



Child Neuropsychology: Assessment and Interventions for Neurodevelopmental Disorders, 2nd Edition

By Margaret Semrud-Clikeman, Phyllis Anne Teeter Ellison

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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.

This volume features a range of salient features valuable to students as well as novice and seasoned practitioners alike, including:

- Overview chapters that discuss the effects of biogenic and environmental factors on neurological functioning.
- New emphasis on multicultural/cross-cultural aspects of neuropsychology and assessment.
- Brand new chapters on interpretation, neuropsychological assessment process, and report writing.
- An integrative model of neurological, neuroradiological, and psychological assessment and diagnosis.
- Balanced coverage of behavioral, pharmacological, and educational approaches to treatment.
- Case studies illustrating typical and distinctive presentations and successful

diagnosis, treatment planning, and intervention.

- Important practice updates, including the new HIPAA regulations.

Child Neuropsychology, 2nd Edition, is vital reading for school, clinical child, and counseling psychologists as well as neuropsychologists. The book also provides rich background and practical material for graduate students entering these fields.

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Editorial Review

From the Back Cover

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About the Author

Margaret Semrud-Clikeman is a Professor of Psychology and Psychiatry at Michigan State University. Formerly, she was on the Neurology faculty at the University of Minnesota Medical School in Minneapolis. Before becoming a university educator, Dr. Semrud-Clikeman worked as a school psychologist for 14 years in Wisconsin. She recently completed an NIH grant studying long-term effects of stimulant medication in ADHD in volumetric and functional imaging. She continues to work on imaging and neuropsychological research in the areas of ADHD, learning disabilities, and social competence disorders (Asperger's Syndrome, nonverbal learning disabilities, and so forth).

Dr. Semrud-Clikeman received her Ph.D. in school psychology with specialization in neuropsychology and psychopathology from the University of Georgia in 1990. She holds an M.S. degree in Educational Psychology from the University of Wisconsin-Madison (1974) and completed her undergraduate degree at Concordia College, Moorhead MN (1972). Currently, Dr. Semrud-Clikeman is also authoring a neuropsychological screening test for school psychologists for ProEd. In addition, she has presented at numerous national international conferences (including NASP and APA 2004 meetings) as well as an invited speaker for the Neuropsychology Group of the New York Academy of Sciences. She has published 3 books, is working on a book on social competence as well as one on childhood psychopathology. Moreover, Margaret has published over 60 articles and chapters. She has also developed several workshops for school psychologists, including Introduction to Neuropsychology and Traumatic Brain Injury. She serves on the editorial board of Journal of Learning Disabilities (Sage Publications; quarterly), Journal of Attention Disorder, and School Psychology Quarterly (Guilford Publications for APA Division 16).

Anne Teeter Ellison teaches courses on assessment and interventions for personality, social, and emotional functioning; pediatric psychology in urban settings; and professional and historical issues in school psychology. Ellison has published several books on neuropsychiatry and neurodevelopment disorders of childhood, developmental interventions for ADHD, and adults with ADHD. Presently, she serves on the editorial board for the Journal of Learning Disabilities, as chair for the editorial board of Attention, and as secretary for the executive board of Children and Adults with Attention Deficit Disorders (ChADD). Ellison's recent grant activity includes innovative assessments in mathematics funded through the National Science Foundation, and increasing social competence of adolescents in multicultural, urban schools, funded through the UWM Urban Research Center. Ellison is developing innovative interventions for increasing academic and behavioral competencies in urban middle school students and is exploring the unmet mental health needs of children in urban schools. Ellison came to UWM in 1980 after completing her doctorate at Northern Arizona University and her internship at the Institute for Child Development.

Users Review

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Randy North:

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