

Psychological Appraisal of Children with Cerebral Defects

Edith Meyer Taylor

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Taylor Psychological Appraisal Of Children With Cerebral Defects

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Psychological Appraisal of Children with Cerebral Defects Edith Meyer Taylor, 1971 *Psychological Appraisal of Children with Cerebral Defects* Meyer Taylor, 1959 **Assessment Issues in Child Neuropsychology** Michael G. Tramontana, Stephen R. Hooper, 2013-11-21 Neuropsychology has its roots in clinical neurology. Reading case descriptions by 19th century neurologists such as Wernicke's painstakingly detailed examinations of patients with the aphasic symptom complex makes it obvious that neuropsychology is not a new discipline. Even the marriage with psychology is not new; the neurologist Arnold Pick, for example, was fully conversant with the developments in contemporary psychology as well as linguistic research. However, the primary focus of 19th and early 20th century psychology was on general psychology and only a small number of psychologists ventured into what then was called differential psychology, the psychology of individual differences, including a few who became attached to neurological research and rehabilitation units after World War I. It remained until World War II for psychologists to establish a more solid working relationship with neurology. What psychology had to offer to neurology was its experimental skill, the development of a sophisticated methodology, and for clinical work, the development of psychometrics. On the whole, the marriage between the two disciplines has been fruitful, leading to new insights, models, and discoveries about brain-behavior relationships documented in several textbooks which appeared in rapid succession since the 1960s. In clinical practice, neuropsychology has been inventive in some respects and in others merely introducing psychometric rigor to already existing neurological examinations. As described in greater detail in this book, developmental neuropsychology is of even more recent origin.

Handbook of Normative Data for Neuropsychological Assessment Maura Mitrushina, 2005-02-10 When *Handbook of Normative Data for Neuropsychological Assessment* was published in 1999, it was the first book to provide neuropsychologists with summaries and critiques of normative data for neuropsychological tests. The Second Edition, which has been revised and updated throughout, presents data for 26 commonly used neuropsychological tests, including Trailmaking, Color Trails, Stroop, Color Word Interference, Auditory Consonant Trigrams, Paced Auditory Serial Addition, Ruff 2 and 7, Digital Vigilance, Boston Naming, Verbal Fluency, Rey-Osterrieth Complex Figure, Hooper Visual Fluency, Design Fluency, Tactual Performance, Wechsler Memory Scale-Revised, Rey Auditory Verbal Learning, Hopkins Verbal Learning, WHO-UCLA Auditory Verbal Learning, Benton Visual Retention, Finger Tapping, Grip Strength, Dynamometer, Grooved Pegboard, Category and Wisconsin Card Sorting tests. In addition, California Verbal Learning, CVLT, and CVLT-II, CERAD List Learning, and selective reminding tests, as well as the newest version of the Wechsler Memory Scale, WMS-III, and WMS-III-A, are reviewed. Locator tables throughout the book guide the reader to the sets of normative data that are best suited to each individual case, depending on the demographic characteristics of the patient, and highlight the advantages associated with using data for comparative purposes. Those using the book have the option of reading the authors' critical review of the normative data for a particular test or simply turning to the appropriate data locator table for a quick

reference to the relevant data tables in the Appendices The Second Edition includes reviews of 15 new tests The way the data are presented has been changed to make the book easier to use Meta analytic tables of predicted values for different ages and education where relevant are included for nine tests that have a sufficient number of homogeneous datasets No other reference offers such an effective framework for the critical evaluation of normative data for neuropsychological tests Like the first edition the new edition will be welcomed by practitioners researchers teachers and graduate students as a unique and valuable contribution to the practice of neuropsychology

Clinical Neuropsychology and the Psychological Care of Persons with Brain Disorders George P. Prigatano, 2019-09-06 Clinical Neuropsychology and the Psychological Care of Persons with Brain Disorders is written for individuals seeking to improve psychological care services for persons with a brain disorder It provides background information regarding the normal development and decline of brain functions and how various brain disorders impact neuropsychological functioning It then provides examples of how to improve the psychological care of individuals with various brain disorders e g traumatic brain injury cerebral anoxia multiple sclerosis cerebral vascular accidents Parkinson s disease and various dementias

Minimal Brain Dysfunction in Children; Educational, Medical, and Health Related Services. Phase Two of a Three-phase Project, 1970 *Minimal Brain Dysfunction in Children*, 1970

