

# NONVERBAL LEARNING DISABILITIES

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A CLINICAL PERSPECTIVE

JOSEPH PALOMBO

# Nonverbal Learning Disabilities A Clinical Perspective

**Vittorio Lingiardi,Nancy McWilliams**

## **Nonverbal Learning Disabilities A Clinical Perspective:**

Nonverbal Learning Disabilities Joseph Palombo, 2006-03-21 The effects of nonverbal learning disabilities on a child's social and emotional development A nonverbal learning disability NLD is a developmental disorder that impairs a person's capacity to perceive, express and understand nonverbal nonlinguistic signs The dysfunctions affect behaviors, social interactions, perceptions and feelings regarding oneself and others and emerging personality patterns NLD constrains an individual's capacity to function in a wide variety of domains including the academic, social, emotional and vocational Parents and clinicians often have difficulty understanding and helping children and adolescents who are simultaneously cherished and whose functioning is hampered by the condition Based on current neurobehavioral research this book brings together perspectives drawn from the three major domains of knowledge about NLD neurobehavioral, social and intrapersonal From the neurobehavioral perspective Palombo provides a research based phenomenological description of the NLD child's symptoms From the social perspective he presents the child's social context and how that contributes in positive and negative ways to the child's skills and deficits From the intrapersonal perspective he introduces the concept of mindsharing as basic to understand the development of the sense of self in children with NLD In Part I readers are introduced to NLD as it presents in the clinic with a review of the etiology and symptomatology of the syndrome reflected in a case study The author then goes on to describe the neurobehavioral profile of NLD including its psychological and social dimensions In Part II the social perspective and intrapersonal aspect of NLD are considered Palombo describes the impact of the syndrome on social functioning, social communication and emotional functioning At the close of this part readers find a clear articulation of the four NLD subtypes The intrapersonal area is addressed in Part III where Palombo presents the concept of mindsharing i.e. the ability of one person to both know and feel what another person is experiencing Because they lack a capacity for mindsharing children and adolescents affected by the syndrome often fail not only a social and emotional connection with others but also experience a lack of cohesion in their own sense of self Finally in Part IV Palombo presents a therapeutic approach to working with youth with NLD Drawing together the various clinical insights from earlier in the book these last chapters synthesize the material and highlight the most important aspects so as to best guide the treatment of children and adolescents Addressed to clinicians, psychiatrists, psychologists, clinical social workers and other psychotherapists this book is a fund of knowledge and clinical wisdom for working with youth with NLD It offers an overarching paradigm relevant to all professionals and parents alike as they care for effected children and adolescents

### **Medical and Educational**

**Perspectives on Nonverbal Learning Disability in Children and Young Adults** Rissman, Barbara, 2015-09-04 This book is a comprehensive reference source for emerging research in the identification, diagnosis and intervention of nonverbal learning disabilities featuring in depth coverage on a variety of topics relating to intact nonverbal skills Nonverbal Learning Disability indicators, disability manifestation and the dilemmas faced by caregivers and professionals

### **Treating NVLD in**

**Children** Jessica Broitman, John M. Davis, 2013-03-14 Children with nonverbal learning disabilities NVLD have needs that can take many forms and may over time require consultation and collaboration with professionals from several fields Given that multiple specialists may be involved in working with children with NVLD as well as the array of treatment variables even seasoned practitioners may find themselves in confusing situations Treating NVLD in Children takes a developmental view of how the problems and needs of young people with nonverbal learning disabilities evolve and offers a concise guide for professionals who are likely to contribute to treatment Expert practitioners across specialties in psychology education and rehabilitative therapy explain their roles in treatment the decisions they are called on to make and their interactions with other professionals Collaborative interventions and teamwork are emphasized as are transitions to higher learning employment and the adult world Among the book's key features are A new four subtype model of NVLD with supporting research A brief guide to assessment transmitting results and treatment planning Chapters detailing the work of psychologists therapists coaches and others in helping children with NVLD Material specific to improving reading writing and mathematics Overview of issues in emotional competency and independent living An instructive personal account of growing up with NVLD Treating NVLD in Children Professional Collaborations for Positive Outcomes is a key resource for a wide range of professionals working with children including school and clinical child psychologists educational psychologists and therapists pediatricians social workers and school counselors speech and language therapists child and adolescent psychiatrists and marriage and family therapists

