

# Selective Mutism

Implications for research  
and treatment

Thomas R. Kratochwill

# Selective Mutism Implications For Research And Treatment

**Stephen R. Hooper, George W.  
Hynd, Richard E. Mattison**



## **Selective Mutism Implications For Research And Treatment:**

**Selective Mutism** Thomas R. Kratochwill,2014      **Selective Mutism (Psychology Revivals)** Thomas R.

Kratochwill,2015-03-27 Originally published in 1981 this title was designed to present a comprehensive review of research on and treatment of selective mutism It represents the only systematic overview of research and treatment procedures on this behavioral problem at the time In many respects the literature on selective mutism clearly presents the differences in assessment and treatment between the intrapsychic or psychodynamic and behavioral approaches to deviant behaviour The title presents an overview of the two major therapeutic approaches of human behaviour within the context of treating selective mutism      **Handbook of Research on Psychosocial Perspectives of Human Communication Disorders**

Gupta, Sanjeev Kumar,Venkatesan, Srinivasan,2018-06-15 Communication is a key component of everyday life but what happens when an individual is faced with a communication disorder Today the prevalence of individuals with communication disorders has increased substantially However many of these ailments are poorly understood and medical professionals often lack the training and research necessary to manage and treat these individuals The Handbook of Research on Psychosocial Perspectives of Human Communication Disorders is a critical scholarly resource that covers needs based issues pertaining to the assessment and management of communication disorders It provides the latest research on the importance of early identification as well as prevention and intervention practices to promote healthy cognitive speech language motor social and emotional development Featuring coverage on a broad range of topics such as speech therapy for children behavior therapy and communication disorders this book is a vital reference source for clinical psychologists audiologists speech language pathologists special education teachers occupational therapists physiotherapists psychiatrists otolaryngologists and neurologists      **The SAGE Encyclopedia of Abnormal and Clinical Psychology** Amy Wenzel,2017-03-16 Abnormal and clinical psychology courses are offered in psychology programs at universities worldwide but the most recent major encyclopedia on the topic was published many years ago Although general psychology handbooks and encyclopedias include essays on abnormal and clinical psychology such works do not provide students with an accessible reference for understanding the full scope of the field The SAGE Encyclopedia of Abnormal and Clinical Psychology a 7 volume A Z work print and electronic formats is such an authoritative work Its more than 1 400 entries provide information on fundamental approaches and theories various mental health disorders assessment tools and psychotherapeutic interventions and the social legal and cultural frameworks that have contributed to debates in abnormal and clinical psychology Key features include 1 400 signed articles contained in 7 volumes and available in choice of print and or electronic formats Although organized A to Z front matter includes a Reader s Guide grouping related entries thematically Back matter includes a Chronology Resource Guide Bibliography and detailed Index Entries conclude with References Further Readings and Cross References to related entries The Index Reader s Guide themes and Cross References between and among entries all

combine to provide robust search and browse features in the electronic version      *Communication Difficulties in Childhood* James Law, Alison Parkinson, Rashmin Tamhne, 2017-11-22 For the vast majority of children acquiring speech and language skills is an effortless process However there is a sizeable proportion of children for whom this is not true Difficulties they experience may be associated with other conditions such as cleft palate or hearing loss or they may have no obvious cause This book provides a comprehensive picture of the difficulties that occur when speech and language does not develop in the young child Divided into two sections the first focuses on how such children should be identified and assessed The second section provides specific insights into communication difficulties in different conditions Each is written by an expert practitioner and is illustrated with specific examples Based on best clinical practice and research based evidence it is a practical guide fully referenced for those who wish to develop knowledge further It is essential reading for all professionals who work with children particularly those who work in community settings      **Cognitive-Behavioral Interventions in**

**Educational Settings** Ray W. Christner, Rosemary B. Mennuti, 2013-06-19 Schools and school staff play a critical role in the cognitive behavioral emotional social and interpersonal development of children and adolescents This second edition of *Cognitive Behavioral Interventions in Educational Settings* teaches readers to think strategically about the individual and plan for effective and specific interventions based on the student's age developmental level and presenting problems It is written by forward thinking established professionals whose writing represents the state of the art in cognitive behavioral interventions in educational settings and presents evidence based interventions for a variety of issues commonly seen in schools Including both innovative and well established approaches they offer assessment methods and interventions for a variety of issues and concerns faced by school aged youth The use of case studies and session outlines as well as the balance of theoretical and clinical concerns enhances this book's value as a reference for both clinicians and students New to this edition are topics on cyber bullying parent and school consultation school wide positive behavioral support and bipolar disorder This is the ideal reference for those who wish to select and utilize precise interventions in school settings

