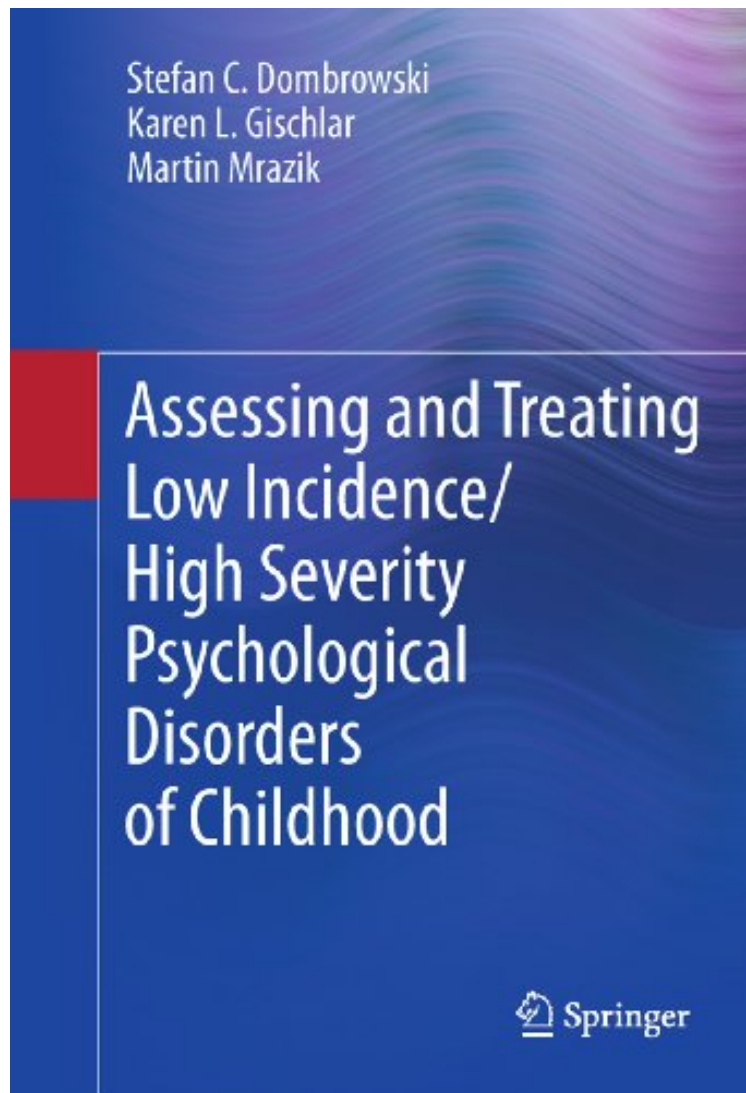


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Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood

Stefan C. Dombrowski, Karen L. Gischlar, Martin Mrazik
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Stefan C. Dombrowski, Karen L. Gischlar, Martin Mrazik : Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood before purchasing it in order to gage whether or not it would be worth my time, and all praised Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood:

During the past several decades, interest in children's psychological disorders has grown steadily within the research community, resulting in a burgeoning knowledge base. The majority of the attention and funding, not surprisingly, has focused on the more prevalent and well-known conditions. Although this raises the odds that young people with more well-known disorders such as ADHD, autism, and learning disorders will receive much-needed professional assessment and intervention, children with less frequently encountered disorders may experience a higher risk of misdiagnosis and inappropriate treatment. Useful data has been scattered throughout the literature for severe-but-less-frequent childhood psychological disorders, including: fire setting; gender identity disorder; impulse control disorders (i.e., kleptomania, trichotillomania, intermittent explosive disorder); selective mutism; Munchausen by proxy; childhood schizophrenia; gang involvement; sexual offending; self-injurious behavior; and feral children. This concise volume offers up-to-date information on these conditions, which, though relatively rare, may have profound effect not only on the children themselves but also their families, friends, and the community at large. Coverage of each disorder is presented in an accessible format covering: Overview and history. Description and diagnostic classification, with proposed changes to the DSM-V. Etiology and theory. Assessment tools and interview protocols. Commonly used psychological and pharmacological treatment options. Current research issues and directions for future investigation. Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood is a must-have reference for researchers, clinicians, practitioners, and graduate students in clinical child and school psychology, pediatrics, psychiatry, social work, school counseling, education, and public policy.

