

Preface to the Third Edition

In the more than 20 years since we conceptualized and outlined the first edition of the Handbook of Clinical Child Neuropsychology, much has changed in our field yet much has remained the same. There have been great strides in understanding both normal and pathognomic development of neural structures that have led us to greater depths of understanding the brain–behavior relationships in children. It seems that advances in neurobiology and related neurosciences continue to add impetus to the need for emphasizing the role of the brain in many forms of psychopathology that were once considered solely the domain of psychodynamics and behaviorism. We have implored the authors of this third edition to take careful note of the science that underlies the practice of clinical child neuropsychology and to integrate these advances wherever possible into the updates of their chapters as well as considering them in the chapters that are new to this volume. At the same time that our depth of understanding of brain–behavior relationships has improved, many of the methodological and statistical problems that have plagued research in the field remain. We continue to provide chapters on these issues in an attempt to improve research and research outcomes in the discipline in addition to providing chapters that give guidance to current best practices for the workhorse practitioner.

Unfortunately, one of the things that has not changed in our field is the presence of a dearth of qualified pediatric and child clinical neuropsychologists. While there are more qualified child practitioners now than ever before, children remain underserved. Every year, without fail, since the National Institute of Mental Health began issuing a list of underserved populations within the United States, children have appeared in the top 10 of all underserved populations. Our hope is that by continuing to provide information on current practice,

science, and thought about the practice of clinical child neuropsychology in a common location, we will continue to foster the development of the field and perhaps attract additional practitioners to obtain expertise with children.

In this third edition, updates of chapters from the second edition appear along with a variety of new chapters that present information on topics that have become more salient over the several decades we have toiled over this handbook. Those familiar with prior editions will note new works by Sam Goldstein and Adam Schwebach on the Neuropsychological Basis of Learning Disabilities; Antolin Llorente on the Neuropsychological Assessment of Spanish-Speaking Children and Youth; Arthur MacNeill Horton, Jr. and Arthur MacNeill Horton, III on the Child Clinical Neuropsychology of Drug Abuse; Sam Goldstein and Kordell Kennemer on Neuropsychological Aspects of ADHD; Robert McCaffrey, Julie Horwitz and Julie Lynch on Child Forensic Neuropsychology; Priscilla Bade-White, John Obrzut, and Philip Randall on Neuropsychological Aspects of Pervasive Developmental and Autism Spectrum Disorders; and Jack Naglieri, Cara Conway, and Sam Goldstein on Using the PASS Theory in Neuropsychological Assessment. We consider these to be central/main stream efforts that are central to understanding the field of clinical child neuropsychology and the broadening role of child practitioners in our discipline. As a strong example of the latter, Joan Mayfield's chapter on the role of the pediatric neuropsychologists in coma is a seminal work in the guidance it provides the child practitioner.

As we have noted in prior volumes, there are many individuals to whom we must express our appreciation and without whom this work could not have been completed. As the publishing industry has consolidated, this handbook has moved across publishers. We greatly appreciate the efforts of Sharon

Panulla and Janice Stern, of Springer, for continuing to appreciate the need for this volume as well as their guidance and ultimately bringing it to fruition at its new home. We also cannot forget Eliot Werner, our original editor from Plenum Publishing Company (now absorbed under the Springer umbrella), who had sufficient faith in us as well as the development of child clinical neuropsychology as a discipline to risk publishing a large, comprehensive handbook originally in this field. The dedication and efforts of all of our chapter authors are acknowledged and sincerely appreciated. Without their hard work and careful thought, this handbook would be a shallow effort on

our part. Elaine wishes to express her gratitude to her family, David, Emma, and Leif for their support and encouragement. Cecil continues to note and appreciate Julia's contributions to his efforts not only through her confidence, emotional support, and companionship, but through her willingness to engage him in discussions particularly of the applicability of our science to the day-to-day problems of the clinical practitioner, of which she remains a superb example.

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