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.
- 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

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 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 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
► $49.95
ISBN 978-1-4614-2247-1
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

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

Due December 2011
► $79.95