Neuropsychology

2010

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Are you planning to develop a textbook, handbook, supplement or monograph in Neurosychology? Do you feel there is a need for a new journal in this area? If so, we would like to hear from you. We welcome proposals covering any aspect of Industrial, Neuropsychology, in its theory and practice, including areas in which we already publish textbooks.

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Joel E. Morgan & Jerry J. Sweet

Forthcoming titles

Pediatric Traumatic Brain Injury: An Evidence-base for Clinical Practice
Cathy Catroppa, Vicki Anderson, Miriam Beauchamp, & Keith Yeates

Clinical Neuropsychological Foundations of Schizophrenia
Bernice A. Marcopulos & Anthony J. Giuliani

Brain Damage, Behaviour and Cognition Series

In recent years, major advances in brain-imaging techniques and the cognitive modelling of the impairments following brain injury have enabled a far wider understanding of the nature of the representation of cognition and behaviour in the damaged and undamaged brain than was previously possible.

Neuropsychology is now centrally important for those working with brain-damaged people, but the very rate of expansion in the area makes it difficult to keep with findings from the current research. The aim of this series is to publish a wide range of books that present comprehensive and up-to-date overviews of current developments in specific areas of interest.

These books are of particular interest to those working with the brain-damaged. It is the editors’ intention that undergraduates, postgraduates, clinicians and researchers in psychology, speech pathology, and medicine will find this series a useful source of information on important current developments. The authors and editors of the books in the series are experts in their respective fields, working at the forefront of contemporary research to produce texts that are accessible and scholarly.
Studies on Neuropsychology, Neurology and Cognition Series

The series *Studies on Neuropsychology, Neurology and Cognition* provides state-of-the-art overviews of key areas of interest to a range of clinicians, professionals, researchers, instructors, and students working in clinical neuropsychology, neurology, rehabilitation, and related fields.

Topics cover a broad spectrum of core issues related to theory and practice concerning brain and behavior, and include:

- Practical and professional issues (e.g. diagnosis, treatment, rehabilitation)
- Cognitive development over the lifespan (e.g. child, geriatric)
- Domain-specific cognitive issues (e.g. sport, toxicology)
- Methodology related to brain and behavior (e.g. functional brain imaging, statistics and research methods)
- Essential related issues (e.g. ethics, minorities and culture, forensics)

The authors, editors, and contributors to each title are internationally recognized professionals and scholars in their field. Each volume provides an essential resource for clinicians, researchers, and students wanting to update and advance their knowledge in their specific field of interest.

New and recent titles

**The Neuropsychology of Asian-Americans**
Daryl E.M. Fujii

**Neurobehavioral Toxicology: Neurological and Neuropsychological Perspectives, Volume III**
Stanley Berent & James W. Albers

**Executive Functions and the Frontal Lobes A Lifespan Perspective**
Vicki Anderson, Rani Jacobs, & Peter Anderson

Language and Speech Disorders Book Series

This new series brings together course material and new research for students, practitioners, and researchers in the various areas of language and speech disorders.

Textbooks covering the basics of the discipline are designed for courses within communication disorders programs in the English-speaking world, and monographs and edited collections present cutting-edge research from leading scholars in the field.

Forthcoming titles

**Recovery from Stuttering**
Peter Howell

**Applying English Grammatical Analysis: Clinical Language Assessment and Intervention**
Lixian Jin & Martin Cortazzi

**Electropalatography for Speech Assessment and Intervention**
Sharynne McLeod, Sara E.Wood, & William J. Hardcastle
New Edition - Now in Full Colour!
The Student’s Guide to Cognitive Neuroscience
2nd Edition

Jamie Ward
University of Sussex, UK

“I thought the first edition was the best textbook I have come across on cognitive neuroscience. This second edition is even better.” – Robert H. Logie, Professor of Human Cognitive Neuroscience, University of Edinburgh, UK

“Ward presents all the essential topics in cognitive neuroscience in a compact, impeccably organized, well-referenced and newly colorful package. But where this text really excels is in engaging the student and stimulating critical thinking by consistently asking the student to think about the “why” and not just the “what.” – Jennifer Mangels, Associate Professor, Baruch College, City University of New York, USA

Praise for the 1st edition:

City University of New York, USA
– Jennifer Mangels, Associate Professor, Baruch College,
“what.”

Pierce College, USA
– Trevor Harley, Dean and Chair

This edition also contains two completely new chapters on social and emotional behavior. The book presents an up-to-date overview of the latest theories and findings in all the key topics in cognitive neuroscience, including vision, attention, memory, speech and language, numeracy, executive function, and social and emotional behavior. This edition also contains two completely new chapters on developmental cognitive neuroscience and hearing. Throughout, case studies, newspaper reports and everyday examples are used to help students understand the more challenging ideas that underpin the subject.

In addition each chapter includes:
• Summaries of key terms and points
• Example essay questions
• Recommended further reading
• Feature boxes exploring interesting and popular questions and their implications for the subject.

Written in an engaging style by a leading researcher in the field, and now presented in full-color including numerous illustrative materials, this book will be invaluable as a core text for undergraduate modules in cognitive neuroscience. It can also be used as a key text on courses in cognition, cognitive neuropsychology, or brain and behavior. Those embarking on research will find it an invaluable starting point and reference.

The Student’s Guide to Cognitive Neuroscience, 2nd Edition is accompanied by a set of online resources available free of charge to departments that recommend the textbook. These resources include:

• A chapter-by-chapter, illustrated slideshow lecture course
• A bank of multiple-choice questions which allow for confidence-weighted answers
• Student resources to aid exam preparation.

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January 2010: 10x7: 464pp
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By the same author:
The Frog who Croaked Blue
Synesthesia and the Mixing of the Senses
Jamie Ward
University of Sussex, UK

New Edition of Bestselling Textbook!
Cognitive Psychology
A Student’s Handbook, 6th Edition

Michael W. Eysenck, Royal Holloway, University of London, UK
Mark T. Keane, University College Dublin, Ireland

“I have recommended Eysenck and Keane from the very first version, and will continue to do so with this exciting new edition. The text is among the very best for the breadth and depth of material, and is written in a clear, approachable style that students value in an area that they often find to be one of the more difficult parts of psychology. This new edition brings the area right up to date and covers all the key ideas and findings since the previous edition.” – Trevor Harley, Dean and Chair of Cognitive Psychology, University of Dundee, UK

“The new edition of this book improves a text that was already a leader. The authors have injected more information about the neuroscientific bases of the cognitive phenomena they discuss, in line with recent trends in the field. Students will greatly profit from this text, and professors will enjoy reading it, too.” – Henry L. Roediger, III, James S. McDonnell Professor of Psychology, Washington University in St. Louis

2008: 8x5: 192pp
Hb: 978-0-415-43013-5: $44.95
Pb: 978-0-415-43014-2: $18.00
www.thefrogwhocroakedblue.com
Previous editions have established this best-selling student handbook as THE cognitive psychology textbook of choice, both for its academic rigour and its accessibility. This sixth edition continues this tradition. It has been substantially updated and revised to reflect new developments in the field (especially within cognitive neuroscience).

Traditional approaches are combined with the cutting-edge cognitive neuroscience approach to create a comprehensive, coherent and totally up-to-date overview of all the main fields in cognitive psychology. The major topics covered include perception, attention, memory, concepts, language, problem solving, and reasoning, as well as some applied topics such as everyday memory.

New to this edition:

- Presented in full-colour throughout, with numerous colour illustrations including photographs and brain scans
- Increased emphasis on cognitive neuroscience, to reflect its growing influence on cognitive psychology
- A NEW chapter on Cognition and Emotion
- A WHOLE chapter on Consciousness
- Increased coverage of applied topics such as recovered memories, medical expertise, informal reasoning, and emotion regulation incorporated throughout the textbook
- More focus on individual differences in areas including long-term memory, expertise, reasoning, emotion and regulation.

The textbook is packed full of useful features that will engage students and aid revision, including key terms, which are new to this edition, chapter summaries, and suggestions for further reading.

Written by one of the leading textbook authors in psychology, this thorough and user-friendly textbook will continue to be essential reading for all undergraduate students of psychology. Those taking a thorough and user-friendly textbook will continue to be essential reading for all undergraduate students of psychology. Those taking

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Introductory and General Neuropsychology

A Compendium of Tests, Scales and Questionnaires

The Practitioner’s Guide to Measuring Outcomes after Acquired Brain Impairment

Robyn L. Tate
University of Sydney, Australia

“Tate has identified the relevant information on a huge number of scales to save us much of the work and for that we should be extremely grateful. The book is an incredibly useful resource. I am sure clinicians, therapists and researchers working in the field of acquired brain injury will consult this book frequently - I know I will.” – Jonathan Evans, Professor of Applied Neuropsychology, University of Glasgow

“With this book, Professor Tate is not only providing an incredibly valuable service in creating a compendium of what measures are currently available; she has also done much of the groundwork for improving evidence-based practice for the future.” – Huw Williams, Associate Professor of Clinical Neuropsychology, University of Exeter

Special pre-publication 20% discount. Order now!

