Infant/Child Mental Health, Early Intervention, and Relationship-Based Therapies
A Neurorelational Framework for Interdisciplinary Practice

CONNIE LILLAS AND JANIECE TURNBULL

“[A] very readable and informative book. I state with pride and enthusiasm that the two authors have met the challenge of scientist-practitioner with distinction.”—Paul Satz, Ph.D., ABPP/CN, Professor Emeritus, UCLA-Semel Institute and Resnick Neuropsychiatric Hospital

“This book is an amazing synthesis, in which development, clinical experience, and neuroscience inform each other in a clear and applied way. As anyone who has worked with challenged infants, young children, and their families knows, understanding the complexity and interaction of all the components involved is a daunting responsibility. The authors’ neurorelational framework reconciles theory, clinical observation, and research in a manner which inspires the reader’s thought and insight. It is a guide to academic and clinical interdisciplinary practice which should become the standard for all!”—Serena Wieder, Ph.D., ICDL, Co-Author of The Child with Special Needs and Engaging Autism and the DIR® Model

When early interventions with children fail, clinicians wonder: How could things have been different? The answers seem obvious at first, but a little reflection begins to unveil just how complicated this question really is. Who should have been included in the treatment? With what professionals and using what approaches? When should intervention have occurred? How would the family have secured the services? Each question involves a spectrum of both personal and societal issues, which is perhaps why problems that are so widely acknowledged remain so widely ignored. Often, a family is not aware that their story could have had a different ending.

In response to the critical need for a more cohesive system of care for our youngest patients, this book presents a conceptual framework for interdisciplinary collaboration. Examining the issues of infant mental health and early intervention from a brain-based perspective—one that cuts across all domains—addresses the need for individual practitioners to incorporate the whole picture in relation to their part in assessing and intervening with each individual child and parent, and provides a global framework for team collaboration.

CONNIE LILLAS, PHD., MFT, RN, private practitioner and Director of the Interdisciplinary Training Institute, provides training across disciplines and service delivery systems for local, national and international audiences.

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