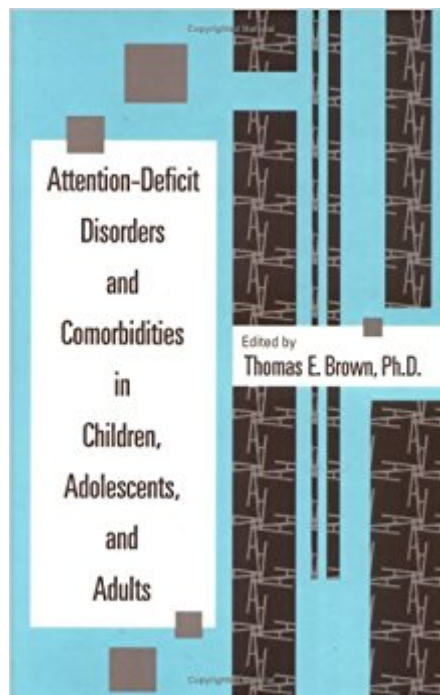




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Attention-Deficit Disorders And Comorbidities In Children, Adolescents, And Adults



Synopsis

The incidence of attention-deficit/hyperactivity disorder (ADHD), with an estimated 5% of the population affected, is on the rise. Of those 5%, more than half must also cope with one or more comorbid disorders of learning, emotion, and behavior. Complicating ADHD diagnosis and treatment. The challenge for clinicians is to treat not just ADHD, but also the psychiatric disorders and comorbid disorders that often accompany it. Edited by a leading researcher and practitioner, *Attention-Deficit Disorders and Comorbidities in Children, Adolescents, and Adults* brings together the work of 25 distinguished contributors. All on the cutting edge of ADHD research. The past decade of research and clinical experience has shown that ADHD is far from the simple disorder, starting in childhood and remitting in adulthood, it was once thought to be. Divided into two main sections, this volume includes a chapter on each of the psychiatric disorders and comorbidities that often occur with ADHD. -In the first section, *ADDs With Comorbidities*, the editor introduces readers to ADHD by talking about our emerging understanding of and the latest genetic research on ADHD. The author of each subsequent chapter shows how ADHD interacts with mood and anxiety disorders, oppositionality and aggression, obsessive-compulsive disorder, learning disorders, substance abuse disorders, sleep disturbances, Tourette syndrome, and developmental coordination disorder. This section concludes with two final chapters: one on assessing and treating ADDs in preschoolers and the other on different treatment outcomes as reported in existing longitudinal studies of ADDs. -The second section, *Assessments and Interventions for ADDs*, includes in-depth chapters on clinical assessment and diagnosis, pharmacotherapy, psychosocial and educational interventions, and a cognitive therapy perspective on ADHD. This section wraps up by emphasizing the importance of tailoring treatment to the individual as a whole, considering not only comorbidities but also family and social settings. Heavily annotated and written with practical implications for both clinicians and educators in mind, this comprehensive volume demonstrates a scope and depth unparalleled within the current literature. As such, it will find its way into the libraries of professionals and interested laypersons alike: clinical psychiatrists and psychologists; pediatricians, family practitioners and other primary care physicians who treat children, adolescents, and adults; education professionals, including school nurses, special education teachers and administrators, and college and university disability services personnel; and juvenile justice system professionals, including clinical and social workers and administrators.

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Customer Reviews

"This volume is well written. Dr. Brown has done a masterful job in integrating diverse writing styles so that the book does not suffer from the disparities in style so often found in a multi-authored volume. The book brings together a knowledgeable group of experts who are at the cutting edge of the information explosion in clinically relevant areas of comorbidity.... It was a welcome addition to my knowledge base in a challenging and interesting area of practice."- "Elissa P. Benedek, M.D., American Journal of Psychiatry,," "January 2003"

This 736 page book demonstrates a scope and depth unparalleled within the current literature on ADHD. It covers all age ranges across the lifespan and includes many references so that readers can readily access more detailed information on areas of specific interest. Written with a solid base of current research, it addresses concerns and practical needs of clinicians, educators, students and researchers in many professional fields including clinical psychologists and psychiatrists, pediatricians, family practitioners and other physicians and nurses who treat children, adolescents or adults; educational professionals including teachers, guidance counselors, special education teachers, school psychologists, administrators, and college and university disability services personnel; clinical social workers and marriage and family counselors, substance abuse counselors and juvenile justice system professionals, and others who work in various aspects of human services for children, adolescents or adults.