(The discounted price is $160 USD. This special offer is valid until 31st March 2010.)

This Compendium is a comprehensive reference manual containing an extensive selection of instruments developed to measure signs and symptoms commonly encountered in neurological conditions, both progressive and non-progressive. It provides a repository of established instruments, as well as newly-developed scales, and covers all aspects of the functional consequences of acquired brain impairment.

In particular, the text provides a detailed review of approximately 150 specialist instruments for the assessment of people with neurological conditions such as dementia, multiple sclerosis, stroke and traumatic brain injury. Part A presents scales examining body functions, including consciousness and orientation; general and specific cognitive functions; regulation of behaviour, thought, and emotion; and motor-sensory functions. Part B reviews scales of daily living activities and community participation. Part C focuses on contextual factors, specifically environmental issues, and Part D contains multidimensional and quality of life instruments.

Each instrument is described in a stand-alone report using a uniform format. A brief history of the instrument’s development is provided, along with a description of item content and administration/scoring procedures. Psychometric properties are reviewed and a critical commentary is provided. Key references are cited and in most cases the actual scale is included, giving the reader easy access to the instrument. The structure of the book
directly maps onto the taxonomy of the influential International Classification of Functioning, Disability and Health (World Health Organization, 2001), enabling linkage of clinical concepts across health conditions.

The Compendium will be a valuable reference for clinicians, researchers, educators, and graduate students, and a practical resource for those involved in the assessment of people with brain impairment.

The book is accompanied by a password protected website. For a one-off payment, purchasers of the book can gain online access to the majority of the tests, scales and questionnaires featured in the book as downloadable PDFs. See the website below for more details.

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March 2010: 11x8: 720pp
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Special pre-publication 20% discount when you order direct from Psychology Press. (The discounted price is $160 USD. This special offer is valid until March 31st 2010.)

www.compendium-of-scales.com/

Textbook!
Textbook of Clinical Neuropsychology
Joel E. Morgan, New Jersey Medical School and Independent Practice, USA
Joseph H. Ricker, University of Pittsburgh, USA

Series: Studies on Neuropsychology, Neurology and Cognition

“In sum: This “must have” text for neuropsychologists and their students is such a basic and comprehensive resource that it will not go out of date soon, even in this rapidly expanding field. Moreover, it includes so much information relevant for neurologists, pediatricians, speech pathologists, health psychologists, and neurorehabilitation specialists that they and their students will welcome it too. As an added bonus, it is truly good value for the publisher’s price.” – Muriel D. Lezak, in The Clinical Neuropsychologist

With close to fifty chapters by some of the most prominent clinical neuropsychologists, the Textbook of Clinical Neuropsychology sets a new standard in the field in its scope, breadth, and scholarship. Unlike most other books in neuropsychology, the Textbook is organized primarily around syndromes, disorders, and related clinical phenomena. Written for the clinician at all levels of training, from the beginner to the journeyman, the Textbook presents contemporary clinical neuropsychology in a comprehensive volume.

Chapters are rich with reviews of the literature and clinical case material spanning a range from pediatric to adult and geriatric disorders. Chapter authors are among the most respected in their field, leaders of American Neuropsychology, known for their scholarship and professional leadership. Rarely have so many distinguished members of one discipline been in one volume. This is essential reading for students of neuropsychology, and all others preparing for careers in the field.

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2008: 11x8: 1048pp
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Introducing Neuropsychology

2nd Edition

John Stirling, Manchester Metropolitan University, UK
Rebecca Elliott, University of Manchester, UK

Series: Psychology Focus

“Introducing Neuropsychology (2nd edition) provides a concise overview to the diverse and fascinating topics within this field. The chapters are up-to-date, well referenced and theoretical debates are explained in meaningful terms; particularly welcome are the contributions from neuroimaging and the stimulating impact this has made to neuropsychology in general. A highly recommended read.” – Dr Paul Richardson, Brain Behaviour & Cognition Group, Sheffield Hallam University

Introducing Neuropsychology, Second Edition investigates the functions of the brain and explores the relationships between brain systems and human behaviour. The material is presented in a jargon-free, easy to understand manner and aims to guide students new to the field through current areas of research.

Following a brief history of the discipline and a description of methods in neuropsychology, the remaining chapters review traditional and recent research findings. Both cognitive and clinical aspects of neuropsychology are addressed to illustrate the advances scientists are making (on many fronts) in their quest to understand brain–behaviour relationships in both normal and disturbed functioning. The rapid developments in neuropsychology and cognitive neuroscience resulting from traditional research methods as well as new brain-imaging techniques are presented in a clear and straightforward way. Each chapter has been fully revised and updated and new brain-imaging data are incorporated throughout, especially in the later chapters on Emotion and Motivation, and Executive Functions. As in the first edition, key topics are dealt with in separate focus boxes, and “interim comment” sections allow the reader a chance to “take stock” at regular intervals.

The book assumes no particular expertise on the reader’s part in either psychology or brain physiology. Thus, it will be of great interest not only to those studying neuropsychology and cognitive neuroscience, but also to medical and nursing students, and indeed anyone who is interested in learning about recent progress in understanding brain–behaviour relationships.

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An Introduction to Cognitive Psychology

Processes and Disorders, 2nd Edition

David Groome
University of Westminster, UK

Co-Authors: Nicola Brace, Hazel Dewart, Graham Edgar, Helen Edgar, Anthony Esgate, Richard Kemp, Graham Pike, and Tom Stafford.

“This is a very interesting introduction to cognitive psychology, distinguished from many of its competitors. It enhances theoretical insight by systematically combining chapters on normal and disordered cognitive functioning. It also continually highlights that cognitive functions are not independent, but instead form an integrated system aimed at understanding the world and producing coherent goal-directed behavior.” – Gezinus Wolters, Association Professor of Cognitive Psychology, Leiden University, The Netherlands

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Pb: 978-1-84169-544-0: $42.50
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The Neuropsychology of Asian-Americans

Daryl E.M. Fujii, Hawaii State Hospital, USA (Ed.)

Series: Studies on Neuropsychology, Neurology and Cognition

This volume is the first comprehensive resource to assist neuropsychologists to provide culturally competent services to Asian-Americans. It highlights pertinent historical socio-cultural characteristics of the largest Asian-American ethnic groups, which helps to conceptualize presentation, provide an optimal environment for test administration, interpret tests within a cultural context, and offer culturally sensitive feedback and recommendations. In addition, the volume gives a summary of the available neuropsychological literature for each Asian-American ethnic group, recommendations for testing, and illustrative case samples.

The second purpose of the volume is to provide a glimpse of how neuropsychology is currently practiced in different Asian countries, by reviewing the neuropsychological literature and by listing the available resources. This information gives valuable insights to neuropsychologists working with Asian communities.

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action planning.

The volume brings together cognitive scientists, psychologists, neuroscientists, choreographers, and ballet teachers, to discuss important issues regarding dance and cognition. First, scientists introduce ideas that offer different perspectives on human movement. Professionals from the world of dance then go on to report how their creative and pedagogical work relates to cognition and learning. Finally, researchers with personal links to the dance world demonstrate how neurocognitive methods are applied to studying different aspects related to dance.

This book is suitable for students and professionals from the fields of psychology, neuropsychology, cognitive psychology, sport psychology and sport science, movement science, motor control and motor development, kinesiology, cognitive robotics, dance, choreography, dance education and therapy.

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New!

The Neurocognition of Dance

Mind, Movement and Motor Skills

Bettina Bläising, University of Bielefeld, Germany; Martin Puttke, Director, altalto-ballet theater Essen, Germany; Thomas Schack, University of Bielefeld, Germany

"This book is the first of its kind, combining science with the art of dance. The editors provide an appealing and informative overview of cognitive and neuroscientific approaches to dance, and use clear, effective diction to deepen the understanding of the physical, neural and cognitive principles of human motor learning." – Juliane Jacqueline Honisch, Behavioural Brain Sciences, School of Psychology, University of Birmingham, UK

"Actions speak louder than words, but this book finds the words and pictures with which to give actions their voice. It does so by focusing on actions which are expressive and emotional rather than instrumental, the actions of dance, in a way which enriches and is enriched by new studies of the cognitive science and neuroscience of action." – Michael Arbib, USC Brain Project, University of Southern California, USA

Dance has always been an important aspect of all human cultures, and the study of human movement and action has become a topic of increasing relevance over the last decade, bringing dance into the focus of the cognitive sciences. This book discusses the wide range of interrelations between body postures and body movements as conceptualised in dance with perception, mental processing and

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Textbook!

