



PRACTICAL RESOURCES
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PROFESSIONAL



Clinician's Handbook of Child Behavioral Assessment

**Edited by
Michel Hersen**



CLINICIAN'S HANDBOOK OF CHILD BEHAVIORAL ASSESSMENT

EDITED BY

MICHEL HERSEN

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CLINICIAN'S
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PREFACE

Several texts and handbooks on behavioral assessment have been published, most of them now outdated. Many new developments in this field cut across strategies, computerization, virtual reality techniques, and ethical and legal issues. Over the years many new assessment strategies have either been developed, and existing ones have been refined. In addition, it is now important to include a functional assessment and to document case conceptualization and its relation to assessment and treatment planning. In general, texts and tomes on behavioral assessment tend to give short shrift to child assessment, with proportionately fewer chapters allotted to this issue. Moreover, developmental considerations tend to be overlooked in many instances. Such omissions represent a gap in the literature, making for an unbalanced view of this lively assessment field. Many of the existing texts are either theoretical/research in focus or clinical in nature. Nowhere are the various aspects of behavioral assessment placed in a comprehensive research/clinical context, nor is there much integration as to conceptualization and treatment planning. This *Clinician's Handbook of Child Behavioral Assessment* was undertaken to correct these deficiencies of coverage in a single reference work.

This volume on child behavioral assessment contains 26 chapters, beginning with general issues, followed by evaluation of specific disorders and problems, and closing with special issues. To ensure cross-chapter consistency in the coverage of disorders, these chapters follow a similar format, including an introduction, assessment strategies, research basis, clinical utility, conceptualization and treatment planning, a case study, and summary. Special issue coverage includes child abuse assessment, classroom assessment, behavioral neuropsychology, academic skills problems, and ethical-legal issues.

Many individuals have contributed to the development of this work. First, I thank the contributors for sharing their expertise with us. Second, I thank Carole Londeree, my excellent editorial assistant, and Cynthia Polance and Gregory May, my graduate student assistants, for their technical expertise. And finally, but hardly least of all, I thank Nikki Levy, my editor at Elsevier, for understanding the value and timeliness of this project.

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