

hensive information about the specific accommodations adults with learning disabilities can gain access to at the college level. In Chapter 12, the authors identify the problems of unemployment and underemployment adults with learning disabilities experience, provide a useful description of employer expectations, and explain the importance of inter-agency coordination. Chapter 13 explains the procedures for gaining assistance from vocational rehabilitation services.

This book would be beneficial for anyone who is or will be working with adults with learning disabilities. The information is comprehensive and understandable. The illustrative use of anecdotal accounts of people with learning disabilities is especially beneficial. ■

Sheila R. Alber and Carolyn R. Foil
University of Southern Mississippi

ADHD WITH COMORBID DISORDERS: CLINICAL ASSESSMENT AND MANAGEMENT

*by Steven R. Pliszka, Caryn L. Carlson,
and James M. Swanson*
New York: Guilford, 1999
325 pages

IN *ADHD WITH COMORBID DISORDERS: CLINICAL ASSESSMENT and Management*, Pliszka, Carlson, and Swanson provide practitioners with (a) a working knowledge of research on children displaying both attention-deficit/hyperactivity disorder (ADHD) and other comorbid psychiatric conditions, (b) state-of-the-art knowledge of the complex psychopharmacological interventions that may serve these children, and (c) familiarity with appropriate psychosocial treatments for a wide variety of disruptive and emotional behaviors. The introduction describes the authors' goals and target audience, defines comorbidity, and discusses diagnostic challenges. Pitfalls in the study of comorbidity and differences in the approaches taken by medical and behavioral experts are also described.

The second section comprises chapters on psychiatric assessment and behavioral assessment, and the third section presents chapters on psychopharmacological interventions and behavioral interventions. The fourth section, "Comorbid Conditions," consists of eight chapters that discuss eight distinct comorbidities: disruptive behavior disorders and substance abuse, neurological disorders, affective disorders, anxiety disorders, mental retardation and pervasive developmental disorders, medical disorders, learning disorders, and tic and obsessive-compulsive disorders.

Each chapter clearly articulates the issues necessary for differential as well as concurrent diagnosis, and provides a current, well-detailed review of empirical research on relevant psychopharmacological treatments. The sections are

well organized, well written, and of particular value to the physician charged with selecting appropriate medications. Types of studies and decision-making diagrams are conveniently tabulated or illustrated, and whether medication trials were conducted within or without behavioral interventions is clearly denoted. These sections contain an unusual number of typographical and editing oversights, however.

A second and more substantial concern about the book is the risk that the reader might over generalize the findings in the text to populations that resemble but are not equivalent with the diagnostic groups described. Although Pliszka et al. emphasize the critical importance of accurate diagnosis prior to prescribing treatment, they likewise acknowledge the plethora of clinical judgments that deviate from strict diagnostic criteria in actual practice. This qualification is critical because the authors' strong interpretations regarding medical causality are based on rigorous and careful diagnosis. Patients who display some features characteristic of the conditions under review but fail to meet the most stringent criteria may not benefit to the same degree from the medicinal interventions described.

Although the documentation of research on medicinal treatments is accurate and commendable, other details of the authors' implicit views on biocausality would be overstated if generalized to the majority of ADHD cases. In detailing proper diagnostic procedures, the authors warn of the difficulties inherent in interpreting and weighing information from multiple and possibly disagreeing informants. The risk herein is that readers unfamiliar with these issues could misinterpret the generality of the findings discussed to cases requiring more refined diagnostic efforts. One illustration of this difficulty may be seen in the consideration of family studies as evidence of genetic determination. Whether ADHD and comorbid conditions run in families or co-segregate is important in making the case that known physiological mechanisms justify the use of pharmacological interventions in keeping with their use elsewhere in psychiatric practice. If depression runs in the families of children with ADHD who also exhibit depressive symptoms, then a stronger case is made for the concurrent diagnosis and treatment of depression in those children. However, for most disruptive children, evaluation of particular environmental events that influence the severity of symptoms are more immediately critical to effective diagnosis and treatment than examinations of broader familial mental health issues.

Although putative links between genetics and disease symptoms are important in justifying the view that children with ADHD may potentially be concurrently encumbered by the entire spectrum of psychiatric conditions, readers should be cautioned that most contemporary theorizing on health and wellness utilizes a biopsychosocial model, under which a complex interplay of biological, psychological, and sociological events is understood to collectively affect health. This multivariate, interactive view is not clearly articulated throughout the book, and it is therefore incumbent on the

Adhd With Comorbid Disorders Clinical Assessment And Management

Bernard L. Maria



Adhd With Comorbid Disorders Clinical Assessment And Management:

ADHD with Comorbid Disorders Steven R. Pliszka, 2001 *Treating ADHD and Comorbid Disorders* Steven R. Pliszka, 2011-02-09 Children and adolescents with attention deficit hyperactivity disorder ADHD frequently experience co occurring problems with aggression mood swings tics anxiety or depression Organized around detailed case presentations this highly informative book helps the clinician make sound decisions when assessing and treating the full range of ADHD comorbidities Experienced child psychiatrist Steven Pliszka offers straightforward guidance on how to avoid common diagnostic errors develop an individualized medication regimen minimize health risks and side effects collaborate successfully with parents and tailor psychosocial treatments to each family s needs A reproducible structured interview facilitates sorting out symptoms and distinguishing between different comorbid disorders