An Introduction to Applied Cognitive Psychology

Anthony Esgate & David Groome
University of Westminster, UK

Co-Authors: Kevin Baker, Corriene Reed, David Heathcote, Moira Maguire and Richard Kemp.

Series: Psychology Focus

"So far, no introductory textbook has been completely dedicated to an overview of the various applications of cognitive psychological findings. This book by Esgate, Groome and colleagues thus fills a gap. In my opinion this book provides excellent supplementary reading to theoretical courses on cognitive psychology at undergraduate level." – Gezinus Wolters, Department of Psychology, Leiden University

CONTENTS

Expository Discourse in Children, Adolescents, and Adults

Development and Disorders

Marilyn A. Nippold, University of Oregon, USA
Cheryl M. Scott, Rush University Medical Center, USA
(Eds.)

Series: New Directions in Communication Disorders Research

School success in the 21st century requires proficiency with expository discourse -- the use and understanding of informative language in spoken and written modalities. This occurs, for example, when high school students read their textbooks and listen to their teachers’ lectures, and later are asked to demonstrate their knowledge of this complex topic through oral reports and essay examinations.

Although many students are proficient with the expository genre, others struggle to meet these expectations. This book is designed to provide information on the use and understanding of expository discourse in school-age children, adolescents, and young adults. Recently, researchers from around the world have been investigating the development of this genre in typical students and in those with language disorders. Although many books have addressed the development of conversational and narrative discourse, by comparison, books devoted to the topic of expository discourse are sparse.

This crossdisciplinary volume fills that gap in the literature and makes a unique contribution to the study of language development and disorders. It will be of interest to a range of professionals, including speech-language pathologists, teachers, linguists, and psychologists who are concerned with language development and disorders.

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October 2009: 6x9: 334pp
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This collection of essays focuses on the interface between delusions and self-deception. As pathologies of belief, delusions and self-deception raise many of the same challenges for those seeking to understand them. Are delusions and self-deception entirely distinct phenomena, or might some forms of self-deception also qualify as delusional? To what extent might models of self-deception and delusion share common factors? In what ways do affect and motivation enter into normal belief-formation, and how might they be implicated in self-deception and delusion? The essays in this volume tackle these questions from both empirical and conceptual perspectives. Some contributors focus on the general question of how to locate self-deception and delusion within our taxonomy of psychological states. Some contributors ask whether particular delusions - such as the Capgras delusion or anosognosia for hemiplegia - might be explained by appeal to motivational and affective factors. And some contributors provide general models of motivated reasoning, against which theories of pathological belief-formation might be measured. The volume will be of interest to cognitive scientists, clinicians, and philosophers interested in the nature of belief and the disturbances to which it is subject.

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This new series publishes authored and edited volumes that contain a blend of cutting-edge primary research and practical/professional material for clinicians, researchers, and students of clinical neuropsychology and clinical psychology.

Each volume is written or edited by leading scholars in the field and is specifically designed to assist readers in advancing their relevant research or professional activities in clinical neuropsychology.

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**Neuropsychology of Malingering Casebook**

Joel E. Morgan, New Jersey Medical School, and Independent Practice, USA

J. Sweet, Evanston Northwestern Healthcare, USA

Series: American Academy of Clinical Neuropsychology / Psychology Press Continuing Education Series

“The case study format using real forensic examinees to illustrate the complexities of effort evaluation in neuropsychological testing is utterly captivating and highly effective... Not only is it exceedingly informative, it is a fascinating and entertaining read that makes the reader critically consider one’s own approach to effort evaluation. ... The Neuropsychology of Malingering Casebook provides essential knowledge and would be an excellent addition to the library of every neuropsychologist in active practice.” - Bernice Marcopulos, Ph.D. ABPP-CN, in *JINS*, the Journal of the International Neuropsychological Society

Clinical neuropsychologists frequently evaluate individuals within a forensic context, and therefore must address questions regarding the possible presence of reduced effort, response bias and/or malingering. This volume offers a wide range of instructive real-world case examples involving the complex differential diagnosis where symptom exaggeration and/or malingering cloud the picture.

Written by expert forensic neuropsychologists, the scenarios described provide informed, empirically-based and scientifically-derived opinions on the topic. Issues related to malingering, such as response bias and insufficient effort, are discussed thoroughly with regard to a large number of clinical conditions and assessment instruments. Test data and non-test information are considered and integrated by the numerous experts. Expert guidance for clinicians who must address the issue of malingering is provided in a straightforward and well-organized format. To date, there has not been a comparable collection of rich case material relevant to forensic practice in clinical neuropsychology.
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Cathy Catroppa, Vicki Anderson and Miriam Beauchamp, The Royal Children’s Hospital Melbourne, Australia; Keith Yeates, Nationwide Children’s Hospital, USA

This volume provides an evidence base for clinical practice specific to traumatic brain injury (TBI) sustained during childhood, using a biological-psychosocial conceptual framework. It covers a broad scope of topics offering the reader a comprehensive outlook on the characteristics and repercussions of pediatric TBI, from the time of accident and throughout the lifespan.


See page 29 for information on The Clinical Neuropsychologist, the official journal of the AACN.

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The book is written in a straightforward style and is evenhanded in its critical analyses of the evidence available to inform practice. The extensive clinical backgrounds of the authors allow them to use ‘real world’ case studies to illustrate common challenges of persons with dementia and potential solutions for caregivers. Further resources and clinical materials are included in comprehensive appendices.

The volume provides essential reading for clinicians and administrators who seek to improve the lives of people with dementia and those who care for them. It is also an invaluable reference for beginning students in adult language disorders and gerontology.

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Simon F. Crowe, La Trobe University, Australia
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Communication Disorders

New!

Cluttering

A Handbook of Research, Intervention and Education

David Ward, University of Reading, UK
Kathleen Scaler-Scott, University of Louisiana at Lafayette and International Cluttering Association (Eds.)

Very few people are aware of the significant negative impact that cluttering - a communication disorder which affects a person's ability to speak in a clear, concise and fluent manner - can have on one's life educationally, socially and vocationally. Although different from stuttering, it is often related to this more well-known disorder. This book treats cluttering as a serious communication disorder in its own right, providing an in-depth examination of the critical factors surrounding its assessment, treatment and research.

Using evidence-based data as well as information regarding the assessment and treatment of cluttering within the field of speech-language pathology, the volume includes the latest research findings and work from leading worldwide cluttering experts. Current viewpoints regarding cluttering, along with substantiated evidence are provided. Research findings are presented regarding the nature and neurology of cluttering. A range of successful assessment and treatment methodologies are described in the context of disorders which may co-occur with cluttering, such as autism spectrum disorders, learning disabilities, Down Syndrome and stuttering. Future directions with regards to the definition, teaching and researching of cluttering are also addressed.

Students, faculty members, researchers and clinicians in the field of speech pathology will find this book an essential and unique source of information on cluttering.

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December 2010: 6x9: 232pp
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October 2010: 7x10: 1000pp
Hb: 978-1-84872-910-0: $90.00
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New!
Recovery from Stuttering
Peter Howell, University College London, UK
This book is a comprehensive guide to the evidence, theories, and practical issues associated with recovery from stuttering in early childhood and into adolescence. It examines evidence that stuttering is associated with a range of biological factors—such as genetics—and psychological factors—such as anxiety, and it critically assesses theoretical accounts that attempt to integrate these findings. Written so that it can be used flexibly to meet the demands of courses about stuttering, the book may be used as a text at the undergraduate or graduate level in psychology or speech-language science.

CONTENTS

October 2010: 6x9: 400pp
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Perspectives on Individual Differences Affecting Therapeutic Change in Communication Disorders
Amy L. Weiss
University of Rhode Island, USA (Ed.)
Series: New Directions in Communication Disorders Research

This volume examines the ramifications of individual differences in therapy outcomes for a wide variety of communication disorders. In an era where evidence-based practice is the clinical profession’s watchword, each chapter attacks this highly relevant issue from a somewhat different perspective. In some areas of communication disorders, considering the variance brought by the client into the therapeutic ‘mix’ has a healthy history, whereas in others the notion of how individual client profiles mesh with therapy outcomes has rarely been considered. Through the use of research results, case study descriptions and speculation, the contributors have creatively woven what we know and what we have yet to substantiate into an interesting collection of summaries useful for therapy programming and designing clinical research.

