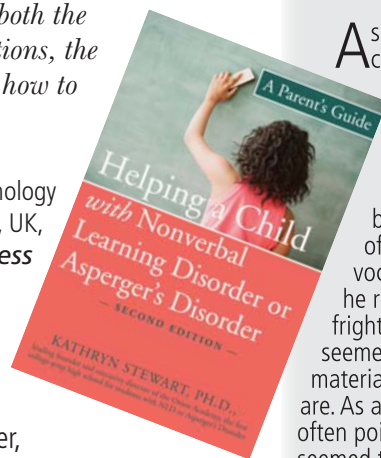


A new edition of the definitive parent's guide to identifying and treating a child with Nonverbal Learning Disorder or Asperger's Disorder

"Kathryn Stewart's book communicates in a very clear way both the practicalities of life with Asperger's disorder and related conditions, the usual thinking and learning styles associated with these, and how to intervene in the classroom. I strongly recommend it."

— **Simon Baron-Cohen**, Department of Experimental Psychology and Psychiatry Autism Research Centre, Cambridge, UK, and author of *Mindblindness*



According to the National Institute of Health, about one in every 100 children suffers from nonverbal learning disorder (NLD), and another 1 percent are diagnosed with Asperger's disorder. While diagnostic particulars of these two conditions differ, their treatment approaches overlap. ***Helping a Child with Nonverbal Learning Disorder or Asperger's Disorder*** is a revised and updated edition of an essential resource for parents of children with NLD or Asperger's, and offers invaluable advice for encouraging learning and personal development in children with these two neurocognitive issues. Dr. Stewart covers topics such as:

- * Strengths and weaknesses of children with AD and NLD
- * The importance of correct assessment
- * Improving social skills and building self-esteem

Stewart offers readers ways to evaluate their child's strengths and weaknesses in areas such as visual and spatial functioning, writing problems, information processing and organizational skills, social and emotional capabilities, language skills, and interactive abilities. She outlines specific strategies for intervening and helping the child to cope with these obstacles, such as teaching them how to socialize with humor and empathy, alternatives for learning to write, tips for organizing daily activities, multitasking, and more.

about the author

Kathryn Stewart, Ph.D., is a clinical psychologist specializing in child, adolescent, and family therapy. Dr. Stewart is a leading expert in treating neurocognitive disorders in children, and is the founder and executive director of the Orion Academy, in Moraga, CA, the first college-preparatory high school for students with Nonverbal Learning Disorder and Asperger's disorder. She is a leading expert and frequent speaker on the topic of NLD and Asperger's for various psychological associations. Dr. Stewart lives in Walnut Creek, CA.

Helping A Child with Noverbal Learning Disorder or Asperger's Disorder, by Kathryn Stewart, Ph.D., Published in September 2007, New Harbinger Publications
ISBN-10: 1-57224-526-3; ISBN-13: 978-1-57224-526-6, \$15.95, 208 pages
Tel. 800-748-6273, www.newharbinger.com

Oliver's Story

Excerpt from ***Helping a Child with Nonverbal Learning Disorder or Asperger's Disorder (Second Edition)***

As an infant, Oliver was warm and cuddly. While awake, he spent much of his time happily playing with toys that were within reach, and he readily sought adults for closeness. He appeared precociously bright and eager to interact, often babbling in response to the vocalizations of others. Sometimes he reacted to loud noises in a frightened or pained manner, and he seemed less interested in bright visual materials than many young children are. As an older infant and a toddler, he often pointed to objects in his world and seemed to delight in the verbal responses of adults who identified the objects. He seemed less interested in exploring his world physically (his crawling and walking were slow to develop), but he was clearly interested in what went on around him. His parents were proud of his obvious intellect and they encouraged his exploration of language.

By age three, Oliver had developed quite an extensive vocabulary, although his motor skill development lagged behind that of other children his age. He often complained, using his excellent vocabulary, about the feel of certain articles of clothing: he wanted no tags in his clothes and preferred the feel of only certain fabrics against his skin. Although usually happy and pleasant around his parents, he could fall apart in a panic at times. He would have meltdowns, crying and screaming at a change of routine, the loss of a treasured object, or the failure of his parents to provide the correct clothing. During these meltdowns, he sometimes seemed inconsolable and his parents felt helpless to correct a problem they couldn't pin down.

By preschool, it was clear that Oliver was unusual. Although warm and loving at home and generally well behaved, he had few friends at school and rarely engaged in cooperative play. He desired contact with his age-mates but was clumsy in activities requiring motor skills and had real trouble understanding how to engage a peer in a mutual activity. Other children would

**FOR AN INTERVIEW REQUEST OR MORE INFORMATION CONTACT:
Earlita Chenault: 510-652-0215, ext. 142, earlita@newharbinger.com**

Suggested interview questions for Dr. Kathryn Stewart

1. Please define the following terms: *Neurocognitive disorder*; *Asperger's disorder*; *Nonverbal Learning disorder*.
2. You mention in the book that you think children are being over diagnosed with Asperger's disorder. Why do you think this is happening? How can parents avoid a misdiagnoses?
3. Is Asperger's disorder part of autism spectrum disorders?
4. In the book you mention that children with AD and NLD have a predictable cluster of strengths and weaknesses. What are some strengths? What are some weaknesses?
5. You discuss in the book how children with AD and NLD are often teased by their peers. Can you offer any advice to parents on helping their child cope with or respond to teasing?
6. While children with AD and NLD frequently have trouble concentrating or paying attention, you point out in the book that not all of them have *attention deficit disorder*. What are some nonmedical solutions parents can use to help their child maintain attention and concentration?
7. What are some tips for parents who want to build their child's self-esteem?

Helping A Child with Noverbal Learning Disorder or Asperger's Disorder
by Kathryn Stewart, Ph.D., Published in September 2007, New Harbinger Publications,
ISBN-10: 1-57224-526-3; ISBN-13: 978-1-57224-526-6, \$15.95, 208 pages, Tel. 800-748-6273
www.newharbinger.com

Oliver's Story

(continued from previous page)

ignore him, and he was often found playing alone.

At home he established a routine that his parents learned well. He developed specific habits that he adhered to. He also developed a special interest in dinosaurs: he knew the scientific names of the different dinosaurs and could correctly identify the time periods in which they lived. It annoyed him, even at age five, that movies incorrectly portrayed dinosaurs from different periods as coexisting.

Wren's Story

As an infant, Wren seemed to enjoy being held but she cried often and had feeding problems. She was her parent's first child, and they were not concerned that her speech, although developing normally, was focused on certain things. Specifically, Wren had a small, pink toy pony made of silky fabric that she had to have with her. She rubbed it on her face and smelled it often. She talked about the pink pony and the many horse and pony miniatures she had collected.

At age five, she still kept the pink pony with her at all times, even bringing it to school. Her language was developing well; she had a large vocabulary that her parents were proud of. Yet she did not play with other children and did not want anyone except her mother or father to touch her. She was clumsy and couldn't ride a bike or tie her shoes, but she could do almost any puzzle given to her. Her food choices became more limited and she preferred to have the same thing every day—macaroni and cheese and milk.

Wren's parents saw her as shy... her mother and father, both professionals with computer technology careers, had both been shy growing up, and they saw no problem with their daughter's shyness.