

British Picture Vocabulary Scale 3rd Edition Manual

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British Picture Vocabulary Scale: 3rd Edition

British Picture Vocabulary Scale. BPVS-3 Psychometric Rating Implementation Rating. keyboard_arrow_left Early Years Measures Database. email print. About the Measure. Domains: Language: Subscales: No: Target Construct: Oral language: Receptive vocabulary: Description: Leading vocabulary assessment for standard English. As no reading is required ...

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Featuring updates and revisions, the second edition of Clinical Neuropsychology provides trainee and practicing clinicians with practical, real-world advice on neuropsychological assessment and rehabilitation. Offers illustrated coverage of neuroimaging techniques and updates on key neuro-pathological findings underpinning neurodegenerative disorders Features increased coverage of specialist areas of work, including severe brain injury, frontotemporal lobar degeneration, assessing mental capacity, and cognitive impairment and driving Features updated literature and increased coverage of topics that are of direct clinical relevance to trainee and practicing clinical psychologists Includes chapters written by professionals with many years' experience in the training of clinical psychologists

Advocating for an increased emphasis on evidence-based practice, this book describes and analyses a wide range of available Autism Spectrum Disorder (ASD) assessment measures. The author offers guidance on how to evaluate services and programmes and how to recognise which will be most effective in different scenarios for people with differing needs. A wide range of measures are reviewed in detail, including assessments used in situations often ignored in overviews relevant to ASD, such as assessments of internet addiction, response to traumatic stress, and criminal offending risk and witness credibility. This book is an invaluable resource to professionals who support people with ASDs, including social workers and teachers, and who are under increasing pressure to reliably assess which services, programmes and therapies are effective and fit-for-purpose.

Children Beyond Labels is an accessible guide to understanding standardised assessment and managing high incidence additional learning needs in the primary school. It offers jargon-free insight into the results of formal assessments which are often used within professional reports and cuts to the core of how primary education professionals and parents can identify, understand and best meet children's needs. Offering a range of practical and manageable strategies, the book provides clear explanations of commonly used labels which reflect three of the four areas described within the SEND Code of Practice (2015): Cognition and Learning; Communication and Interaction; and Social, Emotional and Mental Health. These categories are illustrated by 18 detailed case studies of children from the author's own case work, each with their unique profiles of strengths, weaknesses and traits that can sometimes transcend category boundaries. Examples of these traits include: Dyslexia Autism Spectrum Disorder Specific Language Impairment Attention Deficit Hyperactivity Disorder Developmental Co-ordination Difficulties Anxiety. This is an invaluable guide to the range of different types of additional learning or special needs of children who are likely to be found in mainstream primary schools. It will be of interest to primary teachers, trainee teachers, teaching assistants, SENCOs, parents and anyone working to support the needs of young children.

This cutting-edge resource provides a comprehensive review of available assessment tools for Autism Spectrum Disorder (ASD), presenting up-to-date evidence for their efficacy as well as best practice for selecting appropriate forms of assessment across the lifespan. Gathering together the latest international research evidence, Kenneth J. Aitken provides a clear evaluation of the commonly used assessment measures, and examines other tools not yet validated for ASD assessment but which are likely to have promising applications for the field. The tools covered include those relating to core assessment areas, such as cognitive ability, communication, motor skills and executive function, as well as supplementary and emerging areas of assessment, such as behaviour and attention, sensory issues, anxiety and depression, friendships and loneliness, and internet safety. This pioneering report will be an indispensable primary reference for researchers, academics, clinicians, service providers and commissioners.

This textbook will prove invaluable to teacher educators, teachers, educational psychologists, and any professional who is involved with teaching children to read. It provides a detailed examination of the processes that are involved in achieving fluent word reading skills and ability to comprehend written texts. Understanding these processes and their development empowers teachers to select appropriate, evidence-based teaching strategies and thus teach children more effectively. The book is in four parts: Part 1 provides the reader with a Tutorial Review covering essential knowledge about language, and presenting the two dimensions of the Simple View of Reading. Part 2 concentrates on the word reading dimension, with chapters on processes in skilled word reading, the development of these processes, and practical advice on research validated teaching methods to develop children's word reading skills. Part 3 turns to the language comprehension dimension, with chapters on the comprehension of oral and written language, and on teaching reading comprehension. Part 4 introduces the reader to assessment practices and methods of identifying children with difficulties in either or both dimensions of the Simple View, and considers children with word reading difficulties and children with specific comprehension difficulties, describing effective evidence-based interventions for each type of difficulty.

An authoritative, up-to-date guide for psychologists, psychiatrists, pediatricians and other professionals working with vulnerable and at-risk children Child Psychology and Psychiatry, Third Edition is an indispensable resource for psychologists and psychiatrists in training, as well as experienced clinicians who want to stay abreast of important recent developments in the field. Comprehensive in coverage and much broader in scope than competing titles, its clear, concise entries and abundance of illustrations and visual aids make it easy for busy professionals and interns to quickly absorb and retain key information. Written by expert clinicians and researchers in a wide range of disciplines within or relevant to the fields of normal and abnormal childhood development, Child Psychology and Psychiatry includes contributions from clinical psychologists, neuropsychologists, child psychiatrists, pediatricians, speech pathologists, and developmental psychology and psychopathology researchers. It has been fully updated for the DSM-5 and reflects the theoretical, structural, and practical developments which have taken place in the world of child psychology and psychiatry over recent years. Combines a strong academic and research emphasis with the extensive clinical expertise of contributing authors Covers normal development, fostering child competence, childhood resilience and wellbeing, and family and genetic influences Discusses neurobiological, genetic, familial and cultural influences upon child development, especially those fostering childhood resilience and emotional wellbeing Explores the acquisition of social and emotional developmental competencies with reviews of child psychopathology, clinical diagnoses, assessment and intervention Features new chapters on the impact of social media on clinical practice, early intervention for psychosis in adolescence, and the development of the theory and practice of mentalization Child Psychology and Psychiatry, Third Edition is an indispensable learning tool for all of those training in clinical psychology, educational psychology, social work, psychiatry, and psychiatric and pediatric nursing. It is also a valuable working resource for all those who work professionally with at-risk children and adolescents.

This text provides students with the information needed to properly assess childhood language disorders and decide appropriate treatments. The book covers language development from birth to adolescence.

A great deal has been written on how children learn to speak, but development of language comprehension has been a relatively neglected topic. This book is unique in integrating research in language acquisition, psycholinguistics and neuropsychology to give a comprehensive picture of the process we call "comprehension", right from the reception of an acoustic stimulus at the ear, up to the point where we interpret the message the speaker intended to convey by the utterance. A major theme of the book is that "comprehension" is not a unitary skill: to understand spoken language, one needs the ability to classify incoming speech sounds, to relate them to a "mental lexicon", to interpret the propositions encoded by word order and grammatical inflections, and to use information from the environmental and social context to select, from a wide range of possible interpretations, the one that was intended by the speaker. Furthermore, although neuropsychological and experimental research on adult comprehension can provide useful concepts and methods for assessing comprehension, they should be applied with caution, because a sequential, bottom-up information processing model of comprehension is ill-suited to the developmental context. The emphasis of the book is on children with specific language impairments, but normal development is also given extensive coverage. The focus is on research and theory, rather than practical matters of assessment and intervention. Nevertheless, while this book is not intended as a clinical guide to assessment, it does aim to provide a theoretical framework that can help clinicians develop a clearer understanding of what comprehension involves, and how different types of difficulty may be pinpointed.