Metacognition And Cognitive Neuropsychology Monitoring And Control Processes

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Metacognition, Strategy Use, and Instruction Harriet Salatas Waters 2009-09-01 Showcasing exemplary research programs, this book explores how the latest theories and findings on cognitive development can be used to improve classroom instruction. The focus is on how children acquire knowledge about the processes involved in learning—such as remembering, thinking, and problem solving—as well as strategies for mastering new information. The contributors are leading experts who illustrate ways teachers can support the development of metacognition and goal-directed strategy use throughout the school years and in different academic domains. Teacher behaviors and instructional methods that promote these abilities are identified, and innovative assessment approaches and research designs are described.

Handbook of Applied Cognition Francis T. Durso 2007-02-06 Written by a team of leading international researchers under the guidance of Frank Durso, the second edition of the Handbook of Applied Cognition brings together the latest research into this challenging and important field, and is presented across thirty stimulating and accessible chapters. Stewarded by experiences editors from around the globe, the handbook has been fully updated with eleven new chapters covering materials that focus on the topics critical to understanding human mental functions in complex environments. It is an essential single-source reference for researchers, cognitive engineers and applied cognitive psychologists, as well as advanced students in the flourishing field of applied cognition.

Essentials of Psychology Douglas Bernstein 2018-01-01 In a concise and readable 16-chapter format, ESSENTIALS OF PSYCHOLOGY, 7th Edition, incorporates the most effective features of the sixth edition along with the latest and most important research findings from psychological science. Combining extensive pedagogical support with an emphasis on active learning, the text challenges students to learn by doing -- to actively participate and to think about what they are learning rather than just passively read written information. The integrated pedagogical program helps students master the material by supporting the elements of the PQ4R (Preview, Question, Read, Recite, Review, and Reflect) study system. Douglas Bernstein also shows how topics in psychology are interrelated and guides students in thinking critically -- including organizing select research studies around questions to help readers think objectively about research and results. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Implicit Memory and Metacognition Lynne M. Reder 2014-01-14 Metacognition is a term that spans many sub-areas in psychology and means different things to different people. A dominant view has been that metacognition involves the monitoring of performance in order to control cognition; however, it seems reasonable that much of this control runs implicitly (i.e., without awareness). Newer still is the field of implicit memory, and it has different connotations to different sub-groups as well. The editor of this volume takes it to mean that a prior experience affects behavior without the individual's appreciation (ability to report) of this influence. Implicit memory and metacognition seem to be at two opposite ends of the spectrum -- one seemingly conscious and control-oriented, the other occurring without subjects' awareness. Do these processes relate to each other in interesting ways, or do they operate independently without reference to each other? The relatively novel conjecture that much of the control of cognition operates at an implicit level sparked Reder's desire to explore the interrelationship between the two fields. Developed within the last two decades, both fields are very new and generate a great deal of excitement and research interest. Hundreds of articles have been written about metacognition and about implicit memory, but little if any material has been published about the two areas in combination. In other words, Metacognition and Implicit Memory is the first book attempting to integrate what should be closely linked efforts in the study of cognitive science.

Have We Got Better in Making our Schizophrenia Patients Better? Anthony Ahmed 2021-01-14

The Wiley-Blackwell Handbook of Childhood Cognitive Development Usha Goswami 2013-11-11 This definitive volume is the result of collaboration by top scholars in the field of children's cognition. New edition offers an up-to date overview of all the major areas of importance in the field, and includes new data from cognitive neuroscience and new chapters on social cognitive development and language Provides state-of-the-art summaries of current research by international specialists in different areas of cognitive development from infancy to the onset of adolescence Includes chapters on symbolic reasoning, pretend play, spatial development, abnormal cognitive development and current theoretical perspectives

Childhood Head Injury Maureen Dennis 2016-03-23 Childhood head injuries differ from adult head injuries in some significant respects. They occur against a background of ongoing physical and cognitive development. Cognitive capacities often change with time post-injury. But for children changes are affected by two processes of functional plasticity, one concerned with recovery, one with development. The impact of the injury is moderated by age/developmental stage. In recent years there has been a new focus on the longitudinal comparison of children post-injury with appropriate control groups. Advances in neuropsychological assessment have permitted evaluation with reference to more developmentally suitable norms; expanded definitions of outcome have broadened our understanding of consequences; and neuroimaging techniques have enabled the more precise delineation of injury severity, the study of structure-function outcome relations, and the investigation of reorganization of function. This special issue offers an overview of cutting-edge approaches to the analysis of childhood head injury.

