Identifying, Assessing, and Treating Dyslexia at School

As many as one in four children experiences problems with reading. Dyslexia, the most common learning disability, leads to well-documented negative effects on school and, ultimately, adult success. Therefore, it is critical that school professionals provide early and effective assessment and intervention. Identifying, Assessing, and Treating Dyslexia at School equips practitioners with in-depth understanding of the disorder and a wealth of practical information for meeting student needs. This volume: Reviews up-to-date findings on dyslexia—causes, prevalence, and related conditions; Provides research-based tools for identifying and addressing dyslexia; Offers a detailed framework for case finding and screening, diagnostic and psychoeducational assessment as well as age- and grade-appropriate intervention; Explains the roles and responsibilities of school psychologists when it comes to identifying students with dyslexia; Focuses solely on dyslexia, unlike most other books on learning disabilities.

Features
- Provides practitioners with an understanding of dyslexia and, more important, with research-based tools for diagnosing dyslexia from other reading disabilities and with guidelines for intervention
- Clearly identifies the roles and responsibilities of school psychologists when it comes to the identification of students with dyslexia

Contents

Fields of interest
Child & School Psychology; Education (general); Counseling

Target groups
School psychologists and other allied educational professionals

Type of publication
Monograph

Handbook of Adolescent Behavioral Problems

Evidence-Based Approaches to Prevention and Treatment

As we enter the new millennium, promoting sound mental health and positive behavior of adolescents has undeniably taken on greater significance than ever before. To that end, more and more research is confirming what many have suspected for years: environment and community surroundings have a major affect on an adolescent’s well-being and overall mental health. And because no single causal agent triggers teenage pathology—and no one-size-fits-all treatment is available—the Handbook of Adolescent Behavior Problems offers a comprehensive and integrative biopsychosocial approach to effective practice.

This volume examines not only the psychological and genetic factors underlying dysfunction, it also explores the critical roles that family members, peers, and the larger community play in an adolescent’s life.

Features
- Offers a practical interdisciplinary examination of dysfunctional behaviors in adolescence
- Blends theoretical and scholarly research with practical clinical and practice observations pertinent to the subject area
- Provides recommendations for practices improvements and prevention/health promotion

From the contents
Section I: Introduction and Overview.- Section II: Disorders.- Section III: Problem Behaviors.- Conclusion.

Fields of interest
Child & School Psychology; Psychiatry; Counseling

Target groups
Clinical child and school psychologists, child psychiatrists, counselors, social workers and other mental health professionals

Type of publication
Handbook

Handbook of Intellectual and Developmental Disabilities

Changes within the interdisciplinary field of intellectual and developmental disabilities are evolving at a rapid pace. Clinicians, academics, administrators, and a variety of mental health providers alike need easy-to-access, reliable information that enables them to stay abreast of the numerous advances in research, assessment, treatment, and service delivery within a real-world sociopolitical framework. To that end, the Handbook of Intellectual and Developmental Disabilities is an essential resource for any professional who works with this vulnerable population.

This volume examines in detail the numerous advances in the field, summarizing major domains and emerging subspecialties into one eminently useful reference. Its contributors comprise a panel of the leading scientist-clinicians, who offer much-needed insight and guidance into ongoing improvements in theory and practice as well as intervention and prevention.

Features
- Provides comprehensive information on assessing, treating, and providing services delivery for mental health and allied practitioners
- Examines issues surrounding intellectual and developmental disabilities in a real-world socio-political framework
- Summarizes the major domains and emerging subspecialties of this vast area into one useful reference

Fields of interest
Child & School Psychology; Psychiatry; Education (general)

Target groups
Clinical child and school psychologists; child psychiatrists; special educators and allied education professionals; counselors; and social workers

Type of publication
Handbook
R. Seginer, University of Haifa, Israel

**Future Orientation**

*Developmental and Ecological Perspectives*

Where am I going? What do I want to do with my life? Such questions are typical of, even essential to, adolescence and continue to influence individuals throughout their lifetimes. And although human beings are capable of anticipating future events even as infants, the teen years are the peak period for weighing options and setting long-range goals. Future Orientation: Development and Ecological Perspectives synthesizes a wealth of theory and empirical data to explore future thinking as both a developmental process and an individual one. Starting with its origins in childhood, the book identifies the forces that affect this evolution, from early interactions with parents to personality traits and self-processes.