Handbook of Assessment in Childhood Psychopathology Cynthia L. Frame, Johnny L. Matson, 2013-11-21 One of the most important practical problems in child psychology and psychiatry is the differential diagnosis of emotional disorders Until recently the general mode of assessment had been to apply to children the characteristics of psychopathology that were evident in adults In addition there had been few assessment tools available for use with children aside from modified versions of adult instruments Understandably this approach was controversial and dissatisfaction with it led to the more recent knowledge that adult and child problems may be manifested quite differently The third edition of the Diagnostic and Statistical Manual of Mental Disorders takes these factors into account much more extensively than previous editions Furthermore a great deal of research on methodology in child assessment procedures has emerged recently Yet in spite of these advances practicing clinicians are still frequently at a loss in moving from the characteristics of the disturbed child before them to the final assignment of a psychiatric diagnosis The focus of this book is to outline the various methods of viewing and categorizing the wide range childhood psychopathology with special emphasis on the end product of making a differential diagnosis Our goal was to make this book unique in several ways First we attempted to cover a wider range of disorders than is typical in currently available handbooks

The Boston Process Approach to Neuropsychological Assessment Lee Ashendorf, PhD, Rod Swenson, David Libon, 2013-08-15 The Boston Process Approach to neuropsychological assessment advanced by Edith Kaplan has a long and well respected history in the field However its theoretical and empirical support has not previously been assembled in an easily accessible format This volume fills that void by compiling the historical empirical and practical teachings of the Process Approach The reader will find a detailed history of the precursors

to this model of thought its development through its proponents such as Harold Goodglass Nelson Butters Laird Cermak and Norman Geschwind and its continuing legacy The second section provides a guide to applying the Boston Process Approach to some of the field's most commonly used measures such as the various Wechsler Intelligence Scales the Trail Making Test the California Verbal Learning Test and the Boston Naming Test Here the reader will find a detailed history of the empirical evidence for test administration and interpretation using Boston Process Approach tenets The final section of the book provides various perspectives on the implementation of the Boston Process Approach in various clinical and research settings and with specialized populations Practitioner's Guide to Developmental and Psychological Testing Glen P.

Aylward,2013-06-29 The practice of primary health care has expanded beyond the traditional medical model Primary care physicians and allied professionals are called upon more frequently to address parental concerns about developmental delays poor school performance or behavioral problems As a result pediatricians family practitioners pediatric nurses social workers and speech language specialists are faced with the issue of developmental and psychological testing The degree of the clinician's involvement in testing varies from interpretation of reports to performing screening or assessments In many cases the primary health care professional assumes the role of case manager Unfortunately cooperation between disciplines often has been limited because of poor communication particularly in regard to developmental and psychological testing where acronyms statistics and jargon abound Even professionals from mental health disciplines such as child psychiatrists or psychiatric social workers sometimes are overwhelmed The purpose of this book therefore is to provide the clinician with practical information regarding developmental and psychological testing thereby making the health care professional an educated consumer This text does not simply describe how psychologists perform testing rather it provides information to help clinicians understand what the tests contain what their strengths and limitations are and how they can be incorporated into practice *The Quantified Process Approach to Neuropsychological Assessment* Amir M. Poreh,2012-12-06 Since the late 1800s psychologists have been interested in discerning the strategies subjects employ to solve psychological tests Piaget 1928 Werner 1940 Gesell 1941 Much of this work however has relied on qualitative observations In the 1970s Edith Kaplan adopted this approach to the analysis of standardized neuropsychological measures Unlike her predecessors Dr Kaplan and her colleagues emphasized the application of modern behavioral neurology to the analysis of the test data Her approach was later termed the Boston Process Approach to neuropsychological assessment While Edith Kaplan's work generates a great deal of enthusiasm the qualitative nature of her analyses did not allow for its adoption by mainstream neuropsychologists However in recent years this limitation has begun to be addressed Clinicians and researchers have developed new methodologies for quantifying the Boston Process Approach leading to the emergence of a new field which is collectively termed the Quantified Process Approach *Quantified Process Approach to Neuropsychological Assessment* outlines the rationale for the emergence of this new approach and reviews the state of the art research literature and up to date clinical

applications as they pertain to the evaluation of neuropsychiatric head injured and learning disabled patients When available norms and scoring forms are included in the appendices

Brain Maturation and Cognitive Development

Anne Petersen, 2017-09-29 This volume adopts a unique multidisciplinary approach to the study of the development of the human brain and early behavior It includes chapters by researchers from several disciplines whose work addresses specific aspects of brain behavioral interactions in development The chapters provide strong evidence that the development of both brain and behavior is a response to biological and environmental variations Language is also discussed and provides a useful example of biosocial development because linguistic and brain functions and development can be examined under controlled conditions of both genetic and environmental deprivation Research in this area has produced particularly exciting results pointing to the universality of language capacity among humans and illuminating the processes by which language competence develops Brain Maturation and Cognitive Development provides new views in the understanding of human nature and present new biosocially oriented research directions that are unique in their focus