From the reviews: "Overall, *Assessing and Treating Low Incidence/High Severity Psychological Disorders of Childhood* fills a critical gap in the child psychopathology reference literature through its integration of historical context, theoretical frameworks, etiological processes, assessment, treatment, and research recommendations for multiple rare but serious childhood conditions. It will be a helpful tool for researchers and academics across disciplines, as well as for clinicians seeking a solid background in uncommon but serious psychological conditions among youths." Deborah A. G. Drabick and Johanna L. Carpenter, *PsycCRITIQUES*, Vol. 57 (6), February, 2012)---- "This is an exceptionally relevant and informative work for clinicians and researchers who work with disturbed youth. The chapters are comprehensive, interesting, informative, and up to date. I believe that the authors have made a significant and elegant contribution to the literature through their careful and detailed analysis of rare disorders that are exceptionally problematic. This is an outstanding work that greatly contributes to our understanding of childhood psychopathology. I most strongly recommend it." Philip A. Saigh, Ph.D. Professor of Psychology Education Department of Health Behavior Teachers College Columbia University---- "This volume addresses one of the critical needs in child clinical and school psychology. Most writing on child psychopathology addresses the most common pathologies (ADHD, Autism, Intellectual Handicaps, Learning Disabilities, etc.). However, there are a number of low incidence conditions that professionals, whether working in private practice or in institutional settings, will rarely see in their careers. Thus, they need help in (a) understanding the literature on these conditions and patterns of behavior, (b) have some guidance on diagnosis and etiology of the conditions, and (c) some guidance on treatment. Of course the range of these very specific low incidence disorders is very wide, and this volume addresses only, by necessity, a few. However, many conditions that are discussed in this volume are among those that will be encountered most often (e.g., Gender Identity Disorders, Youth Gang issues, Selective Mutism, Impulse Control Disorders, Self-Injurious Behavior). The authors also include a few rare conditions such as Feral Children and Juvenile Firesetters. In sum, this is a groundbreaking book that should be in the library of most child practitioners. It sets the stage for follow-up volumes on other very troubling, low incidence conditions." Roy Martin, Ph.D. Acting Department Head Educational Psychology and Instructional Technology University of Georgia---- "Dombrowski, Gischlar, and Mrazik (2011) have constructed a handbook resource for those who encounter children with low incidence/high severity psychological disorders that provides an unparalleled compilation of some of the most infrequently seen psychological disorders of childhood. It will likely serve as not only a resource for practitioners, but also as a text for trainers working with future psychology clinicians. The text is well-organized and comprehensive and should be a go-to resource for psychologists or other clinical professionals who treat children with severe psychological conditions." Milena Keller-Margulis, Ph.D. Assistant Professor School Psychology Program Department of Educational Psychology University of Houston---- "Psychoeducational Assessment and Report Writing provides the reader with a strong and detailed description of the processes and principles of psychoeducational assessment and reporting writing with the school-aged child. The chapters are well written and the author utilizes practical expertise with real-world examples that are easy to follow. The text is clear, detailed, and interesting. Any professionals responsible for psychoeducational evaluations of school-aged children or trainers of these professionals will benefit from its content and practicality." Sofia Garzan, San Antonio Independent School District Journal of Psychoeducational Assessment From the Back Cover During the past several decades, interest in children's psychological disorders has grown steadily within the research community, resulting in a burgeoning knowledge base. The majority of the attention and funding, not surprisingly, has focused on the more prevalent and well-known conditions. Although this raises the odds that young people with more well-known disorders

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About the Author Stefan C. Dombrowski, Ph.D., is a Full Professor and Director of Training in the School Psychology Program at Rider University in Lawrenceville, New Jersey. He is also a licensed psychologist and certified school psychologist. Dr. Dombrowski completed his undergraduate studies at the College of William Mary and his graduate work at the University of Georgia. He also completed a post doctoral fellowship in clinical child psychology at the University of California, Davis Medical Center. Dr. Dombrowski has published three books and more than three dozen articles in the area of child psychology including child maltreatment, child assessment, child psychopathology and prenatal exposures as they adversely impact children's psychological, behavioral, and educational functioning.

Karen L. Gischlar, Ph.D., is an Assistant Professor in the School Psychology Program at Rider University in Lawrenceville, New Jersey. Dr. Gischlar has 19 years of experience in the public schools as a kindergarten teacher and school psychologist. She earned her Ph.D. in School Psychology from Lehigh University, where she served as a research scientist in the Center for Promoting Research to Practice. Dr. Gischlar's current research focuses on early intervention and prevention.

Martin Mrazik, Ph.D., is an Assistant Professor in the Department of Educational Psychology at the University of Alberta in Edmonton, Alberta. Dr. Mrazik completed his undergraduate degrees and M.Ed. at the University of Alberta, and his Ph.D. in Clinical Neuropsychology from the University of Georgia. He continues his clinical practice in Edmonton, Alberta where he specializes in working with traumatic brain injuries and psychological disorders. Dr. Mrazik's current research focuses on neurodevelopmental disabilities in children and sports concussions.