**Psychodynamic Diagnostic Manual, Second Edition**

Vittorio Lingiardi, Nancy McWilliams, 2017-06-20 Now completely revised over 90% new this is the authoritative diagnostic manual grounded in psychodynamic clinical models and theories Explicitly oriented toward case formulation and treatment planning PDM 2 offers practitioners an empirically based clinically useful alternative or supplement to DSM and ICD categorical diagnoses Leading international authorities systematically address personality functioning and psychological problems of infancy childhood adolescence adulthood and old age including clear conceptualizations and illustrative case examples Purchasers get access to a companion website where they can find additional case illustrations and download and print five reproducible PDM derived rating scales in a convenient 8 1/2 x 11 size New to This Edition Significant revisions to all chapters reflecting a decade of clinical empirical and methodological advances Chapter with extended case illustrations including complete PDM profiles Separate section on older adults the first classification system with a geriatric section Extensive treatment of psychotic conditions and the psychotic level of personality organization Greater attention to issues of culture and diversity and to both the clinician's and patient's subjectivity Chapter on recommended assessment instruments plus reproducible downloadable diagnostic tools In depth comparisons to DSM 5 and ICD 10 CM throughout Sponsoring associations include the International Psychoanalytical Association Division 39 of the American Psychological Association the American Psychoanalytic Association the International Association for Relational Psychoanalysis Psychotherapy the American

Association for Psychoanalysis in Clinical Social Work and five other organizations Nonverbal Learning Disabilities in Children John M. Davis, Jessica Broitman, 2011-05-04 Although it has yet to be recognized by the American Psychiatric Association's Diagnostic and Statistical Manual DSM nonverbal learning disabilities NVLD in children are a growing concern NVLD are receiving increased attention from researchers as well as from clinicians encountering these conditions in their young clients At the same time reliable information on effective interventions for NVLD has lagged behind this interest Nonverbal Learning Disabilities in Children Bridging the Gap Between Science and Practice offers a well rounded understanding of NVLD placing it within the context of other developmental disorders most notably high functioning autism and Asperger's syndrome The most current genetic environmental and neurobiological theories of and research into the causes of NVLD e.g. the white matter model in depth diagnostic methods and quality interventions are examined Using an evidence based approach this groundbreaking volume Conceptualizes NVLD as a disorder with subtypes Differentiates between diagnostic criteria for NVLD and Asperger's Syndrome Analyzes the co occurrence of NVLD with other developmental disabilities and psychological disorders Provides a comprehensive psychoeducational assessment model Describes efficacious treatments and supports their empirical validation Offers guidelines for sustaining treatment gains through effective collaboration of school personnel and family members Nonverbal Learning Disabilities in Children is a must have reference for researchers practitioners and graduate students in school and clinical child psychology education speech language therapy and other disciplines and professions involved in identifying and treating children with NVLD

*Therapist's Guide to Learning and Attention Disorders* Aubrey H. Fine, Ronald A. Kotkin, 2003-08-12 Practitioners seeking the most current advances in the field of ADHD and LD must often bridge the gap between research and practice This title provides that bridge through the authors who are both researchers and practitioners with extensive experience in providing direct services to children and adults with ADHD and LD

*Medical and Educational Perspectives on Nonverbal Learning Disability in Children and Young Adults*, 2016 This book is a comprehensive reference source for emerging research in the identification diagnosis and intervention of nonverbal learning disabilities featuring in depth coverage on a variety of topics relating to intact nonverbal skills Nonverbal Learning Disability indicators disability manifestation and the dilemmas faced by caregivers and professionals

Emotional Disorders Steven G. Feifer, Gurmal Rattan, 2009 This book explores emotional disorders from a neuropsychological psychopharmacological and educational perspective in order to assist educators and clinicians in their quest for more meaningful and enduring interventions

**Understanding Nonverbal Learning Disability** Irene C. Mammarella, Ramona Cardillo, Jessica Broitman, 2021-06-21 This essential book offers an accessible evidence based guide to Nonverbal Learning Disability NVLD informed by the most current research and clinical and educational practice It provides a thorough explanation of the science behind the condition alongside ideas support and practical tips for managing the everyday challenges of the disorder at school and in family life Mammarella Cardillo and

Broitman describe the main characteristics of the condition from both theoretical and practical points of view as well as examining the similarities and differences between NVLD and other neurodevelopmental disorders They explore the cognitive and academic weaknesses and strengths of children with NVLD and the emotional and social difficulties they may experience The book also provides a systematic review of scientific studies in this field whilst focusing on issues of diagnostic criteria as well as assessment and intervention strategies Practical examples are given for teachers and parents to help support children with NVLD in improving their visuospatial and motor skills as well as peer social relations and in promoting the child s individual abilities Understanding Nonverbal Learning Disability is essential reading for parents and practitioners in clinical and educational psychology and health and social care and students in these fields