CONTENTS

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How Children Learn to Read
Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice
Ken Pugh & Peggy McCardle
National Institute of Child Health and Human Development, USA (Eds.)
Series: Extraordinary Brain Series

This book brings together in one volume information about the neurobiological, genetic, and behavioral bases of reading and reading disabilities. In recent years, research on assessment and treatment of reading disability (dyslexia) has become a magnet for the application of new techniques and technologies from neuroscience, cognitive psychology, and cognitive neuroscience. This interdisciplinary fusion has yielded numerous and diverse findings regarding the brain basis of this syndrome, which are discussed in this volume by leading researchers. Intervention approaches based on such research are presented. The book also calls for research in specific directions, to encourage the field to continue moving into the bold frontier of how the brain reads.

The volume is essential reading for a range of researchers, clinicians, and other professionals interested in reading and reading disability, and also commemorates the tenth anniversary of the Extraordinary Brain Conferences hosted by The Dyslexia Foundation.
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June 2009: 6x9: 377pp
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Handbook of Child Language Disorders

Richard G. Schwartz, City University of New York, USA (Ed.)

“This handbook is exceptional! It creatively examines issues intrinsic to the nature, assessment and remediation of language disorders in children. Original presentation and arrangement of information makes it very readable, albeit intellectually demanding. ... This is a ‘must’ for everyone involved with children who have a language disorder, clinicians, researchers, students or teachers.” – Briege McClean in Speech & Language Therapy in Practice

CONTENTS


Phonology for Communication Disorders

Martin J. Ball & Nicole Muller, University of Louisiana at Lafayette, USA; Ben Rutter, University of Oklahoma Health Sciences Center, USA

“Phonology for Communication Disorders is an excellent, up-to-date review of a broad range of theoretical concepts and approaches to phonological acquisition, all related to clinical phonology. The many exercises and review questions will be of great value to students as well.” - David Ingram, Ph.D., Arizona State University

“This readable text provides clear and comprehensive coverage of many phonological theories. It... enables students, clinicians and researchers to understand theoretical principles in relation to people with communication disorders” - Sharynne McLeod, Ph.D., Charles Sturt University, Australia

This textbook describes the approaches to phonology that are most relevant to communication disorders. It examines schools of thought in theoretical phonology, and their relevance to description, explanation and remediation in the clinical context. A recurring theme throughout the book is the distinction between phonological theories that attempt elegant, parsimonious descriptions of phonological data, and those that attempt to provide a psycholinguistic model of speech production and perception. This book introduces all the relevant areas of phonology to the students and practitioners of speech-language pathology and is a companion volume to the authors’ Phonetics for Communication Disorders.
Understanding Developmental Language Disorders
From Theory to Practice

Courtenay Frazier Norbury, speech-language pathologist, UK; J. Bruce Tomblin, University of Iowa, USA; Dorothy V.M. Bishop, University of Oxford, UK (Eds.)

“This volume is almost certainly the best overview of the literature in the last twenty years and needs to be on the curriculum of neurologists, psychologists, speech and language therapists, linguistics, geneticists and all the other groups who truly want to understand DLD as it affects children across childhood and into adulthood.” – Professor James Law, Director, Centre for Integrated Healthcare Research, Queen Margaret University

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Neuropsychological Rehabilitation

Rehabilitation of Visual Disorders After Brain Injury, 2nd Edition

Josef Zihl
Max Planck Institute of Psychiatry, Germany

Series: Neuropsychological Rehabilitation: A Modular Handbook

This thoroughly updated and extended edition covers the various cerebral visual disorders acquired after brain injury, as well as the rehabilitation techniques used to treat them. These are described within a brain plasticity framework, using data from single and group case studies along with follow up observation data. This original, tailor-made approach also includes the recording of eye movements for assessing scanning performance in scene perception and reading.

The book gives a brief synopsis of the historical background on the subject, alongside an outline of intervention designs and methodological difficulties in the field, and goes on to discuss the mechanisms and processes that provide the foundations for recovery of function and successful adaptation in visually impaired patients. The author concludes by analyzing the importance of the procedures and outcomes of treatments to the reduction of patients’ visual handicaps.

The new edition also contains an appendix with recommendations on the case histories, diagnostics and treatments. It is ideal reading for students in clinical neuropsychology, as well as professionals in the fields of neurology, visual neuroscience and rehabilitation experts.

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July 2010: 9x6: 224pp
Hb: 978-1-84872-006-0: $70.00
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Series Editors: Barbara Wilson and Ian H. Robertson

Neuropsychological Rehabilitation: A Modular Handbook

This series covers a range of cognitive deficits and will prove an invaluable resource for the neuropsychologist and others working with neurologically impaired people. The Series Editors are also Editors of the international journal Neuropsychological Rehabilitation (see page 30).

Rehabilitation of Neuropsychological Disorders, 2nd Edition
A Practical Guide for Rehabilitation Professionals

Brick Johnstone, University of Missouri–Columbia, USA
Henry H. Stonnington, Founding editor of the journal Brain Injury (Eds.)

Many contemporary neuropsychology texts focus on neuropathology, the description of specific tests, and the differential diagnosis of central nervous system disorders. However, increasingly sophisticated neuroradiological techniques, managed care factors, and the growth of rehabilitation necessitates that rehabilitation professionals provide more functionally (versus diagnostically) useful evaluations to improve the neuropsychological functioning and community integration of persons with brain injuries or diseases. This book aims to fill this gap and to provide an overview of standard neuropsychological treatment strategies for specific cognitive impairments that are identified on testing. The new edition enhances this goal with three chapters outlining important recommendations, services, and issues for rehabilitation professionals.

Written by a team of experienced scientists and professionals, the volume provides a universal taxonomy of neuropsychological abilities (emphasizing relatively simple terms), with a list of basic rehabilitation strategies to improve impairments identified in general cognitive domains. Specific chapters are included on the neuropsychological remediation of memory, attention, language, visual-spatial skills, and executive function impairments. Each chapter proposes a taxonomy of relatively unitary cognitive constructs (e.g., divided attention, sustained attention, focused attention), lists tests which may be used to assess each cognitive construct, and provides specific rehabilitation strategies to improve or accommodate the identified neuropsychological impairments. The final chapters cover basic resources and issues of which the rehabilitation professional needs to be aware (vocational rehabilitation, disability determination, and guardianship issues).

This new edition provides a wealth of useful information for family members, rehabilitation professionals, and others who work with persons with brain injury in improving the community functioning for those with brain dysfunction. An accompanying website facilitates access to the resources and strategies from the book, allowing the practitioner to cut and paste these recommendations into their clinical reports.

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Neurobehavioral Toxicology

Neurobehavioral Toxicology: Neurological and Neuropsychological Perspectives, Volume III: Central Nervous System

Stanley Berent & James W. Albers, University of Michigan Health System, USA

Series: Studies on Neuropsychology, Neurology and Cognition

This is the final volume in a three-volume work that has addressed the scientific methodologies relevant to clinical neurobehavioral toxicology. Volume I focused on basic concepts and methodologies in Neurobehavioral Toxicology, with Volume II focusing on the peripheral nervous system. Volume III attends to what is known about industrial and environmental chemicals, medicines, and substances of abuse and how these agents affect the central nervous system.

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Cognitive Assessment
An Introduction to the Rule Space Method

Kikumi K. Tatsuoka, Columbia University, USA

Series: Multivariate Applications Series

“Tatsuoka’s book demonstrates rich content and brilliant work [that] provides a possible template for assessing the reliability of the underlying cognitive processes of an assessment. … The book will absolutely make a significant contribution to the field. … The audiences in descending order are: researchers and scholars in the area of psychometrics, statistics, quantitative psychology, computer science, and mathematics. … Course names: cognometrics, or latent class structures or advanced psychometrics … statistical pattern recognition and classification if taught in stat or math depts.” – Gwyneth M. Boodoo, President, GMB Enterprises

This book introduces a new methodology for the analysis of test results. Free from ambiguous interpretations, the results truly demonstrate an individual’s progress. The methodology is ideal for highlighting patterns derived from test scores used in evaluating progress. Dr. Tatsuoka introduces readers to the Rule Space Method (RSM), a technique that transforms unobservable knowledge and skill variables into observable and measurable attributes. RSM is the only up-to-date methodology that can handle large scale assessment for tests such as the SAT and PSAT. In this capacity, RSM helps teachers understand what scores mean by helping them ascertain an individual’s cognitive strengths and weaknesses.