ADHD with Comorbid Disorders Steven R. Pliszka, Caryn Leigh Carlson, James M. Swanson, 1999-07-02 Treating a child or adolescent with ADHD is especially challenging when hyperactivity and inattention are accompanied by many other symptoms It is not uncommon to encounter such complex ADHD cases as the child who also presents with aggression or antisocial behavior the teen who has made a suicide attempt or the hyperactive child with mental retardation Integrating the latest biomedical and psychosocial knowledge this practice oriented volume is designed to help clinicians meet the needs of these tough to treat clients The authors review the evaluation and treatment of ADHD with major comorbidities including mood and anxiety disorders conduct disorders learning disorders medical illnesses and severe developmental disorders Distinguishing clinical features of each condition are delineated current psychopharmacological treatments are described and effective approaches are presented for managing behavioral problems in the home school and playground Filled with illustrative case examples that reflect the authors extensive clinical experience the book provides thoughtful coverage of knotty diagnostic and treatment issues

Current Management of Child Neurology Maria, 2007

The Clinical Assessment of Children and Adolescents Steven R. Smith, Leonard Handler, 2015-09-07 This book highlights assessment techniques issues and procedures that appeal to practicing clinicians Rather than a comprehensive Handbook of various tests and measures The Clinical Assessment of Children and Adolescents is a practitioner friendly text that provides guidance for test selection interpretation and application With topics ranging from personality assessment to behavioral assessment to the assessment of depression and thought disorder the leaders in the field of child and adolescent measurement outline selection and interpretation of measures in a manner that is most relevant to clinicians and graduate students Each chapter makes use of extensive case material in order to highlight issues of applicability

Current Management in Child Neurology Bernard L. Maria, 2005 Current Management in Child Neurology Third Edition aims to provide busy practitioners with standard of care reviews on the evaluation and treatment of the most common complaints or conditions that relate to nervous system disorders and dysfunction The book is designed to supplement standard textbooks that provide detailed information on

etiology pathogenesis and therapeutic controversies in pediatric clinical neuroscience This edition contains three sections and 98 chapters written by highly respected leaders in the field It builds upon the success of previous editions by offering succinct updated reviews of the superb second edition chapters by 46 senior authors 37 reviews by new authors and 15 reviews by new authors on new topics In the first section Clinical Practice Trends the reader will find data on the most common outpatient and inpatient conditions insights into educational trends pearls on conducting a meaningful neurologic examination information on key Web sites and advice on excelling at the art of medicine In The Office Visit section subheadings are organized according to the frequency of conditions in the office or clinic setting The section offers management reviews in headache seizures epilepsy neurobehavioral disorders school readiness developmental delay and a range of other conditions The final section The Hospitalized Child features 22 chapters addressing current therapy issues for trauma meningitis and encephalitis injury to the preterm and term brains status epilepticus and a host of other conditions associated with hospital care Several chapters were added to this new edition including selections on current pharmacotherapy for migraine epilepsy and ADHD each with practitioner friendly tables on drugs one chapter was added on home management of breakthrough seizures In addition the Suggested Readings and Physician and Patient Resources sections of each chapter help trainees and caregivers do their homework about relevant conditions

The Burden of Adult ADHD in Comorbid Psychiatric and Neurological Disorders Stefano Pallanti, Luana Salerno, 2020-04-22 This book highlights the importance of investigating for ADHD in adults with attention difficulties poor memory and executive function impairments The authors advocate a neurodevelopmental assessment approach in all phases of life and explain how to perform such assessments The identification of ADHD in adults with other psychiatric and neurological disorders will lead to a better response to treatments and as a result reduce its social economic and personal burden ADHD can no longer be considered solely a pediatric condition as it occurs in a significant proportion of adults worldwide However ADHD in adults is often unrecognized and untreated Diagnosing the disorder in adulthood is a challenge due not only to the different clinical presentation in this phase of life but also to the fact that other conditions may mask the symptoms ADHD constitutes a hidden comorbidity with a detrimental impact of those affected and a poor response or even non response to several treatments Intended for psychiatrists neurologists specialists in gerontology and neuropsychology this book is an indispensable resource for all mental health practitioners who want to optimize the treatment of patients affected by psychiatric and neurological disorders who respond poorly to standard treatments

ADHD in the Schools, Third Edition George J. DuPaul, Gary Stoner, 2014-07-10 This bestselling reference and text now in its third edition provides essential guidance for school based professionals meeting the challenges of ADHD Presented are the latest research supported strategies for identifying and assessing students at risk for the disorder and developing a multifaceted intervention and support plan The second edition has been thoroughly revised to reflect recent developments in theory research policy

and practice including new case studies New topics include preschool level intervention and prevention and the use of functional behavioral assessment in treatment planning Updated guidelines are provided for collaborating effectively with students parents and other professionals including prescribing physicians Also featured is expanded coverage of issues affecting secondary students A complete and practical resource the volume includes several reproducible assessment tools and handouts

Clinical Handbook of ADHD Assessment and Treatment Across the Lifespan Johnny L. Matson, 2023-11-21

The handbook examines the latest research and clinical advancements in assessing and treating ADHD attention deficit hyperactivity disorder across the lifespan It synthesizes the most current research data and trends combined with best practice interventions to form a comprehensive state of the art resource The handbook identifies the most relevant effective treatments for individuals with ADHD Key areas of coverage include Core symptoms of ADHD in minority children Lifestyles for children with ADHD Digital interventions for children and adolescents with ADHD Telemedicine to manage ADHD across the lifespan Healthcare use and costs for adults with ADHD The Clinical Handbook of ADHD Assessment and Treatment Across the Lifespan is an essential reference for researchers professors and graduate students as well as clinicians and other professionals across such interrelated disciplines as clinical child school and developmental psychology child and adolescent psychiatry social work rehabilitation medicine therapy pediatrics and special education

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

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