### **Psychodynamic**

**Diagnostic Manual (PDM)** American Psychoanalytic Association,Alliance of Psychoanalytic Organizations,2006 This manual is based on current neuroscience and treatment outcome studies that demonstrate the importance of focusing on the full range and depth of emotional and social functioning Beginning with a classification of the spectrum of personality patterns and disorders found in individuals and then describing a profile of mental functioning that permits a clinician to look in detail at each of the patient s capacities the entries include a description of the patient s symptoms with a focus on the patient s internal experiences as well as surface behaviors Intended to expand on the DSM Diagnostic and Statistical Manual of Mental Disorders and ICD International Statistical Classification of Diseases and Related Health Problems efforts in cataloging the symptoms and behaviors of mental health patients this manual opens the door to a fuller understanding of the functioning of the mind brain and their development

### **Comprehensive Handbook of Social Work and Social Welfare,**

**Human Behavior in the Social Environment** Karen M. Sowers,Catherine N. Dulmus,2008-03-07 V 1 The profession of social work v 2 Human behavior in the social environment v 3 Social work practice v 4 Social policy and policy practice

The Psychologist ,2006 **Perspectives on Dyslexia, Neurology, Neuropsychology and Genetics** George Pavlidis,1990 This is a consideration of the latest research into dyslexia Many advances have been made in the last few years towards understanding the major psychological and neurological components of dyslexia Such advances include the areas of genetics subtypes phonology computerized EEG brain mapping evoked potentials eye movements blood flow and PET scans

**Frames of Reference for the Assessment of Learning Disabilities** G. Reid Lyon,1994 Researchers and educators are well aware of the pressing need for guidelines in measuring learning disabilities and of the difficulty in finding a resource that offers in depth analysis of assessment issues Frames of Reference for the Assessment of Learning Disabilities provides a comprehensive discussion of up to date research and progressive measurement strategies Unique because of its broad scope this essential reference examines assessment tools as they relate to a wide range of learning disabilities including disabilities that affect attention executive function linguistics and reading mathematics written language expression spelling social competence and cognitive abilities It also establishes a framework for systematic measurement by identifying five decision

points that enable the evaluator to focus on the learning areas that are most crucial and most difficult for the student to master. This groundbreaking work compiled by recognized experts challenges the traditional definition of learning disabilities and explores new approaches to measuring a child's progress reliably. It enables professionals to evaluate measurement tools and strategies to develop criteria for choosing and evaluating core test batteries and to assess the efficacy of improving existing tools versus developing new ones. Researchers, clinicians, educators, and students in special education, psychology, neurology, and pediatrics can turn to this resource for an authoritative examination of the issues surrounding the assessment of learning disabilities and for state-of-the-art measurement techniques. *Learning Disabilities* (Byron P. Rourke, Jerel E. Del Dotto, 1994-05-04). Aimed at improving both our understanding of dysfunction and clinical intervention, this accessible volume on learning disabilities among children and adolescents explores research and professional practice subtypes of learning disability and dimensions of psychosocial functioning. An introduction to a comprehensive, cohesive model of neuropsychological assessment and intervention is also provided. Detailed case studies exemplifying major subtypes of learning disabilities illustrate the application of general principles derived from research to the clinical imperatives of day-to-day practice. *Interplay* (Ronald Brian Adler, Lawrence B. Rosenfeld, Russell F. Proctor, 2010). This textbook presents an introduction to the practical principles of communication in interpersonal relationships. Emphasis is placed on personal, situational, and cultural influences of interaction. Attention is given to human perception, interpersonal dynamics, listening, conflict management, verbal and nonverbal symbol systems. *The International Journal of Clinical Neuropsychology* (1989). *Neuropsychology in Clinical Practice* (Stephen W. Touyz, Donald Glenn Byrne, Alex Gilandas, 1994). *The British National Bibliography* (Arthur James Wells, 2006). *Nonverbal Learning Disabilities and Their Clinical Subtypes: Assessment, Diagnosis and Management: a Handbook for Parents and Professionals* (Maggie Mamen, 2003-01-01).

## **Nonverbal Learning Disabilities A Clinical Perspective** Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the power of words has been more evident than ever. They have the capability to inspire, provoke, and ignite change. Such may be the essence of the book **Nonverbal Learning Disabilities A Clinical Perspective**, a literary masterpiece that delves deep into the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book's key themes, examine its writing style, and analyze its overall impact on readers.

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