



School Neuropsychology: A Practitioner's Handbook

By James B. Hale PhD, Catherine A. Fiorello PhD

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This important resource presents the latest information on brain-behavior relationships and describes ways school practitioners can apply neuropsychological principles in their work with children. Bridging the gap between neuropsychological theory, assessment, and intervention, this accessible text addresses complex topics in a straightforward, easy-to-understand fashion. The authors challenge previous conceptions about brain functions and present the cognitive hypothesis-testing model, an innovative method that helps practitioners form accurate understandings of learner characteristics and conduct meaningful and valid individualized interventions with children with a range of learning and behavior disorders. Including case studies and examples that illustrate what practitioners might actually see and do in the classroom, the volume comes in a large-size format with reproducible worksheets and forms.

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Editorial Review

Review

"Hale and Fiorello have met their goal in this book, providing a clearly written, data-based survey of the child-centered brain/n-/behavior literature. Clinically relevant and user-friendly, this book will serve as a primary text in beginning-level graduate neuropsychology courses, and as a supplemental text in cognitive assessment courses. It is also a useful reference for clinicians and researchers working with children and adolescents."--Vincent C. Alfonso, PhD, Graduate School of Education, Fordham University

"This unique volume brings together the fundamentals of neuropsychology and brain organization with discussions of specific neurodevelopmental syndromes, their impact on learning and behavior, and practical issues of diagnosis and remediation. State-of-the-art knowledge is presented in a reader-friendly, engaging manner. This book will be an invaluable reference and guide for school psychologists, child neuropsychologists, child psychiatrists, special education professionals, and anyone else concerned with brain-behavior relationships in the educational context."--Elkhonon Goldberg, PhD, Department of Neurology, New York University School of Medicine

"Finally, another neuropsychology book geared to practitioners! This much-needed volume integrates brain-behavior relationships within an educational context. Recent research has made clear that we cannot understand individuals without studying neuropsychology, yet few resources like this one exist. Practitioners, researchers, and students will find a variety of cases, figures, forms, and charts that are helpful in the daily practice of school psychology. The text is written in a user-friendly fashion, offers a variety of essential neuropsychological information, and comprehensively reviews related assessment activities, while focusing on interventions. In sum, it offers the beginning knowledge base that is missing from so many school psychology programs."--Rik Carl D'Amato, PhD, Editor, *School Psychology Quarterly*; College of Education, University of Northern Colorado

"This book is the first of its kind and represents an initial step in the right direction for school psychology, especially in light of the new requirements of the Individuals with Disabilities Education Act....We praise the authors for writing this book, which definitely will be a positive addition to the school psychology and psychology in the schools" literature."
(*Applied Neuropsychology* 2004-03-26)

About the Author

James B. Hale, PhD, provides psychological and neuropsychological services at the Children's Evaluation and Rehabilitation Center in the Bronx, New York. He is a faculty member in the Department of Pediatrics at Albert Einstein College of Medicine and Ferkauf Graduate School of Psychology of Yeshiva University.

Catherine A. Fiorello, PhD, is Associate Professor of School Psychology at Temple University, where she currently serves as program coordinator for school psychology. Prior to completing her doctorate, she worked as a certified school psychologist, and she continues to maintain a private practice in diagnostic assessment.

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