As a [life] coaching pioneer, one of the very first ADD Coaches, the person who developed and

delivered the world's first ADD-specific coach training, *and* the ADD Poster Girl, I was introduced to Thom Brown many years ago, after he spoke at a meeting of the Manhattan CH.A.D.D. chapter. I have been following his career closely for 25 years now and I have yet to disagree with a single concept. His thinking about ADD is global, research-aware yet "outside the box," steeped in and enriched by his years of working with (and listening closely to) many different individuals with many different presentations of ADD ["AD/HD" in the upcoming DSM, much to my consternation]. This book, written more as a resource for clinicians and diagnosticians than for ADDers themselves, is an offering from a compendium of highly ADD-literate NAMES in their respective fields. Only a few of the chapters bear Brown's name as author, but these are colleagues selected by him to contribute to an in-depth conversation on ADD "comorbid and co-occurring" conditions, so you can jolly well bet he respects and agrees with their points of view. Probably too scholarly in tone for most "non-pros," If you are someone working with ADD and ADDers who is not familiar with this book and the work of every single professional in it, click NOW to buy it for your research library and, while you wait for its arrival, carve out time IN YOUR DATEBOOK to make sure you read every single word. While you're at it, pick up *Attention Deficit Disorder: The Unfocused Mind in Children and Adults* (Yale University Press Health & Wellness) and a pack of highlighters. I shudder to think there is even *one* ADD pro charged with making a differential diagnosis (and charging money for same!) who is not already thoroughly familiar with the information in this book. Sadly, I am well aware that there are MANY practicing without this information in their heads. Fix that oversight, please, even if you have to give up a weekend to do so. The [quality of] life you save will be *somebody's* loved one! Madelyn Griffith-Haynie, SCAC, MCC - (blogging at ADDandSoMuchMore and on ADDerWorld - dot com!) "It takes a village to transform a world!"

Absolutely one of THE BEST BOOKS dealing with inattentive ADD out there. Thomas E. Brown basically compiled this book with a variety of expert's essays on ADHD and comorbid diagnoses. While the other essays are good and full of information, it is Thomas Brown's own essay that I concentrated on. There is information here that isn't provided anywhere else. I purposely enjoyed reading about how Brown distinguishes inattentive ADD from ADHD-hyperactive and ADHD-combined.

Great book with technical content. I consider this book to be a 'must have' if you want to understand ADD, ADHD

Actually, I only read chapter 18, by Stephen McDermott. He describes the struggle of having ADHD so dead on, I had a catharsis. McDermott does a case study of a fellow named Jack as he goes through high-school and college. Jack notices that he has to study much harder than his peers, and uses such specific information about specific aspects of himself to make generalizations about himself as a person. My only problem with this chapter is that it wasn't copyedited well (does anyone know how to get in touch with Thomas Brown or American Psychiatric Press?) On the last line of page 584 it reads: "The agenda can prevent the therapy from becoming focused on a "crisis du jour," whereby therapists deal only with the crises and catastrophes that patients bring into the session to-week continuity they need to solidly acquire a set of skills." Then a little further down before and after page 587: To set the stage for other techniques to work, the activation of the beliefs attention needs to be interrupted in order to decrease the stimulation of the activated belief. Even with these two glaring errors, the chapter is still worth it. I remain anonymous because I have been fired twice for having ADHD (If you don't know that the Americans with Disabilities Act is a big joke, then you haven't been paying attention (no pun intended)).

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