The Elderly Eyewitness in Court Michael P. Toglia 2014-02-18 The majority of research on eyewitness memory has traditionally studied children and young adults. By contrast, this volume is designed to provide an overview of empirical research on the cognitive, social, and health related factors that impact the accuracy of eyewitness testimony given by the elderly. The book takes a lifespan developmental perspective that incorporates research on witnesses of all ages, but uses the findings to focus on issues unique to the elderly. This includes research on recognition memory with lineup identifications and recall memory that occurs when an elderly witness is asked to describe an event in court. The Elderly Eyewitness also examines jurors' reactions to the testimony of an elderly witness, and the legal and social policy issues that emerge when the elderly witness participate in legal proceedings. While reviewing what is known about the elderly witness, the book also provides a direction for future research into this new frontier of scientific inquiry. Its audience spans researchers in cognitive and developmental psychology, and professionals working in the growing area of psychology and law.

The Cognitive Neuroscience of Metacognition Stephen M. Fleming 2014-01-31 Metacognition is the capacity to reflect upon and evaluate cognition and behaviour. Long of interest to philosophers and psychologists, metacognition has recently become the target of intense research in the cognitive neurosciences. By combining brain imaging, computational modeling, neuropsychology and insights from psychiatry, the present book offers a picture of the metacognitive functions of the brain. Chapters cover the definition and measurement of metacognition in humans and non-human animals, the computational underpinnings of metacognitive judgments the cognitive neuroscience of self-monitoring ranging from confidence to error-monitoring and neuropsychiatric studies of disorders of metacognition. This book provides an invaluable overview of a rapidly emerging and important field within cognitive neuroscience.

Encyclopedia of the Sciences of Learning Norbert M. Seel 2011-10-05 Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Handbook of Psychology, Experimental Psychology Alice F. Healy 2003 Healy provides an overview of basic areas of perception, learning, memory, motivation and emotion. Chapters cover other cognitive processes and special topics such as attention, bilingualism, information processing, problem solving and psycholinguistics.

Attention and Performance XVII Daniel Gopher 1999 In 1966 the first meeting of the Association for the Study of Attention and Performance was held in the Netherlands to promote the emerging science of cognitive psychology. This volume is based on the most recent conference, held in Israel thirty years later. The focus of the conference was the interaction between theory and application. The organizers chose the specific topic, cognitive regulation of performance, because it is an area where contemporary theories of cognitive processes meet the everyday challenges posed by human interactions with complex systems. Present-day technological systems impose on the operator a variety of supervisory functions, such as input and output monitoring, allocation of cognitive resources, choice of strategies, and regulation of cognitive operations. A challenge for engineers and designers is to accommodate the cognitive requirements called for by these systems. The book is divided into four sections: the presentation and representation of information, cognitive regulation of acquisition and performance, consciousness and behavior, and special populations: aging and neurological disorders. Contributors Nicole D. Anderson, Moshe Bar, Lynn Bardell, Alice E. Barnes, Irving Biederman, Robert A. Bjork, Richard A. Block, Fergus I. M. Craik, Heiner Deubel, John Dunlosky, Ido Erev, Ronald Fisher, John M. Flach, Barry Goettl, Morris Goldsmith, Daniel Gopher, Lynn Hasher, Okihide Hikosaka, Larry L. Jacoby, Peter Kaloosai, Colleen Kelley, David E. Kieras, Roberta Klatzky, Asher Koriat, Arthur F. Kramer, Elisabetta Ladavas, John L. Larish, Susan J. Lederman, John Long, Cynthia P. May, Guiliana Mazzoni, Brian McElree, David Meyer, Satoru Miyauchi, Neville Moray, Louis Narens, Thomas O. Nelson, Raymond S. Nickerson, Lynne Reder, J. Wesley Regian, Ian Robertson, Wolfgang Schneider, Christian D. Schunn, Wayne Shebilske, Shinsuke Shimojo, Suresh Subramaniam, Tom N. Trainham, Jehoshua Tsal, Timothy A. Weber, Christopher Wickens, Rose T. Zacks, Dan Zakay

The Taxonomy of Metacognition Pina Tarricone 2011-02-25 This book clarifies the construct of metacognition so that researchers and teachers can develop a better understanding of it. This is an important and broad ranging contribution, which can be drawn upon and applied in many related areas, by researchers, psychologists, teachers and any profession interested in psychological learning processes.