Intended for researchers and graduate students in quantitative, educational, and cognitive psychology, this book also appeals to those in computer science, neuroscience, medicine, and mathematics. The book is appropriate for advanced courses on cognometrics, latent class structures, and advanced psychometrics as well as statistical pattern recognition and classification courses.

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Christopher L. Aberson, Humboldt State University, USA

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Statistical Power Analysis with Missing Data
A Structural Equation Modeling Approach

Adam Davey, Temple University, USA
Jyoti “Tina” Savla, Virginia Technical Institute, USA

“This there is very little in the field about the effect of missing data on statistical power. This is an important area that needs to be addressed...The writing style is easy to read and engaging...This book will be used as a supplement in power analysis and SEM classes...and by individuals who are currently calculating power for research studies...this book fills an important gap in the published literature.” – Jay Maddock, University of Hawaii at Manoa

“This text fills an enormous hole in the literature, and is sorely needed...the clear writing, examples, and syntax for a variety of programs are major strengths...It will make a major and lasting contribution to the field...everything that I would want in a text for doctoral students is here.” – Jim Deal, North Dakota State University

Statistical power analysis has revolutionized the ways in which we conduct and evaluate research. Similar developments in the statistical analysis of incomplete (missing) data are gaining more widespread applications. This volume brings statistical power and incomplete data together under a common framework, in a way that is readily accessible to those with only an introductory familiarity with structural equation modeling. It answers many practical questions such as:

• How missing data affects the statistical power in a study
• How much power is likely with different amounts and types of missing data
• How to increase the power of a design in the presence of missing data
• How to identify the most powerful design in the presence of missing data.

Points of Reflection encourage readers to stop and test their understanding of the material. Try Me sections test one's ability to apply the material. Troubleshooting Tips help to prevent commonly encountered problems. Exercises reinforce content and Additional Readings provide sources for delving more deeply into selected topics. Numerous examples demonstrate the book’s application to a variety of disciplines. Each issue is accompanied by its potential strengths and shortcomings and examples using a variety of software packages (SAS, SPSS, Stata, LISREL, AMOS, and MPlus). Syntax is provided using a single software program to promote continuity but in each case, parallel syntax using the other packages is presented in appendixes. Routines, data sets, syntax files, and links to student versions of software packages are found at www.psypress.com/davey. The worked examples in Part 2 also provide results from a wider set of estimated models. These tables, and accompanying syntax, can be used to estimate statistical power or required sample size for similar problems under a wide range of conditions.

Class-tested at Temple, Virginia Tech, and Miami University of Ohio, this brief text is an ideal supplement for graduate courses in applied statistics, statistics II, intermediate or advanced statistics, experimental design, structural equation modeling, power analysis, and research methods taught in departments of psychology, human development, education, sociology, nursing, social work, gerontology and other social and health sciences. The book’s applied approach will also appeal to researchers in these areas. Sections covering Fundamentals, Applications, and Extensions are designed to take readers from first steps to mastery.

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James P. Stevens, University of Cincinnati, USA

“Of all the texts I have ever used, this is one of the very best... Students find the book to be extremely understandable...[and] nearly all keep [it] for reference purposes...It really is a great applied treatment of the topics...the examples are general enough to appeal to students across disciplines...The...computer examples are very helpful...an extraordinarily balanced text by a highly respected author.” – Dale R. Fuqua, Oklahoma State University

This best-selling text is written for those who use, rather than develop statistical methods. Dr. Stevens focuses on a conceptual understanding of the material rather than on proving results. Helpful narrative and numerous examples enhance understanding and a chapter on matrix algebra serves as a review. Annotated printouts from SPSS and SAS indicate what the numbers mean and encourage interpretation of the results. In addition to
demonstrating how to use these packages, the author stresses the importance of checking the data, assessing the assumptions, and ensuring adequate sample size by providing guidelines so that the results can be generalized. The book is noted for its extensive applied coverage of MANOVA, its emphasis on statistical power, and numerous exercises including answers to half.

The new edition features:
- New chapters on Hierarchical Linear Modeling (Ch. 15) and Structural Equation Modeling (Ch. 16)
- New exercises that feature recent journal articles to demonstrate the actual use of multiple regression (Ch. 3), MANOVA (Ch. 5), and repeated measures (Ch. 13)
- A new appendix on the analysis of correlated observations (Ch. 6)
- Expanded discussions on obtaining non-orthogonal contrasts in repeated measures designs with SPSS and how to make the identification of cell ID easier in log linear analysis in 4 or 5 way designs
- Updated versions of SPSS (15.0) and SAS (8.0) are used throughout the text and introduced in chapter 1

Ideal for courses on multivariate statistics found in psychology, education, sociology, and business departments, the book also appeals to practicing researchers with little or no training in multivariate methods. Prerequisites include a course on factorial ANOVA and covariance. Working knowledge of matrix algebra is not assumed.

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- Promote the integration of theory, method and research findings in child/developmental neuropsychology.

The primary emphasis of *Child Neuropsychology* is to publish original empirical research. Theoretical and methodological papers, and theoretically relevant case studies are welcome. Critical reviews of topics pertinent to child/developmental neuropsychology are encouraged.

Emphases of interest include the following: information processing mechanisms; the impact of injury or disease on neuropsychological functioning; behavioral cognitive and pharmacological approaches to treatment/intervention; psychosocial correlates of neuropsychological dysfunction; definitive normative, reliability, and validity studies of psychometric and other procedures used in the neuropsychological assessment of children and adolescents. Multiple approaches (e.g., basic, applied, clinical) and multiple methodologies (e.g., cross-sectional, longitudinal, experimental, multivariate, correlational) are appropriate.

**Submission Procedures**

Manuscripts should be submitted via the journal’s online submission site at: [http://mc.manuscriptcentral.com/ncny](http://mc.manuscriptcentral.com/ncny). Prior to submission, read the full Instructions for Authors at the journal’s website below.

**Recent Articles**

*Construct and Criterion Validity of the Comprehensive Trail Making Test in Children and Adolescents with Traumatic Brain Injury* Daniel N. Allen, Michael Haderlie, Dmitriy Kazakov, Joan Mayfield (Vol 15:6 543-553)

*Methylphenidate, Interstimulus Interval, and Reaction Time Performance of Children with Attention Deficit/Hyperactivity Disorder: A Pilot Study* J. J. van der Meere, R. S. Shalev, N. Borger, J. R. Wiersema (Vol 15:6 554-566)

*Are Executive Control Functions Related to Autism Symptoms in High-Functioning Children?* Lauren Kenworthy, David O. Black, Bryan Harrison, Anne della Rosa, Gregory L. Wallace (Vol 15:5 425-440)

*Peer Difficulties in Children with Epilepsy: Association with Seizure, Neuropsychological, Academic, and Behavioral Variables* Elena Harlan Drewel, Debra J. Bell, Joan K. Austin (Vol 15:4 305-320)

Full details, current subscription rates, notes for authors, submission procedures and complete online contents are available at the journal’s website:

[www.psyress.com/childneuropsych](http://www.psyress.com/childneuropsych)

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**Developmental Neuropsychology**

Impact Factor 2008: 1.964 (© 2009 Thomson Reuters, Journal Citation Reports®)

**EDITOR**

Dennis L. Molfese
University of Louisville, USA

Devoted to exploring relationships between brain and behavior across the life span, *Developmental Neuropsychology* publishes scholarly papers on the appearance and development of behavioral functions, such as language, perception, and social, motivational and cognitive processes as they relate to brain functions and structures. Appropriate subjects include studies of changes in cognitive function—brain structure relationships across a time period, early cognitive behaviors in normal and brain-damaged children, plasticity and recovery of function after early brain damage, the development of complex cognitive and motor skills, and specific and nonspecific disturbances, such as learning disabilities, mental retardation, schizophrenia, stuttering, and developmental aphasia. In the gerontologic areas, relevant subjects include neuropsychological analyses of normal age-related changes in brain and behavioral functions, such as sensory, motor, cognitive, and adaptive abilities; studies of age-related diseases of the nervous system; and recovery of function in later life.

Empirical studies, research reviews, case reports, critical commentary, and book reviews are featured in each issue. By publishing both basic and clinical studies of the developing and aging brain, the journal encourages additional scholarly work that advances understanding of the field of developmental neuropsychology.

