

M. Margalit, Tel-Aviv University, Israel

Lonely Children and Adolescents

Self-Perceptions, Social Exclusion, and Hope

From texting and social networking sites to after-school activities, young people have many opportunities to interact with one another, and yet loneliness and isolation trouble today's youth in increasing numbers. Many children and teens report feeling lonely even in the midst of family and friends, and childhood loneliness is a prime risk factor for adult alienation.

Features

► Presents a new developmental paradigm for understanding loneliness in youth ► Examines neurobiological and genetic factors as well as psychological and sociological risk and protective factors in childhood loneliness ► Emphasizes resilience rather than a deficit approach ► Examines youths' strong urge to stay connected and explores the social exclusion and the alienating experience of technology ► Discusses the importance of family and school environments to challenge loneliness

Contents

What is loneliness?.- Personal Abilities, Difficulties, and Developmental Perspectives.- Loneliness in Families.- Loneliness at School.- Peer Relations, Friendships, Aggression, and Social Exclusion at School.- Loneliness and Virtual Connections.- Social Support in Coping with Loneliness.- Prevention and Therapeutic Interventions.- Summary and Future Direction in Developmental Risks, Resilience, Empowerment, and Hope.

Fields of interests

Child and School Psychology; Social Work; Public Health/Gesundheitswesen

Target groups

Professional/practitioner

Product category

Monograph

Due December 2011

2010. XIV, 303 p. Softcover

► \$44.95

ISBN 978-1-4614-2375-1



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M. J. Nakkula, University of Pennsylvania, Philadelphia, PA, USA; K. C. Foster, Andover, MA, USA; M. Mannes, Search Institute, Minneapolis, MN, USA; S. Bolstrom, Medtronic, Inc., Minneapolis, MN, USA

Building Healthy Communities for Positive Youth Development

Features

► Explores how youth development and community development intersect and influence one another ► Focuses on multiple manifestations of a community-designed approach rather than a replication of a national model or program ► Builds bridges between theory and practice ► Provides a unique window into what is arguably the broadest grassroots community organizing movement for youth development in the country

Contents

Introduction: Eight Interpretations of the Developmental Assets Framework.- The Purpose and Design of the National Case Study.- Findings from the Eight Communities: Transformation, Affirmation, and Blended Models.- Introductory Chapter to Wave I of the Study.- Traverse Bay Area's GivEm40 24.7: One Sector at a Time.- Moorhead Healthy Community Initiative: The Forgotten Neighborhoods.- Portland's Take the Time: Reaching toward „The Tipping Point“.- Orlando's Healthy Community Initiative: Community Sustainability.- Introductory Chapter to Wave II of the Study.- St. Louis Park's Children First: Permeating Community Life.- Lawton/Fort Sill Community Coalition: Partnering with Prevention.- McPherson's Asset Building Initiative: „Leaderful“ Communities.- Nevada's Healthy Communities Coalition of Lyon and Storey Counties: Rethinking the New Frontier.- Lessons Learned: Resisting the Template.

Fields of interests

Child and School Psychology; Social Work; Education (general)

Target groups

Professional/practitioner

Product category

Professional book

Due December 2011

2010. XIV, 189 p. (The Search Institute Series on Developmentally Attentive Community and Society, Volume 7) Softcover

► \$44.95

ISBN 978-1-4419-6819-7



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B. H. Pillow, Northern Illinois University, DeKalb, IL, USA

Children's Discovery of the Active Mind

Phenomenological Awareness, Social Experience, and Knowledge About Cognition

During the past 25 years, a great deal of research and theory has addressed the development of young children's understanding of mental states such as knowledge, beliefs, desires, intentions, and emotions.

Features

► Reviews vast literature on children's understanding of cognition from early childhood to adolescence ► Traces development from concepts of mental states to knowledge of cognitive activity and epistemological thought ► Draws upon theories of consciousness, metacognition, and sociocultural learning ► Views learning through introspection and social interaction as intertwined rather than alternative processes ► Identifies sources of information for learning about cognition

Contents

Chapter 1. Learning About Cognitive Activities.- Chapter 2. Conceptual Knowledge About Cognitive Activities.- Chapter 3. Phenomenological Awareness: Consciousness and the Development of Cognitive Monitoring.- Chapter 4. Social Experience as a Source of Information about Mental Events.- Chapter 5. Patterns of Influence Among Phenomenological Awareness, Social Experience, and Conceptual Knowledge.- Chapter 6. Conclusion.

