



John M. Davis, Jessica Broitman

Nonverbal Learning Disabilities in Children

Bridging the Gap Between Science and Practice

- Provides easily accessible knowledge and tools to practitioners involved in the identification of and subsequent treatment for NVLD – no competitive volume currently available directly addresses the information needs of school-based personnel and their community collaborators.
- Provides a comprehensive overview for school- and community-based practitioners who work with children on how to identify, assess, and treat NLVD.
- Is practical and applied in its orientation – It offers readers direction and advice that they can immediately put into effect in their school and community practices.
- Clearly identifies the roles and responsibilities of school psychologists and other school professionals, including speech an

Although it has yet to be recognized by the American Psychiatric Association's Diagnostic and Statistical Manual (DSM), nonverbal learning disabilities (NVLD) in children are a growing concern. NVLD are receiving increased attention from researchers as well as from clinicians encountering these conditions in their young clients. At the same time, reliable information on effective interventions for NVLD has lagged behind this interest. *Nonverbal Learning Disabilities in Children: Bridging the Gap Between Science and Practice* offers a well-rounded understanding of NVLD, placing it within the context of other developmental disorders, most notably high-functioning autism and Asperger's syndrome. The most current genetic, environmental, and neurobiological theories of and research into the causes of NVLD (e.g., the "white matter model"), in-depth diagnostic methods, and quality interventions are examined. Using an evidence-based approach, this groundbreaking volume: Conceptualizes NVLD as a disorder with subtypes. Differentiates between diagnostic criteria for NVLD and Asperger's Syndrome. Analyzes the co-occurrence of NVLD with other developmental disabilities and psychological disorders. Provides a comprehensive psychoeducational assessment model. Describes efficacious treatments and supports their empirical validation.

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