**Submission Procedures**

Manuscripts should be submitted via the journal’s online submission site at: [http://mc.manuscriptcentral.com/hdvn](http://mc.manuscriptcentral.com/hdvn). Prior to submission, read the full Instructions for Authors at the journal’s website below.

**Special Issues**

*Developmental Neuropsychology* occasionally publishes Special Issues devoted entirely to a particular topic, providing greater depth of analysis and insight into certain key areas of the subject.

*Psyche and Morpheus: Behavioral Implications of Sleep and Sleep Consequences of Psychopathology in Children*  
**Guest Editor:** David Gozal  
Volume 34, Issue 5 (2009)

*Nutrients, Toxicants, and Neurobehavioral Development*  
**Guest Editor:** David G. Thomas  
Volume 34, Issue 2 (2009)

**Recent Articles**

*Eye Tracking in Infancy Research* Gustaf Gredebäck, Scott Johnson, Claes von Hofsten (Vol 35:1 1-19)

*Neural Correlates of Emotion Processing in Typically Developing Children and Children of Diabetic Mothers* Ingrid M. Cordón, Michael K. Georgieff, Charles A. Nelson (Vol 34:6 683-700)

*Early Childhood Obesity is Associated With Compromised Cerebellar Development* Jennifer L. Miller et al. (Vol 34:3 272-283)

[www.psyress.com/devneuro](http://www.psyress.com/devneuro)
The purposes of Aging, Neuropsychology, and Cognition are to (a) publish research on both the normal and dysfunctional aspects of cognitive development in adulthood and aging, and (b) promote the integration of theories, methods, and research findings between the fields of cognitive gerontology and neuropsychology.

The primary emphasis of the journal is to publish original empirical research. Occasionally, theoretical or methodological papers, critical reviews of a content area, or theoretically relevant case studies will also be published. Emphases of interest include information processing mechanisms, intellectual abilities, the impact of injury or disease on performance, cognitive training, cognitive and pharmacological approaches to treatment and rehabilitation, metacognition, and the social and personal aspects of cognitive functioning.

Articles on both normal and dysfunctional development that are relevant to the interface between cognitive gerontology and neuropsychology are particularly welcome. Multiple approaches to issues of aging and cognition (e.g., basic, applied, clinical), and multiple methodologies (e.g., cross-sectional, longitudinal, experimental, multivariate correlation) are appropriate.

Submission Procedures
Manuscripts should be submitted via the journal’s online submission site at: http://mc.manuscriptcentral.com/nanc. Prior to submission, read the full Instructions for Authors at the journal’s website below.

Recent Articles
Are Older Adults More Social Than Younger Adults? Social Importance Increases Older Adults’ Prospective Memory

The purpose of The Clinical Neuropsychologist (TCN) is to provide in-depth discussions of matters germane to the concerns of the practicing clinical neuropsychologist. Clinical neuropsychology is a rapidly expanding field and as such, there is much need for airing of models, concepts, and positions with respect to educational, clinical, and professional issues. The journal is designed to provide a forum for such presentations and discussions. Areas of coverage that are of particular interest are as follows:

- Descriptions and evaluations of educational and training programs
- Clinical issues (including assessment, treatment, and new measurement techniques)
- Professional issues (including forensic, credentialing, and ethical matters)
- Publication and test reviews (solicited by the Editors)
- Commentary/forum (on all aspects of the foregoing)

Grand Rounds in Clinical Neuropsychology, a new section in TCN, is devoted to case presentations of interesting, timely, important, or unusual cases. Cases of interest to be considered may represent unusual presentations of well-known disorders/syndromes, rarely seen disorders, ‘classic’ or prototypical neuropsychological syndromes (textbook presentations), or other cases of distinction. Adult and child cases will be considered. Criteria for publication include a well-documented history of the patient, medical/neurologic/psychiatric findings, neuroimaging (preferred, but not required), neuropsychological evaluation, discussion, and conclusions. Cases should be instructive and focus on the contributions that competent neuropsychological assessment makes in terms of (1) elucidating brain-behavior relationships; (2) determining the functional status of patients; and (3) instructing intervention, treatment, rehab., education, etc.
Recent Articles
Challenges associated with Post-Deployment Screening for Mild Traumatic Brain Injury in Military Personnel Grant L. Iverson, Jean A. Langlois, Michael A. McCrea, James P. Kelly (Vol 23:8 1299-1314)

www.psypress.com/tn
Evidence-Based Communication Assessment and Intervention

EDITORS
Ralf W. Schlosser, Northeastern University, USA
Jeff Sigafoos, Victoria University of Wellington, New Zealand

Evidence-Based Communication Assessment and Intervention (EBCAI) brings together professionals from several disciplines to promote evidence-based practice (EBP) in serving individuals with communication impairments. We target speech-language pathologists, special educators, regular educators, applied behavior analysts, clinical psychologists, physical therapists, and occupational therapists who serve children or adults with communication impairments. We select and appraise the latest and highest quality studies and reviews related to assessment, intervention, diagnosis, and prognosis published across 60+ professional journals in speech-language pathology and related fields. We make these appraisals accessible through value-added structured abstracts that include expert commentary about the quality of the evidence as well as its practical implications. This affords the practitioner a one-stop reading experience to stay on top of research findings in order to facilitate evidence-based decision-making. Researchers and university professors will benefit from access to cutting-edge and clinically relevant studies.

EBCAI also provides a forum for the dissemination of original research and discussion of methodologies and concepts that advance EBP as well as of experiential accounts of relevant stakeholders involved in the EBP process.

Submission Procedures
Submissions from Europe, North America, and South America should be submitted to Professor Ralf Schlosser (R.Schlosser@neu.edu); submissions from Africa, Asia, and the Australia/New Zealand region should be sent to Professor Jeff Sigafoos (Jeff.Sigafoos@vuw.ac.nz). Prior to submission, read the full Instructions for Authors at the journal’s website below.

Special Issues
Issues devoted to a single topic are occasionally published in EBCAI. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.

Special Issue on Teaching Evidence-Based Practice
Guest Editors: Ralf Schlosser and Jeff Sigafoos
Volume 3, Issue 4 (2009) 978-1-84872-730-4 $44.95
Many national professional organizations of speech-language pathologists have adopted evidence-based practice (EBP) as the preferred approach to clinical practice. This mandate brings with it an added responsibility for university programs because they need to prepare future generations of speech-language pathologists for these new demands. This special issue is the first in a peer-reviewed journal in the field that focuses on the teaching of EBP at the pre-professional level! That is, four university programs from three continents (Australia, Europe, and North America) showcase how they conceptualized and implemented their innovative approach to teaching EBP. Because many programs are in the midst of moving toward EBP, this is a must-read for anyone who is teaching or learning in a university-based program in speech-language pathology. We believe that this issue will serve as a catalyst for increased scholarly discourse on this critical need.

Recent Articles
Teaching evidence-based practice to speech and language therapy students in the United Kingdom Thomas Klee, Helen Stringer, David Houward (Vol 3:4 195-207)
Communication difficulties following right-hemisphere stroke: Applying evidence to clinical management Catherine Mackenzie, Marian Brady (Vol 2:4 235-247)

www.psypress.com/ebcai

25% more issues in 2010!

Journal of Clinical and Experimental Neuropsychology

Impact Factor 2008: 2.184 (© 2009 Thomson Reuters, Journal Citation Reports®)

EDITORS
Willfred G. van Gorp, Columbia Presbyterian Medical Center, USA
Daniel Tranel, University of Iowa Carver College of Medicine, USA.

The purposes of the Journal of Clinical and Experimental Neuropsychology (JCEN) are to

- Publish research on the neuropsychological consequences of brain disease, disorder, and dysfunction, and
- Promote the integration of theories, methods, and research findings in clinical and experimental neuropsychology.

Theoretical and methodological papers, critical reviews of content areas, and theoretically relevant case studies are also welcome. Emphases of interest include the following: the impact of injury or disease on neuropsychological functioning; validity studies of psychometric and other procedures used in neuropsychological assessment of persons with known or suspected brain damage; empirical evaluation of behavioural, cognitive and pharmacological approaches to treatment/intervention; psychosocial correlates of neuropsychological dysfunction; theoretical formulation and model development; methodological issues.

Submission Procedures
Submissions should be submitted via the journal’s online submission site at: http://mc.manuscriptcentral.com/ncen. Prior to submission, read the full Instructions for Authors at the journal’s website below.

Special Issues
Issues devoted to a single topic are occasionally published in JCEN. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.