Fields of interests

Developmental Psychology; Educational Psychology; Cognitive Psychology

Target groups

Research

Product category

Brief

Due December 2011

2012. XI, 99 p. 1 illus. (SpringerBriefs in Psychology / SpringerBriefs in Child Development) Softcover

► \$49.95

ISBN 978-1-4614-2247-1



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L. A. Ruble, University of Kentucky, Lexington, KY, USA; N. J. Dalrymple, Autism Services Research Group, Bloomington, IN, USA; J. H. McGrew, Indiana University-Purdue University Indianapolis, IN, USA

Collaborative Model for Promoting Competence and Success for Students with ASD

Rising numbers of young children diagnosed with autism spectrum disorders means more students with ASD entering pre-school and the elementary grades.

Features

► Verified by randomized controlled experimental research supported by the NIH ► Can be used with all children with ASD, regardless of level of functioning ► Includes measurable goals and outcomes in social development, communication, and learning skills for positive growth ► May serve as a basis for building comprehensive and coordinated programs ► Improves educational outcomes based on a competency enhancement approach

Contents

Foreword.- Acknowledgments.- Preface.- Chapter 1: Rationale for COMPASS.- Chapter 2: Theoretical Background of COMPASS.- Chapter 3: Evaluating Your Knowledge of ASD.- Chapter 4: Other Considerations for the Consultant.- Chapter 5: Writing Effective Individual Education Programs.- Chapter 6: COMPASS Consultation Action Plan—Step A.- Chapter 7: COMPASS Consultation Action Plan—Step B.- Chapter 8: From Consultation to Coaching Sessions: Implementing Plans and Monitoring Progress.- Forms Section.- Chapter 9: COMPASS Case Studies.- References.

Fields of interests

Child and School Psychology; Rehabilitation; Educational Psychology

Target groups

Professional/practitioner

Product category

Professional book

Due March 2012

2012. XIV, 270 p. 11 illus., 8 in color. Softcover

► \$44.95

ISBN 978-1-4614-2331-7



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K. P. Tercyak, Georgetown University, Washington DC, USA (Ed)

Handbook of Genomics and the Family

Psychosocial Context for Children and Adolescents

Contents

The New Era of Genomics: Childhood and Society Revisited.- Key Concepts in Human Genomics and Molecular Biology.- Key Concepts in Human Genomics and Psychology.- Understanding Childhood Gene, Environment, and Gene x Environment Interaction Effects.- Goals, Process, and Content of Genetic Counseling: Applications to Children, Adolescents, and Their Families.- Genomics and the Family: Integrative Frameworks.- Potential Impact of Genomic Information on Parent-Child Relationships.- Potential Impact of Genomic Information on Childhood Sibling Relationships.- Family Communication of Genomic Information.- Developmental Perspectives on Health and Risk Communication: Theories and Applied Methodologies for Genomics.- Prenatal Diagnosis and Carrier Screening.- Single Gene Disorders: Cystic Fibrosis, Sickle Cell Disease, Duchenne's Muscular Dystrophy and Others.- Cancer.- Diabetes.- Cardiovascular Disease.- Obesity.- Tobacco, Alcohol, and Other Risk Behaviors.- Childhood Psychiatric and Neurodevelopmental Genomics.- Bioethical Perspectives on Pediatric Gene Therapy and Pharmacogenomics.- Informed Consent and the Protection of Human Subjects in Genomic Research with Children, Adolescents, and Families.- Ethical, Legal, and Social Issues in the Genetic Testing of Minors.- National Policy Perspectives on Pediatric Genetic Testing.- Privacy and Insurance Issues in Pediatric Genetic Testing. [...]

Fields of interests

Child and School Psychology; Psychiatry; Pediatrics

Target groups

Professional/practitioner

Product category

Handbook

Due December 2011

2010. XXVIII, 600 p. (Issues in Clinical Child Psychology) Softcover

► \$79.95

ISBN 978-1-4614-2395-9



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