The Psychology of Learning and Motivation 2007-10-03 The view of memory use as skilled performance embraces the interactive nature of memory and higher order cognition. In considering the contexts in which memory is used, this book helps to answer such questions as: If asked where I live, how do I decide on a street address or city name? What influences my selection in a criminal lineup besides actual memory of the perpetrator? Why do expert golfers better remember courses they've played than amateur golfers? Chapters in this volume discuss strategies people use in responding to memory queries- whether and how to access memory and how to translate retrieved products into responses. Coverage includes memory for ongoing events and memory for prospective events-how we remember to do future intended actions. Individual differences in memory skill is explored across people and situations, with special consideration given to the elderly population and how strategies at encoding and retrieval can offset what would otherwise be declining memory. An intergrative view of memory, metamemory, judgment and decision-making, and individual differences Relevant to both applied concerns and basic research Articles written by expert contributors

The Handbook of Alcohol Use Daniel Frings 2021-01-17 Alcohol use is complex and multifaceted. Our understanding must be also. Alcohol use, both problematic and not, can be understood at many levels – from basic biological systems through to global public health interventions. To provide the multi-level perspective needed to address this complexity, the Handbook of Alcohol Use draws together an eclectic set of authors, including both researchers and practitioners, to examine the causes, processes and effects of alcohol consumption. Specifically, this book approaches the topic from biological, individual cognition, small group/systems, and domestic/global population perspectives. Each examines alcohol use differently and each offers its own ways to combat problematic behavior. While these alternative viewpoints are sometimes construed as incompatible or antagonistic, the current volume also explores how they can be complimentary. In summary, the Handbook of Alcohol Use brings together an international group of experts to explore how alcohol use can be understood from various perspectives and how these conceptualizations relate. In doing so, it allows us to understand alcohol consumption, and our responses to it, more from an account which spans 'from synapse to society'. Explores alcohol use from individual through to societal levels Synthesizes these varied levels of analysis on alcohol use Draws on an international team of experts including researchers and alcohol treatment practitioners Makes clear the implications of research for practice (and vice versa).

Proceedings of the Twenty-first Annual Conference of the Cognitive Science Society Martin Hahn 2020-12-22 This book presents the complete collection of peer-reviewed presentations at the 1999 Cognitive Science Society meeting, including papers, poster abstracts, and descriptions of conference symposia. For students and researchers in all areas of cognitive science.

Handbook of Metamemory and Memory John Dunlosky 2013-10-18 This Handbook examines the interplay between metamemory and memory. Each contributor discusses cutting-edge theory and research that, in some way, showcases the symbiotic relationship between metamemory and memory. Together, these chapters support a central thesis, which is that a complete understanding of either metamemory or memory is not possible without understanding their mutual influence. The inspiration for this volume was the life and research of Thomas O. Nelson, whose pioneering and influential research in the fields of metamemory and memory consistently highlighted their integrated nature.

Metacognition Patrick Chambres 2012-12-06 The object of this volume is to promote the interaction, and indeed construct a synergistic reciprocity between the functional perspective on metacognition and the analytical

perspective. The authors examine the role of metacognition in activities as varied as classroom learning, piloting airplanes, and eyewitness testimony. The ideas and questions developed in the book will give a dynamic impulse to research in the field.

Methods, Models, Simulations and Approaches Towards a General Theory of Change Gianfranco Minati 2012 Other approaches are based on considering (1) periodic changes in structure as for processes of self-organisation; (2) non-periodic but coherent changes in structure, as for processes of emergence; (3) the quantum level of description. Papers in the book study the problem considering its transdisciplinary nature, i.e., systemic properties studied per se and not within specific disciplinary contexts. The aim of these studies is to outline a transdisciplinary theory of change in systemic properties. Such a theory should have simultaneous, corresponding and eventually hierarchical disciplinary aspects as expected for a general theory of emergence.