**Features**
- Examines future orientation as an aspect of positive psychology, focusing on the stages of preadolescence, adolescence, and emerging adulthood.
- Highlights the relationship between future orientation and other psychological constructs (e.g., self-esteem, loneliness, identity, and intimacy) particularly relevant to these age periods.

**From the contents**


**Fields of interest**

Child & School Psychology; Psychiatry; Education (general)

**Target groups**

Child and school psychologists; psychiatrists; allied educational professionals; counseling professionals; social workers

**Type of publication**

Monograph

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M. Semrud-Clikeman, Michigan State University, Lansing, MI, USA; P. A. Teeter Ellison, University of Wisconsin, Milwaukee, WI, USA

**Child Neuropsychology**

*Assessment and Interventions for Neurodevelopmental Disorders, 2nd Edition*

During the past decade, significant advances have been made in the field of neurodevelopmental disorders, resulting in a considerable impact on conceptualization, diagnostics, and practice. The second edition of Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders brings readers up to speed clearly and authoritatively, offering the latest information on neuroimaging technologies, individual disorders, and effective treatment of children and adolescents.

Starting with the basics of clinical child neuropsychology and functional anatomy, the authors present a transactional framework for assessment, diagnosis, and intervention. The book carefully links structure and function – and behavioral and biological science – for a more nuanced understanding of brain development and of pathologies as varied as pervasive developmental disorders, learning disabilities, neuromotor dysfunction, seizure disorders, and childhood cancers.

**Features**
- Represents a unique turning point in the practice of clinical child neuropsychology as knowledge in the biological and functional sciences merge
- Advances the field’s basic understanding of brain-behavior relations in children and adolescents as well as provides up-to-date information for clinicians on how to treat neuropsychologically based childhood and adolescent disorders

**Fields of interest**

Child & School Psychology; Neuropsychology

**Target groups**

Graduate students and professionals in clinical child, school, counseling psychology and clinical neuropsychology

**Type of publication**

Graduate/Advanced undergraduate textbook

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C. Stough, Swinburne University, Hawthorn, Australia; D. H. Saklofske, University of Calgary, Alberta, Canada; J. D. Parker, Trent University, Peterborough, Canada (Eds.)

**Assessing Emotional Intelligence**

*Theory, Research, and Applications*

Managing human emotions plays a critical role in everyday functioning. After years of lively debate on the significance and validity of its construct, emotional intelligence (EI) has generated a robust body of theories, research studies, and measures. Assessing Emotional Intelligence: Theory, Research, and Applications strengthens this theoretical and evidence base by addressing the most recent advances and emerging possibilities in EI assessment, research, and applications. This volume demonstrates the study and application of EI across disciplines, ranging from psychometrics and neurobiology to education and industry. Assessing Emotional Intelligence carefully critiques the key measurement issues in EI, and leading experts present EI as eminently practical and thoroughly contemporary as they offer the latest findings on: EI instruments, including the EQ-I, MSCEIT, TEIQue, Genos Emotional Intelligence Inventory, and the Assessing Emotions Scale. The role of EI across clinical disorders.

**Features**
- Presents a rich treatment of EI measurement and assessment in various settings
- Critically reviews the major measurement issues in EI and explores future assessment techniques
- Provides an introduction, critique, and summary chapters to surround the chapters that describe specific scales
- Provides information that is of relevance across disciplines ranging from psychology to education and industry

**Fields of interest**

Social Psychology; Industrial and organisational psychology; Business/Management Science, general

**Target groups**

Social and personality psychology; industrial/organizational psychology; business and management; psychiatry; and related education disciplines

**Type of publication**

Contributed volume

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See the Springer News 1/2009 for more information.
Handbook of Clinical Psychology Competencies

In recent years there has been a tremendous growth in psychology as a field of study and in the number of students of clinical psychology in particular. The latter is partly due to the proliferation of professional schools of psychology that are devoted to practitioner-oriented degrees, rather than the traditional research-oriented course of study. Whatever school students emerge from, however, they are obliged to demonstrate proficiency in providing clinical services. This multi-volume handbook, is devoted to describing the core competency areas in providing psychological services which is relevant to practitioners as well as clinical researchers. As such, it covers assessment and conceptualization of cases, the application of evidence-based methods, supervision, consultation, cross-cultural factors, and ethics. The Handbook comprises three volumes with contributions by experts in each area.

Field of interest
Clinical Psychology

Target groups
Students, instructors, and credentialing bodies

Type of publication
Handbook

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