine a clinical situation that is not addressed by this book. It includes chapters on triage, assessment, and treatment planning; emergencies associated with all the various psychopathologies; age groups from childhood to old age; the emergency management of violent and suicidal patients as well as rape and disaster victims; emergencies secondary to substance abuse and prescribed medications; psychotherapeutic and psychopharmacologic intervention; as well as the relevant legal, social, and community issues in emergency care.

Clinical Assessment of Child and Adolescent Personality and Behavior - Paul J. Frick - 2009-12-12
Psychologists offer an increasing variety of services to the public. Among these services, psychological assessment of personality and behavior continues to be a central activity. One main reason is that other mental health professionals often do not possess a high level of competence in this area. And when dealing with children and adolescents, psychological assessment seems to take on an even greater role. Therefore, it follows that comprehensive graduate-level instruction in assessment should be a high priority for educators of psychologists who will work with these youth. This textbook is organized into three sections, consistent with the authors’ approach to teaching. Part I provides students with the psychological knowledge base necessary for modern assessment practice, including historical perspectives, measurement science, child psychopathology, ethical, legal, and cultural issues, and the basics of beginning the assessment process. Part II gives students a broad review of the specific assessment methods used by psychologists, accompanied by specific advice regarding the usage and strengths and weaknesses of each method. In Part III, we help students perform some of the most sophisticated of assessment
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Clinical Aspects of Sleep and Sleep Disturbance - Terrence L. Riley - 2016-06-06
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Importance of Growth for Health and Development - Alan Lucas - 2010
Growth is universally used by health care professionals and caregivers to judge the physical condition of babies and children: poor growth in early life has a negative impact on cognitive development and morbidity, whereas rapid and excessive growth is associated with a higher prevalence of obesity and cardiovascular disease. This publication explores in some detail the relationship between early growth patterns and later neurodevelopment, obesity, cardiovascular outcomes and longevity in both industrialized and semi-industrialized societies. It consists of three parts that each deals with a specific topic: The first part focuses on the connection between early growth and obesity and cardiovascular outcomes. The next section concentrates on the interrelationship between growth and neurological development, and the last part is dedicated to the control as assessment of physical growth. Bringing together the expert opinions of outstanding clinicians and scientists, this book will be of particular value for pediatricians, public health scientists and epidemiologists.

The Practice of Social Work in Schools - Wendy Glasgow Winters - 1983
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From Neurons to Neighborhoods - Division of Behavioral and Social Sciences and Education - 2000-11-13
How we raise young children is one of today's most highly personalized and sharply politicized issues, in part because each of us can claim some level of "expertise." The debate has intensified as discoveries about our development-in the womb and in the first months and years-have reached the popular media. How can we use our burgeoning knowledge to assure the well-being of all young children, for their own sake as well as for the sake of our nation? Drawing from new findings, this book presents important conclusions about nature-versus-nurture, the impact of being born into a working family, the effect of politics on programs for children, the costs and benefits of intervention, and other issues. The committee issues a series of challenges to decision makers regarding the quality of
problems as well as what it is like to be a participant in a parent training
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accessible, From Neurons to Neighborhoods presents the evidence about
"brain wiring" and how kids learn to speak, think, and regulate their
behavior. It examines the effect of the climate-family, child care,
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Advances in Clinical Child Psychology - Thomas H. Ollendick -
2012-12-06
As in past volumes, the current volume of Advances in Clinical Child
Psychology strives for a broad range of timely topics on the study and
treatment of children, adolescents, and families. Volume 18 includes a new
array of contributions covering issues pertaining to treatment, etiology, and
psychosocial context. The first two contributions address conduct problems.
Using qualitative research methods, Webster-Stratton and Spitzer take a
unique look at what it is like to be a parent of a young child with conduct
problems. Chamberlain presents research on residential and foster-care
treatment for adolescents with conduct disorder. As these chapters well
reflect, Webster-Stratton, Spitzer, and Chamberlain are all veterans of
programmatic research on treatment of child and adolescent conduct
problems. Wills and Filer describe an emerging stress-coping model that
has been applied to adolescent substance use and is empirically well justi-
fied. This model has implications for furthering intervention strategies as
well as enhancing our scientific understanding of adolescents and the
development of substance abuse. Foster, Martinez, and Kulberg confront
the issue that researchers face pertaining to race and ethnicity as it relates
to our understanding of peer relations. This chapter addresses some of the
measurement and conceptual challenges relative to assessing ethnic
variables and relating these to social cognitions of peers, friendship
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**Advances in Clinical Child Psychology** - Benjamin B. Lahey - 2013-11-11