Special Issue Dedicated to the Memory of Arthur L. Benton
Guest Editors: Harvey Levin and Daniel Tranel
Volume 31, Issue 2 (2009) 978-1-84169-861-8 $84.95
This Special Issue is dedicated to the memory of Arthur L. Benton, Ph.D. who was a pioneer in clinical and experimental communication impairments. We believe that this issue will serve as a catalyst for increased scholarly discourse on this critical need.

Recent Articles
Teaching evidence-based practice to speech and language therapy students in the United Kingdom Thomas Klee, Helen Stringer, David Houward (Vol 3:4 195-207)
Communication difficulties following right-hemisphere stroke: Applying evidence to clinical management Catherine Mackenzie, Marian Brady (Vol 2:4 235-247)

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neuropsychology during the latter half of the 20th century. Dr. Benton's scholarly contributions also impacted neurology, including developmental and adult disorders.

Recent Articles

Attention, Executive Functions, and Mentalizing in Anorexia Nervosa Eighteen Years after Onset of Eating Disorder I. Carina Gillberg, Eva Billstedt, Elisabet Wentz, Henrik Ankarsäter, Maria Råstam, Christopher Gillberg

Bright and Dark Sides of Impulsivity: Performance of Women with High and Low Trait Impulsivity on Neuropsychological Tasks José C. Perales, Antonio Verdejo-García, Maribel Moya, Oscar Lozano, Miguel Pérez-García

Short-term Longitudinal Trends in Cognitive Performance in Older Adults with Type 2 Diabetes
Ashley L. Fischer, Cindy M. de Frias, Sophie E. Yeung, Roger A. Dixon

www.pysypress.com/jcen

Brain Injury

Impact Factor 2008: 1.116 (© 2009 Thomson Reuters, Journal Citation Reports®)

EDITORS
Jeffrey S. Kreutzer, Virginia Commonwealth University, USA
Nathan D. Zasler, Concussion Care Center of Virginia, USA

Brain Injury publishes critical information relating to research and clinical practice, adult and pediatric populations. The journal covers a full range of relevant topics relating to clinical, translational, and basic science research. Manuscripts address emergency and acute medical care, acute and post-acute rehabilitation, family and vocational issues, and long-term supports. Coverage includes assessment and interventions for functional, communication, neurological, and psychological disorders.

www.informahealthcare.com/bij

Applied Neuropsychology

Impact Factor 2008: 1.017 (© 2009 Thomson Reuters, Journal Citation Reports®)

EDITOR-IN-CHIEF
Arthur MacNeill Horton, Psych Associates of Maryland, USA

Neuropsychologists around the world often find themselves working as isolated specialists in private practice or on multidisciplinary clinical teams. Applied Neuropsychology offers them a community forum in which to discuss the implications of the latest neuropsychological research and theory for day-to-day practice across the broad spectrum of problems presented by aged and younger adults, adolescents, and children.

In contrast to other journals, Applied Neuropsychology is solely focused on clinical applications. It publishes full-length reports of research that illuminates these; commissioned reviews of current conclusions from the scientific literature concerning the nature, course, or treatment of neuropsychological dysfunctions; articles addressing current professional, educational, and ethical concerns; brief communications; commentaries; case studies; and reviews of books and tests. A Grand Rounds section highlights everyday clinical issues. It presents interesting cases in which neuropsychological services made key contributions, as well as unusual cases or rare disorders in which neuropsychological services contribute to patient care.

Now Accepting Online Submissions
Submit your article through the journal's new ScholarOne Manuscripts website located at: http://mc.manuscriptcentral.com/hapn.

Prior to submission, read the full Instructions for Authors at the journal’s website below.

Recent Articles

The Effects of Cognitive Rehabilitation on Social Knowledge in Patients with Schizophrenia Mié Matsu, Hirofumi Arai, Mineo Yonezawa, Tomiki Sumiyoshi, Michio Suzuki, Masayoshi Kurachi

The Effects of Alcoholism Comorbidity on Neurocognitive Function Following Traumatic Brain Injury Daniel N. Allen, Gerald Goldstein, Janelle M. Caponigro, Bradley Donohue

Assessment and Diagnosis of Mental Retardation in Death Penalty Cases Stephen Greenspan

Grand Rounds: Pathogenesis and Neuropsychological Sequelae in Cysticercosis: A Case Study Patricia A. Pimental, Rhonda Siegel, Mia M. Gregor

www.pysypress.com/appneuro

Aphasiology

5-Year Impact Factor: 1.209 (© 2009 Thomson Reuters, Journal Citation Reports®)

EDITOR
Chris Code, University of Exeter, UK

Aphasiology is concerned with all aspects of language impairment and disability and related disorders resulting from brain damage. It provides a forum for the exchange of knowledge and the dissemination of current research and expertise in all aspects of aphasia and related topics, from all disciplinary perspectives. Aphasiology includes papers on clinical, psychological, linguistic, social and neurological perspectives of aphasia. Studies using a wide range of empirical methods, including experimental, clinical and single case studies, surveys and physical investigations are published in addition to regular features including major reviews, clinical fora, case studies, and book reviews.

Submission Procedures
Manuscripts should be submitted via the journal's online submission site at: http://mc.manuscriptcentral.com/paph.

Prior to submission, read the full Instructions for Authors at the journal’s website below.

Special Issues
Issues devoted to a single topic are occasionally published in Aphasiology. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.
Progressive Language Impairments: Intervention and Management
Guest Editors: Lynsey Nickels & Karen Croot
This volume focuses on intervention for progressive language impairments, providing an overview of current research and including examples of interventions at different levels (e.g., impairment-directed interventions, activity/participation-directed interventions).

The Syllable and Beyond: New Evidence From Disordered Speech
Guest Editors: Wolfram Ziegler and Ingrid Aichert
This Special Issue presents a cross-section of the current discussion on the role of the syllable in speech and language processing in neurologic and neuro-degenerative disorders.

Recent Articles
Language Control and Parallel Recovery of Language in Individuals with Aphasia David W. Green, Alice Grogan, Jenny Crinion, Nilufa Ali, Catherine Sutton, Cathy J. Price
Executive Function and Conversational Strategies in Bilingual Aphasia Claire Penn, Tali Frankel, Jennifer Watermeyer, Nicole Russell
Application of Computers to the Treatment of US Veterans with Aphasia Richard C. Katz

www.psypress.com/aphasiology
Logopedics Phoniatrics Vocology
EDITOR
David Howard, York University, UK
Logopedics Phoniatrics Vocology is the official journal of the British Voice Association. The Journal is an amalgamation of the former journals Scandinavian Journal of Logopedics & Phoniatrics and VOICE. Its intention is to cover topics related to speech, language and voice pathology as well as to normal voice function in its different aspects. The journal covers a wide range of topics aimed at all people engaged in work concerning communication disorders and voice.

www.informahealthcare.com/log
International Journal of Speech-Language Pathology
EDITOR
Sharynne McLeod, Charles Sturt University, Australia
International Journal of Speech-Language Pathology is an international journal that promotes discussion on a broad range of clinical and theoretical issues in speech-language pathology. Articles relate to any area of child or adult communication or dysphagia, furthering knowledge related to typical and atypical development across the lifespan, as well as etiology, assessment, diagnosis, and intervention for people with communication disability.

www.informahealthcare.com/asl
Augmentative and Alternative Communication
Official journal of ISAAC
Impact Factor 2008: 1.235 (© 2009 Thomson Reuters, Journal Citation Reports®)
EDITOR
Ann Sutton, Université d’Ottawa, Canada
Augmentative and Alternative Communication brings together professionals who have a clinical/educational and research interest in augmentative and alternative communication, transcending disciplinary concerns. Integrates theory, technology, and systems development for the assessment, treatment, rehabilitation, and education of people who use augmentative and alternative systems, and provides practical and specific information to practicing professionals who support people who use or have the potential to use augmentative and alternative systems.

www.informahealthcare.com/aac
Clinical Linguistics & Phonetics
EDITORS
Martin J. Ball, University of Louisiana at Lafayette, USA
Thomas W. Powell, LSU Health Sciences Center, USA
Nicole Müller, University of Louisiana at Lafayette, USA
Speech and language pathologists, speech and language therapists, applied and theoretical linguists and phoneticians, audiologists, psychologists and teachers of the deaf will find this journal represents a valuable information resource and vehicle for communication in these areas.

www.informahealthcare.com/clp
International Journal of Language & Communication Disorders
EDITORS
Katerina Hilari, City University, UK
Nicola Botting, City University, UK
This journal welcomes submissions on all aspects of speech, language, communication disorders and speech and language therapy. It provides a forum for the exchange of information and discussion of issues of clinical or theoretical relevance in the above areas. International Journal of Language & Communication Disorders publishes a range of articles, including research reports, reviews, discussions and clinical fora, as well as editorials or commentaries commissioned by the Editor(s).