Neuroscience in Education Sergio Della Sala 2012-04-05 'Neuroscience in Education' brings together an international group of leading psychologists, neuroscientists, educationalists and geneticists to critically review new developments, examining the science behind these practices, the validity of the theories on which they are based, and whether they work.

The Essential Handbook of Memory Disorders for Clinicians Alan D. Baddeley 2004-07-29 This concise version of the Handbook of Memory Disorders is a selection of chapters from the original volume that have been chosen with the busy practitioner in mind. The Essential Handbook provides individual clinicians and students with those parts the editors consider most relevant and useful on a day-to-day basis, as a portable adjunct to the more comprehensive Handbook. (Handbook of Memory Disorders - 047 149819X)

Worry and its Psychological Disorders Graham C. Davey 2006-02-22 Anxiety-based disorders are among the most common mental health problems experienced in the population today. Worry is a prominent feature of most anxiety-based disorders including generalized anxiety disorder, specific phobias, obsessive-compulsive disorder, panic disorder, and post-traumatic stress disorder. Written by international experts, Worry and its Psychological Disorders offers an up-to-date and complete overview of worry in a single volume. Divided into four sections, the book explores the nature of worry, the assessment of worry, contemporary theories of chronic and pathological worry, and the most recently developed treatment methods. It includes in-depth reviews of new assessment instruments and covers treatment methods such as Cognitive Behavioural Therapy and Metacognitive Therapy. Useful case studies are also included. This important volume provides an invaluable resource for clinical practitioners and researchers. It will also be of relevance to those studying clinical or abnormal psychology at advanced level.

Psychology and Law Neil Brewer 2017-02-13 From the initial investigation of a crime to the sentencing of an offender, many everyday practices within the criminal justice system involve complex psychological processes. This volume analyzes the processes involved in such tasks as interviewing witnesses, detecting deception, and eliciting eyewitness reports and identification from adults and children. Factors that influence decision making by jurors and judges are examined as well. Throughout, findings from experimental research are translated into clear recommendations for improving the quality of evidence and the fairness of investigative and legal proceedings. The book also addresses salient methodological questions and identifies key directions for future investigation.

The Oxford Handbook of Metamemory John Dunlosky 2016-04-12 The Oxford Handbook of Metamemory investigates the human ability to evaluate and control learning and information retrieval processes. Each chapter in this authoritative guide highlights a different facet of metamemory research, including classical metamemory judgments; applications of metamemory research to the classroom and courtroom; and cutting-edge perspectives on continuing debates and theory. Chapters also provide broad historical overviews of each research area and discussions of promising directions for future research. The breadth and depth of coverage on offer in this Handbook make it ideal for seminars on metamemory or metacognition. It would also be a valuable supplement for advanced courses on cognitive psychology, of use especially to graduate students and more seasoned researchers who are interested in exploring metamemory for the first time.

Discovering Students' Metacognitive Awareness Florian BOĞAR Yurdagül BOĞAR 2020-01-28

Cognitive Systems Chris Forsythe 2006-08-15 The leading thinkers from the cognitive science tradition participated in a workshop sponsored by Sandia National Laboratories in July of 2003 to discuss progress in building their models. The goal was to summarize the theoretical and empirical bases for cognitive systems and to present exemplary developments in the field. Following the workshop, a great deal of planning went into the creation of this book. Eleven of the twenty-six presenters were asked to contribute chapters, and four chapters are the product of the breakout sessions in which critical topics were discussed among the participants. An introductory chapter provides the context for this compilation. Cognitive Systems thus presents a unique merger of cognitive modeling and intelligent systems, and attempts to overcome many of the problems inherent in current expert systems. It will be of interest to researchers and students in the fields of cognitive science, computational modeling, intelligent systems, artificial intelligence, and human-computer interaction.

Simulation in Aviation Training Florian Jentsch 2017-05-15 Simulations have been a fixture of aviation training for many years. Advances in simulator technology now enable modern flight simulation to mimic very closely the look and feel of real world flight operations. In spite of this, responsible researchers, trainers, and simulation developers should look beyond mere simulator fidelity to produce meaningful training outcomes. Optimal simulation training development can unquestionably benefit from knowledge and understanding of past, present, and future research in this topic area. As a result, this volume of key writings is invaluable as a reference, to help guide exploration of critical research in the field. By providing a mix of classic articles that stand the test of time, and recent writings that illuminate current issues, this volume informs a broad range of topics relevant to simulation training in aviation.