*Selective Mutism in Children* Tony Cline, 1994 There have been important developments in the study and treatment of selective mutism during the ten years since the first edition of this book was published Understanding of the subject has improved more dramatically than in any period since the phenomenon of children who talk readily in some situations but not in others was first recognised over a century ago The second edition of this practical book reports recent developments in medication and combined therapies New findings on the links between social anxiety biological and genetic factors and selective mutism are described At the same time the authors remain committed to understanding this pattern of behaviour in its full social context in family and community and to employing behavioural approaches to intervention alongside other methods This is the fullest and most authoritative book length account of selective mutism in print      **Child**

**Psychopathology** Stephen R. Hooper, George W. Hynd, Richard E. Mattison, 2013-05-13 These two companion volumes

provide a comprehensive review and critical evaluation of the major DSM III and DSM III R child disorders Their major goal is to provide diagnostic and assessment guidelines that are based on scientific literature in specific clinical domains Each chapter contains a discussion of the historical background of a particular diagnosis definitional issues a critical but selective review of the literature addressing the diagnosis in question proposed changes in the diagnostic criteria based on the available literature and proposed assessment models and methods based on the designated criteria Given the scientific bases for many of these discussions of diagnostic criteria these two volumes will serve professionals and graduate students in a wide variety of fields clinical child psychology child psychiatry pediatrics pediatric and school psychology special education social work and other child mental health specialties Sertraline Treatment of Selective Mutism John S. Carlson,1997

**Phobic and Anxiety Disorders in Children and Adolescents** Thomas H. Ollendick,John S. March,2004-01-15 This comprehensive interdisciplinary guidebook is designed for the mental health practitioner seeking to utilize proven and effective interventions with children and adolescents suffering from significant anxiety and phobic disorders Each chapter is co authored by a clinical child psychologist and a child psychiatrist framing the volume s unique and balanced perspective In addition each chapter presents state of the art assessment and treatment strategies for a panoply of phobic and anxiety disorders including both psychosocial and pharmacological interventions Moreover the volume addresses important conceptual epidemiological and ethical issues in working with children and adolescents All in all this guide will help address the wide chasm between clinical research and clinical practice uniting the forces intrinsic to child psychiatry and clinical child psychology **Anxiety Disorders in Children and Adolescents** Tracy L. Morris,John S. March (MD.),2004-01-28

Now in a fully revised and updated second edition this landmark work brings together leading experts to comprehensively examine all aspects of childhood onset anxiety disorders The volume presents the major theoretical perspectives currently informing research and clinical practice reviews key issues in assessment and diagnosis and marshals the latest findings on each disorder and its treatment All chapters in the second edition have been extensively rewritten to reflect significant advances in theory and research including the results of controlled treatment studies Important new chapters have been added on behavioral genetics combined cognitive behavioral therapy and pharmacotherapy and prevention Additionally separate chapters now cover several disorders that were previously addressed in less depth generalized anxiety disorder specific phobias separation anxiety and panic **Mental Health Interventions with Preschool Children** Robert D.

Lyman,Toni L. Hembree-Kigin,2013-11-11 Preschool children have been largely neglected in the mental health treatment literature although research has established that many behavioral and emotional disorders in children result from events occurring during the preschool years or are first manifested during this period This has occurred for several reasons Traditional psychoanalytic thinking has considered preschoolers to be too psychologically immature for complete manifestations of psychopathology and the limited language abilities of young children have complicated assessment

procedures and made them less appropriate for treatment approaches that are largely verbal in nature. In addition, the developmental complexity of the preschool period has deterred many researchers from investigating clinical issues with this age group. Partly as a result of the lack of information on preschoolers in the literature, practitioners have historically been uncomfortable in conducting assessments and initiating treatment with young children. They have often adopted a wait and see attitude in which formal mental health diagnosis and treatment are not implemented until after the child's entry into school. Unfortunately, such a delay may mean wasting the time during which mental health interventions can be maximally effective. Recently, this attitude has changed, and practitioners now recognize the need for assessment and treatment of behavioral and emotional disorders early in life. What they require to assist them in the timely delivery of such services is information about assessment and treatment procedures specifically designed for preschoolers and with demonstrated efficacy with that age group.