A Compendium of Neuropsychological Tests Esther Strauss, Elisabeth M. S. Sherman, Otfried Spreen, 2006-04-06 For the practicing neuropsychologist or researcher keeping up with the sheer number of newly published or updated tests is a challenge as is evaluating the utility and psychometric properties of neuropsychological tests in a clinical context The goal of the third edition of A Compendium of Neuropsychological Tests a well established neuropsychology reference text is twofold First the Compendium is intended to serve as a guidebook that provides a comprehensive overview of the essential aspects of neuropsychological assessment practice Second it is intended as a comprehensive sourcebook of critical reviews of major neuropsychological assessment tools for the use by practicing clinicians and researchers Written in a comprehensive easy to read reference format and based on exhaustive review of research literature in neuropsychology neurology psychology and related disciplines the book covers topics such as basic aspects of neuropsychological assessment as well as the theoretical background norms and the utility reliability and validity of neuropsychological tests For this third edition all chapters have been extensively revised and updated The text has been considerably expanded to provide a comprehensive yet practical overview of the state of the field Two new chapters have been added Psychometrics in Neuropsychological Assessment and Norms in Psychological Assessment The first two chapters present basic psychometric concepts and principles Chapters three and four consider practical aspects of the history taking interview and the assessment process itself Chapter five provides guidelines on report writing and chapters six through sixteen consist of detailed critical reviews of neuropsychological tests and address the topics of intelligence achievement executive function attention memory language visual perception somatosensory olfactory function mood personality and response bias A unique feature is the inclusion of tables that summarize salient features of tests within each domain so that readers can easily compare measures Additional tables within each test review summarize important features of each test highlight aspects of each normative dataset and

provide an overview of psychometric properties Of interest to neuropsychologists neurologists psychiatrists and educational and clinical psychologists working with adults as well as pediatric populations this volume will aid practitioners in selecting appropriate testing measures for their patients and will provide them with the knowledge needed to make empirically supported interpretations of test results

Pediatric Neurology: Behavior and Cognition of the Child with Brain Dysfunction N. Amir,I. Rapin,D. Branski,1991-01-21

Communication Disorders Following Traumatic Brain Injury Skye McDonald,Chris Code,Leanne Togher,2016-05-06 There are very few books available which are concerned with the unique communication problems that can come with traumatic brain injury TBI In recent years there has emerged a realisation that these difficulties in communication are closely tied to the cognitive behavioural and social problems observed following traumatic brain injury This is changing the way people with TBI are assessed and is generating new approaches to rehabilitation This volume will be of interest to psychologists speech pathologists and therapists and linguists Clinicians and researchers working with people with traumatic brain injury and their students will find it a comprehensive source of contemporary approaches to characterising the communication problems of people with TBI and for planning rehabilitation

Neuropsychological Assessment Muriel Deutsch Lezak,2004 This revised text provides coverage of research and clinical practice in neuropsychology The 4th edition contains new material on tests assessment techniques neurobehavioral disorders and treatment effects

Assessment of Children's Intelligence and Special Abilities Jerome M. Sattler,1982

The Child with Spina Bifida Elizabeth M. Anderson,Bernie Spain,2016-02-26 First published in 1977 this book focuses on the disability of spina bifida in children Children with the condition frequently suffer with severe physical handicaps such as lower limb paralysis and incontinence as well as intellectual impairment It can be difficult for the families of these multiply handicapped children and they often require the help of professionals from many disciplines In this book the authors focus on practical suggestions for alleviating many of the problems brought about by the condition Their suggestions are designed to help parents as well as professionals

The Development of the Infant and the Young Child - E-Book Ronald S. Illingworth,2012-09-25 This is the tenth edition of a classic work on child development by Ronald Illingworth 1909 1990 the renowned English paediatrician who was Professor of Child Health at the University of Sheffield This book was first published in 1960 and Professor Illingworth revised it frequently It was translated into several languages and is used throughout the world Since the publication of the ninth edition of this book in 1987 a sea of changes has happened in the discipline of child development To bridge this gap Dr MKC Nair and Dr Paul Russell have supported Professor Illingworth s extraordinary observations with contemporary evidence whenever available In addition they have included the current normative values in child development as well as cultural and societal influences on a developing child

Children with Specific Learning Difficulties Jessie Francis-Williams,2014-05-18 *Mental Health and Social Medicine Children with Specific Learning Difficulties The Effect of Neurodevelopmental Learning Disorders on Children of Normal Intelligence* Second

Edition focuses on a research into the possibility of early identification of children of normal intelligence but with learning disorders believed to evolve from neurodevelopmental dysfunction The book first elaborates on a research into the early identification of preschool children likely to have specific learning disorders and helping children before starting formal school Discussions focus on experiments in helping pre school children whose deviant rates of development point to possibility of later learning disabilities children with language disabilities and visuo spatial and motor disability rating scales research design and observations arising from research testing The manuscript then elaborates on children in school experiments in teaching children with specific learning difficulties and outlook for the future Topics include management and education of children with neuro developmental learning disorders dyslexia and tests which reveal intellectual strengths and weaknesses and provide guides to appropriate teaching methods for children with varying learning difficulties The publication is a vital source of data for educators and researchers interested in children with specific learning difficulties

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