Psychology Douglas A. Bernstein 2017-09-18 Make introductory psychology modern and accessible! Strike a balance between classic and contemporary topics and theory. The new edition of this text engages students with local ideas and examples, within the context of psychology as an international discipline. Rich cultural and indigenous coverage is integrated throughout the text, as well as new chapters, 'Indigenous psychology', and 'Culture and psychology'. There is also the continued, and unique focus throughout the text on graduate attributes for accreditation, careers in psychology and the professional discipline of psychology. Linkages features in the text knit together student understanding of psychology's sub-disciplines, and the research sections show the how and why of research. World class learning technology available with Bernstein includes CourseMate Express, and a new MindTap.

Emotional Cognition Simon C. Moore 2002-01-01 Emotional Cognition gives the reader an up to date overview of the current state of emotion and cognition research that is striving for computationally explicit accounts of the relationship between these two domains. Many different areas are covered by some of the leading theorists and researchers in this area and the book crosses a range of domains, from the neurosciences through cognition and formal models to philosophy. Specific chapters consider, amongst other things, the role of emotion in decision-making, the representation and evaluation of emotive events, the relationship of affect on working memory and goal regulation. The emergence of such an integrative, computational, approach in emotion and cognition research is a unique and exciting development, one that will be of interest to established scholars as much as graduate students feeling their way in this area, and applicable to research in applied as well as purely theoretical domains. (Series B)

Tip-of-the-tongue States Bennett L. Schwartz 2001-12-01 Tip-of-the-Tongue experiences are one of those illusive oddities of human cognition. Like slips of the tongue, déjà vu, and visual illusions, TOTs dazzle us with their subjective strength, yet, at the same time, puzzle us with our frustrating inability to retrieve the desired word. This book discusses what little is known about TOTs and speculates about much of the rest of the riddle. Cognitive psychologists know a lot about processes but generally avoid issues of conscious experience and phenomenology. Because the larger goal of this book is to relate the TOT experience to the study of human phenomenology, it goes beyond the conventional cognitive psychology question, "What causes tip-of-the-tongue experiences?" to ask, "Why do we experience TOTs at all?"

Handbook of Research Methods in Human Memory Hajime Otani 2018-10-09 The Handbook of Research Methods in Human Memory presents a collection of chapters on methodology used by researchers in investigating human memory. Understanding the basic cognitive function of human memory is critical in a wide variety of fields, such as clinical psychology, developmental psychology, education, neuroscience, and gerontology, and studying memory has become particularly urgent in recent years due to the prominence of a number of neurodegenerative diseases, such as Alzheimer's. However, choosing the most appropriate method of research is a daunting task for most scholars. This book explores the methods that are currently available in various areas of human memory research and serves as a reference manual to help guide readers' own research. Each chapter is written by prominent researchers and features cutting-edge research on human memory and cognition, with topics ranging from basic memory processes to cognitive neuroscience to further applications. The focus here is not on the "what," but the "how"—how research is best conducted on human memory.

Applied Metacognition Timothy J. Perfect 2002-11-14 Publisher Description

Everyday Memory Svein Magnussen 2007-05-07 This book presents an authoritative overview of memory in everyday contexts. Written by an expert team of international authors, it gathers together research on some of the more neglected but revealing areas of memory, to provide a comprehensive overview of remembering in real life situations. Contributions from leading experts deal with a variety of important questions concerning everyday memory, from under-researched areas such as memory for odours, to more well known areas, like collective memory. Topics covered also include: Beliefs about memory and the metaphors used to discuss memory The relation between self-referent beliefs and actual memory performance The development of autobiographical memory. Everyday Memory summarises current knowledge and presents new interpretations and hypotheses to be explored by future research. It discusses aspects of human memory which are frequently ignored or dealt with only very briefly by ordinary textbooks and as a result will have a broad appeal for researchers and students.