The Advances in Clinical Child Psychology series is directed toward the clinicians and researchers in child psychology to alert them to new developments, data, and concepts which advance the ability of these professionals to help troubled children. This volume represents our attempt to highlight the emerging issues and breakthroughs that are likely to guide our field of inquiry in the near future. Our goal in selecting authors to contribute to this series is to seek out those whose work is innovative, relevant, and likely to influence future work in clinical child psychology and related fields. Each author is chosen either on the basis of potentially important new information or viewpoints in his or her own work, or because the author is especially well-qualified to discuss a topic that is not restricted to one program of research. In this volume, the impact of disciplines other than psychology on clinical child psychology is well-documented. Rubenstein presents a wide-ranging overview of research on the neurological causes, indicators, and reflections of developmental disorders, including a section on the physiological basis of autism. Costello explores how epidemiology is being applied to child psychiatry and offers insights into the growing importance of applying epidemiological methods to clinical practice.

**Psychopathology and Child Development** - Eric Schopler - 2012-12-06

The First International Leo Kanner Colloquium on Child Development, Deviations, and Treatment explores relationships between experimental research, normal development, and interventions, with early infantile autism as a reference model of "relatively unambiguous abnormal development." Sponsored by the Treatment and Education of Autistic and related Communications handicapped Children (TEACCH) Project at the University of North Carolina at Chapel Hill, the colloquium tackled the challenge of facilitating communications among scientists of different disciplines working in a specialized area. The meeting proved successful in generating an interplay and information exchange among scientists of diverse academic and professional orientation, who, if not completely able to agree on common factors, did nevertheless achieve awareness and clarification of their differences. The TEACCH conference and this volume have implications for all research efforts, within and outside the domain of mental health. This is particularly so at a time of limited dollar resources for research support. The present and foreseeable future represent such a time-one when communication among fields, resource competition between basic and applied research, biomedical versus psychosocial research, and the question of research utilization assume a new commanding significance. Thus the question of accountability for research has come to the fore.

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Children's Sibling Relationships - Frits Boer - 2013-05-13
In the last decade, the significance of siblings in children's development and adjustment has been widely recognized, and research on brothers and sisters has increased dramatically. Bringing together exciting research on siblings by leading developmental psychologists and clinicians, this volume's contributions were originally presented at the First International Symposium on Siblings held in Leiden. This book focuses on both the significance of siblings as influences on individual development, and on the importance of the relationship in families with sick, disabled or troubled children. It covers the recent developmental research with chapters on the development of sibling relationships in early and middle childhood, the links between sibling relationships and those with parents, peers and friends, and the influence of siblings on children's adjustment. It then focuses on clinical issues such as siblings as sources of support for unhappy or sick children, or for children in disharmonious homes, and the vulnerability of siblings of disabled children. These clinical issues are discussed in practical terms by leading practitioners. Clear in presentation, comprehensive in its coverage of the exciting recent research, and full of practical insights, this volume brings to light important developmental principles, and raises questions regarding the assumptions about family processes and how different relationships within the family affect one another. For family researchers, those interested in the individual development of children, and for clinicians concerned about the impact of troubled or disabled children on their siblings or the potential of siblings as therapists, this book will be the key. No other book covers the recent research in this important topic and discusses the clinical issues in depth and in practical terms.
will provide readers with a sense of the historical development of different schools of thought. The authors also place theories of child development in philosophical and cultural contexts, explore links between them, and consider the implications of theory for practice in the light of the latest thinking and developments in implementation and translational science. Early chapters cover mainstream theories such as those of Piaget, Skinner, Freud, Maccoby and Vygotsky, whilst later chapters present interesting lesser-known theorists such as Sergei Rubinstein, and more recent influential theorists such as Esther Thelen. The book also addresses lifespan perspectives and systems theory, and describes the latest thinking in areas ranging from evolutionary theory and epigenetics, to feminism, the voice of the child and Indigenous theories. The new edition of Child Development has been extensively revised to include considerable recent advances in the field. As with the previous edition, the book has been written with the student in mind, and includes a number of useful pedagogical features including further reading, discussion questions, activities, and websites of interest. Child Development: Theories and Critical Perspectives will be essential reading for students on advanced courses in developmental psychology, education, social work and social policy, and the lucid style will also make it accessible to readers with little or no background in psychology.

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