www.informahealthcare.com/lcd
Neurocase
The Neural Basis of Cognition
EDITORS
Bruce L. Miller, University of California, USA
Hans J. Markowitsch, University of Bielefeld, Germany
ASSOCIATE EDITOR
Indre Viskontas, University of California, USA

Neurocase is a rapid response journal of both adult and child case studies in neuropsychology, neuropsychiatry and behavioral neurology. It publishes single case investigations into theoretical issues or brain-behavior relationships; group studies of subjects with brain dysfunction exploring the understanding of human cognition; reviews of important topics in the three primary subject areas; and brief reports replicating previous reports on issues of considerable significance.

www.psypress.com/neurocase

Laterality
Asymmetries of Body, Brain and Cognition
EDITORS
Chris McManus, University College London, UK
Mike Nicholls, University of Melbourne, Australia
Giorgio Vallortigara, University of Trento, Italy

Laterality: Asymmetries of Body, Brain and Cognition publishes high quality research on all aspects of lateralisation in humans and non-human species. Laterality's principal interest is in the psychological, behavioural and neurological correlates of lateralisation. The editors will also consider accessible papers from any discipline which can illuminate the general problems of the evolution of biological and neural asymmetry, papers on the cultural, linguistic, artistic and social consequences of lateral asymmetry, and papers on its historical origins and development. Submission of interdisciplinary work, either empirical or theoretical, or concerned with problems of measurement or statistical analysis, is therefore also encouraged. The journal publishes special issues on particular topics. The first issue was published in March 1996, and six issues are now published every year.

The editors encourage the submission of dissenting opinions and comments that directly relate to papers that have been published in Laterality, subject to the normal review process.

Submission Procedures
Manuscripts should be submitted via the journal’s online submission site at: http://mc.manuscriptcentral.com/plat. Prior to submission, read the full Instructions for Authors at the journal's website below.

Special Issues
Issues devoted to a single topic are occasionally published in Laterality. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.

The Right Hand and the Left Hand of History
Guest Editors: Chris McManus, Mike Nicholls & Giorgio Vallortigara
Volume 15, Issues 1&2 (2010) 978-1-84872-723-6 $65.95

Left-handers have been described as “a people without a history”. Although one in ten people today is left-handed, even historical studies of the rate of left-handedness before the twentieth century are rare. This Special Issue presents detailed reports on a range of topics from teaching children to use their right hands, the side on which babies should be held, left-handed swordsmen, the eighteenth-century left-handed musical prodigy William Crotch, the twentieth century left-handed guitarist Jimi Hendrix, an early nineteenth century lithograph that is probably obscene, and one of Jacob Bronowski’s earliest BBC TV science programmes, Right Hand Left Hand, shown in 1953.

Forthcoming!
Changes in Emotion Lateralisation throughout Childhood
Guest Editors: Victoria J. Bourne, Dawn Watling & Lance Workman
Volume 15 (2010)

With the emergence of interdisciplinary fields such as social, developmental, and affective neuroscience an increasing amount of research now examines the way in which brain-behaviour interactions develop. This Special Issue brings together current research that examines this interaction specifically in relation to the processing of emotion. Examining the way in which emotion lateralisation develops will advance our understanding of the relationship between brain development and social interaction.

Recent Articles
Where and what is the right shift factor or cerebral dominance gene? A critique of Francks et al. (2007) T. J. Crow, J.P. Close, A.M. Dagnall, T.H. Piddle (Vol 14:1 3-10)

Handedness, eyedness, and hand-eye crossed dominance in patients with schizophrenia: Sex-related lateralisation abnormalities Senol Dane, Serap Yildirim, Erol Ozan, Nihan Aydin, Elif Oral, Nerman Ustaoglu, Ismet Kirpinar (Vol 14:1 53-65)

www.psypress.com/laterality

New Editor 2010!
Cognitive Neuropsychology
Impact Factor 2008: 1.755 (© 2009 Thomson Reuters, Journal Citation Reports®)

NEW EDITOR 2010
Brenda Rapp, Johns Hopkins University, USA

Cognitive Neuropsychology aims to promote the investigation of human cognition that is based on neuropsychological methods including brain pathology, recording, stimulation or imaging. The
research can involve brain-lesioned or neurologically-intact adults, children or non-human animals as long as it makes an explicit contribution to our understanding of normal human cognitive processes and representations. Cognition is understood broadly to include the domains of perception, attention, planning, language, thinking, memory and action. The research may, additionally, contribute to issues regarding clinical populations and the neurobiology of cognition.

Now Accepting Online Submissions
You can now submit your paper to Cognitive Neuropsychology via the journal’s Scholar One website: http://mc.manuscriptcentral.com/pgcn. Prior to submission, read the full Instructions for Authors at the journal’s website below.

Special Issues
Issues devoted to a single topic are occasionally published in Cognitive Neuropsychology. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.

Letter Recognition: From Perception to Representation
Guest Editors: Matthew Finkbeiner & Max Coltheart
Volume 25, Issue 1 (2009) 978-1-84872-711-3 $42.95
This Special Issue tackle the earliest stages of the reading process. It introduces novel and interesting ways to investigate the very earliest stages of the reading process, stimulating future investigations of this highly tractable, yet long overlooked, area of reading research.

Intergrative Approaches to Perception and Action
Guest Editors: Nicola Bruno & Paolo Battaglini
Volume 25, Issues 7&8 (2008) 978-1-84872-702-1 $56.95
The Special Issue aims at providing a forum for empirical and theoretical research on the integration of perceptual and motor processes in the human mind.

Recent Articles
Covert Face Recognition Relies on Affective Valence in Congenital Prosopagnosia
Sarah Bate, Catherine Haslam, Ashok Jansari, Timothy L. Hodgson
The Representation of Semantic Knowledge in a Child with Williams Syndrome
Sally J. Robinson, Christine M. Temple

Cognitive Neuropsychiatry
EDITOR
Anthony S. David, King’s College London, UK
Peter W. Halligan, Cardiff University, UK
Cognitive Neuropsychiatry encourages the exploration of new frontiers and the integration and application of theories, methods and research findings from related fields of clinical psychiatry, behavioural neurology and cognitive neuropsychology. The journal seeks to promote the study of cognitive processes underlying psychological and behavioural abnormalities, including psychotic symptoms, with and without organic brain disease. The journal will publish original papers, short reports and case studies which address timely issues in clinical and cognitive neuropsychiatry, and which may have a bearing on the understanding of normal cognitive processes.

Submission Procedures
Please email your paper to the editorial assistant, saved in a standard document format type such as Word or PDF, at camilla.barnard@psypress.co.uk. You may also contact the Editorial Assistant by phone on (0)2070 177419. Prior to submission, read the full Instructions for Authors at the journal’s website below.

Special Issues
Issues devoted to a single topic are occasionally published in Cognitive Neuropsychiatry. These are sent free to subscribers as part of their subscription, and are available for individual purchase to non-subscribers.

Genes, Cognition & Neuropsychiatry
Guest Editors: Daniel Weinberger & Brita Elvevåg
Neuropsychiatry stands to benefit enormously from the new research framework afforded by the sequencing of the human genome and from examining the role of molecular genetics on the clinical presentation of psychiatric patients. However, this new research program requires the development of novel behavioural and neurophysiological phenotypes in order to unravel the pathologies within neural functional systems.

Recent Articles
Hypnotic Illusions and Clinical Delusions: Hypnosis as a Research Method
Rochelle E. Cox, Amanda J. Barnter
Novel Insights into False Recollection: A Model of Déjà Vécu
Akira R. O’Connor, Colin Lever, Chris J.A. Moulin
Beauty and Belief: William James and the Aesthetics of Delusions in Schizophrenia
Vaughan J. Carr
www.psypress.com/cogneuropsychiatry

Journal of the History of the Neurosciences
EDITOR
P. J. Koehler, Atrium Medical Centre, The Netherlands
M. Macmillan, University of Melbourne, Australia
S. Finger, Washington University, USA
The Journal of the History of the Neurosciences helps the formation of a basis of historical background knowledge complementary to current understanding of the neurosciences. The Journal will cover all aspects of modern neurology as well as roots of the neurosciences in the more distant past. Where they contain original information or novel comment, historical and biographical accounts of individuals and institutions in the neurosciences will be accepted for publication. The history of ideas, the evolution of society and medicine, and the connection between neurosciences and the discipline of philosophy will also be open for discussion in the Journal.
www.tandf.co.uk/journals/njhn