Handbook of Psychology, Educational Psychology William M. Reynolds 2003-06-02 Includes established theories and cutting-edge developments. Presents the work of an international group of experts. Presents the nature, origin, implications, an future course of major unresolved issues in the area.

Handbook of Psychology, Educational Psychology Irving B. Weiner 2003-01-03 Includes established theories and cutting-edge developments. Presents the work of an international group of experts. Presents the nature, origin, implications, an future course of major unresolved issues in the area.

Metacognition and Cognitive Neuropsychology Giuliana Mazzoni 2014-05-12 Control processes are those mental functions that allow us to initiate, monitor, and prioritize mental activities. They are crucial to normal mental functioning. A better understanding of the nature of control processes and their deficits is important for clinical work and for an adequate theory of consciousness. Previously, control processes have been examined within the frameworks of two parallel but independent paradigms: those of cognitive psychology and of neuropsychology. Cognitive psychologists have stressed the theoretical and empirical nature of normal unimpaired control processes; neuropsychologists have focused on the relationships between damage to specific functional areas of the brain and deficits in specific control processes. Both have contributed extensively to our understanding of control processes. However, they have tended to operate independently, with little if any cross-talk between disciplines, despite the potential benefits such dialogue is likely to generate. This book represents the first attempt to synthesize cognitive and neuropsychological perspectives on control processes. It contains state-of-the-art reports on various aspects of control processes by experts from both disciplines.

The Handbook of Memory Disorders Alan D. Baddeley 2003-04-11 The eagerly awaited 2nd edition of this classic handbook is a critical, thorough account of memory disorders relating to neurological processes and to developmental and acquired brain damage and presents comprehensive sections on theory, assessment, treatment and management of memory disorders. Written by a truly international team of experts, this completely updated edition offers an authoritative review of the key areas of research and development in this field. ? Completely updated and expanded ? New sections and chapters reflect many of the biggest growth areas in the field in recent years, such as confabulation, false memory and the frontal lobes ? Written by an international team of experts

Handbook of Metamemory and Memory John Dunlosky 2013-10-18 Examines the interplay between metamemory and memory. This handbook discusses cutting-edge theory and research that, in some way, showcases the symbiotic relationship between metamemory and memory. It supports a central thesis that a complete understanding of either metamemory or memory is not possible without investigating their mutual influence.

Neuropsychology of Everyday Functioning, Second Edition Thomas D. Marcotte 2022-01-18 The go-to resource for assessing and predicting functional abilities in persons with brain injury or cognitive decline has now been revised and expanded to reflect significant advances in the field. With a focus on key real-world capacities--independent living, vocational functioning, medication management, and driving--leading experts explore how individuals go about their daily lives, where and why disruptions occur, and potential opportunities for improving function. Strategies for direct assessment are reviewed, from standard neuropsychological tests to multimodal approaches and technology-based tools. Chapters also provide functional assessment guidance for specific neurological and psychiatric conditions: dementia, traumatic brain injury, depression, schizophrenia, and others. New to This Edition *Incorporates over a decade of technological and methodological innovations. *Chapter on theories and models of everyday functioning. *Chapters on naturalistic assessment, wearable sensors, ambulatory assessment, and virtual-reality-based tools. *Practical clinical implications are highlighted throughout.

Introduction to Neuropsychotherapy Ritva Laaksonen 2013-03-05 This groundbreaking volume provides a theoretical overview and clinical guidelines for the application of neuropsychotherapy. It takes a multidisciplinary approach, combining neuropsychological knowledge with recent conceptualizations from neuroscience and psychotherapy, with special emphasis on the role of working alliance. The first part of the book focuses on the historical roots of neuropsychotherapy. Then, a framework of interpersonal process in neuropsychotherapy and conceptualization for clinical purposes are described. Resistance is described through a historical perspective of conceptualizations to the present-day demands of understanding this phenomenon in the process of neuropsychotherapy. In addition, the neuropsychology of emotions is presented in a therapeutic process through a case intervention. The latter chapters of the book are concerned with special interest interventions and psychotherapeutic working methods suited for neuropsychotherapy. Representing a wide variety of theoretical, research oriented, clinical neuropsychological and psychotherapeutic expertise, this book will interest professionals in neuropsychological rehabilitation and those working with patients with cognitive, emotional and behavioral disorders in in-patient and out-patient settings.