**Developing a Subtyping System for Selective Mutism** Sharon Liza Cohan, 2007. The accumulated knowledge about selective mutism (SM) suggests that children who receive this diagnosis are a heterogeneous group; some are characterized by high levels of social anxiety, while others also exhibit behavioral and speech language problems. This study was designed to develop an empirically derived subtyping system for SM using parent report measures of social anxiety: Social Anxiety Scale for Children Revised (La Greca, Eyberg, Bishop, 2003). The sample consisted of 130 children recruited from a large SM advocacy group. Results from latent profile analysis comparing 2, 3, and 4 class models supported a 3 class solution, but a 4 class solution was also plausible. The 3 class model suggested the existence of an anxious/mildly oppositional subtype, an anxious communication delayed subtype, and a primarily anxious subtype. Follow-up analyses for the 3 class model indicated no significant subtype differences in functional impairment (Child Anxiety Impact Scale, Parent Version; Langley, Bergman, McCracken, Bergman, Keller, Wood, Piacentini, Achenbach, 2001) and expressive/receptive language abilities (Vineland Adaptive Behavior Scales II; Sparrow, Cicchetti, Balla, 2005). Our results indicate that SM children are characterized by high levels of social anxiety, but they may also show speech language delays and low level behavior problems. Viewing SM as solely due to anxiety may cause researchers and clinicians to overlook important facets of the disorder.

**Conducting School-Based Assessments of Child and Adolescent Behavior** Edward Steven Shapiro, Thomas R. Kratochwill, 2002-07-25. This hands-on guide is designed to help school practitioners conduct effective multidimensional assessments of a wide range of emotional and behavioral difficulties. Each chapter focuses on a particular method, describes its applications in the school setting, and offers clear guidelines for implementation, illustrated with realistic case examples. Approaches discussed include direct observation, analogue assessment, child self-reports, teacher and parent interviewing, informant reports, and self-monitoring procedures. Recommendations for working with culturally and linguistically diverse children and adolescents are also provided. The theoretical and empirical underpinnings of the assessment strategies demonstrated here are thoroughly reviewed in the companion volume, *Behavioral Assessment in Schools*, Second Edition.

Theory Research and Clinical Foundations see other side for more information      *Encyclopedia of Special Education, Volume 3* Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-02 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs      **Annual Progress in Child Psychiatry and Child Development 1996**

Margaret E. Hertzog, Ellen A. Farber, 1996-12 First published in 1997 Routledge is an imprint of Taylor Francis an informa company      The Practice of Child Therapy Richard J. Morris, Thomas R. Kratochwill, 2008 Consistent with previous editions this book assembles in a single volume summaries of the treatment literature and treatment procedures of the most common childhood behavior disorders facing persons who practice in applied settings clinics schools counseling centers psychiatric hospitals and residential treatment centers Its 16 chapters cover the historical context of child and adolescent therapy obsessive compulsive disorders childhood depression childhood fears phobias and related anxieties attention deficit hyperactivity disorder academic problems conduct disorder somatic disorders autism spectrum disorder intellectual disabilities children medically at risk sexual and other abuse of children child and adolescent psychopharmacotherapy prevention and child therapy and the law Key features include Treatment Orientation Although some chapters include a discussion of theoretical issues the primary emphasis is on intervention techniques and strategies for changing various behavior and learning problems Case examples are often used to illustrate treatment procedures Empirical Orientation While most authors have adopted a broad based behavioral or cognitive behavioral orientation they were encouraged to review the entire treatment literature and to construct their presentations on the basis of empirically supported treatment techniques and procedures Psychopharmacotherapy Chapter The chapter on child and adolescent psychopharmacotherapy focuses on

psychopharmacological interventions rather than on which drugs should be prescribed for specific behavior or learning problems Author Expertise Each chapter is written by experts who are well qualified to discuss treatment practices for the specific topic under discussion This book is intended for individuals who have entered or plan to enter the mental health profession or such related professions as counseling special education nursing and rehabilitation It is especially useful for individuals taking child and adolescent therapy and intervention courses and practicum courses Finally it is suitable for persons who work in applied settings including clinics schools counseling centers psychiatric hospitals and residential treatment centers

Re-reading Italian Americana Anthony Julian Tamburri, 2013-12-05 This book is divided into three sections The first section deals with the general situation of Italian American literature and its reception both in the United States and in Italy It also discusses other social and cultural issues that pertain to Italian Americana Section two consists of six chapters each discussing a specific author three dedicated to prose Pietro di Donato Mario Puzo Luigi Barzini three dedicated to poetry Joseph Tusiani Maria Mazziotti Gillan Rina Ferrarelli Section three examines the current state of criticism dedicated to Italian American literature the second part focusing in on a number of specific works

**Designing  
Preschool Interventions** David W. Barnett, Susan H. Bell, Karen T. Carey, 2002-08-01 This practical text delineates the basic steps of developing effective interventions for learning and behavior difficulties in children aged two to five The authors set forth an ecological framework that stresses identifying problem situations rather than classifying individual children as disabled or at risk The core components of naturalistic intervention design are covered in depth including teacher and parent interviewing classroom observation and functional assessment team based problem solving strong accountability methods and legal and ethical safeguards Solidly grounded in empirical research the book presents examples of successful interventions for fostering social competence and language skills and improving interactions with parents teachers and peers

Videotape Modeling Interventions for Selective Mutism Beth Pionek Stone, 2000



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