**Barbara Rissman**, Ph.D., brings personal experience to this book. Her daughter Sally was born with an encephalocele, a neural tube defect estimated to occur in two to three out of every 10,000 live births. The extreme demands of caring for and educating a child with spina bifida, resultant hydrocephalus, and undiagnosed learning difficulties led Dr. Rissman to pursue a private teaching practice so that she could be available for Sally’s many surgeries and therapies. Dr. Rissman completed four diplomas in music, and for 22 years she taught piano, organ, and theory of music to students of all ages and ability levels. Subsequently, she transitioned to the field of education and undertook doctoral research, inspired by Sally’s 12-year journey through school. Dr. Rissman’s 2007 study explored the learning experiences of students with spina bifida, hydrocephalus, and an NLD profile in mainstream Australian schools. She currently works at Australia’s Queensland University of Technology as a sessional academic, equity project officer, and previously served as a unit coordinator and tutor. Her immediate goal is to raise awareness of NLD among educational, medical, and allied health practitioners to prevent serious emotional, developmental, and educational consequences if the NLD is not identified early and managed successfully.

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**Jessica Broitman**, Ph.D., is the president emeritus of the San Francisco Psychotherapy Research Group and executive director of its Clinic and Training Center. A psychoanalyst in private practice since 1980, she has worked for over 15 years with families who have children with learning disabilities. She is currently involved in several research projects concerning the treatment and understanding of nonverbal learning disorder (NVLD) and has a special interest in helping professionals and families understand and treat this disorder. With fellow contributor Dr. Davis, Dr. Broitman has previously coauthored two books and several articles on NLVD and its subtypes.

**Janis Oram Cardy**, Ph.D., has been researching and supporting language development in children and youth for over 20 years. Following her clinical training at McGill University in Montreal, Canada, she practiced as a speech-language pathologist at Toronto’s SickKids Hospital, one of the largest pediatric hospitals in North America. Providing services for children and youth with severe, complex learning and developmental disabilities raised her awareness that from a communication perspective, students with different diagnostic labels are often difficult to discriminate. This clinical and theoretical challenge led her to pursue a Ph.D. in speech-language pathology and a postdoctoral fellowship in medical imaging at the University of Toronto, and has been pivotal in shaping her research directions. Dr. Cardy is currently an associate professor in Communication Sciences and Disorders at the University of Western Ontario, a
research affiliate at the National Centre for Audiology, and an associate scientist in the Children’s Health Research Institute in London, Ontario, where she studies neural, perceptual, and cognitive underpinnings of language development and disorders.

**Joseph E. Casey**, Ph.D., C.Psych., is a clinical neuropsychologist and associate professor in the Department of Psychology at the University of Windsor in Ontario, Canada, where he earned his doctoral degree in 1993 under the mentorship of Byron P. Rourke, Ph.D. In 2005, he was the recipient of the National Excellence in Education Award, presented by the Learning Disabilities Association of Canada, and in 2013 he received the Award for Distinguished Contributions to Public or Community Service, presented by the Canadian Psychological Association. Dr. Casey has worked in the field of neuropsychology for over 30 years, currently focusing his research and clinical activities primarily on disorders that have their origin in childhood. He teaches courses on developmental disabilities, clinical assessment, and neuropsychology and is also involved in the training, education, and research supervision of graduate students in clinical neuropsychology.

**John M. Davis**, Ph.D., is currently a full professor at California State University, East Bay, and chair of the Educational Psychology Program, where he teaches and supervises. He received his Ph.D. from the University of California, Berkeley, School Psychology program after which he completed clinical postdoctoral studies to become a licensed psychologist. He has a special interest in learning and developmental disorders, and for 13 years he served as the director of a school and clinic that provided diagnostic and intervention services for students with learning disabilities. His current clinical work is primarily with children and adults with learning disorders. His writing and research interests include articles and book chapters in the areas of mental health consultation, suicide/crisis intervention, and learning disorders. With fellow contributor Dr. Broitman, Dr. Davis has previously coauthored two books on NVLD and articles on NLVD and its subtypes.

**Lisa Marchinkoski**, M.S., CCC-SLP, a graduate of the University of Vermont, is a certified speech and language pathologist and a Relationship Development Intervention® (RDI) certified consultant. With experience in public schools, clinical settings, and private practice, Ms. Marchinkoski specializes in working with individuals with nonverbal learning disabilities (NLD) and autism spectrum disorders (ASD). She owns a private practice and also works for the Vermont public schools providing speech and language and RDI services, and running social skills groups. Ms. Marchinkoski has been the director of a summer day camp for individuals with NLD and ASD for eight years and also is currently developing group summer programs for individuals with intensive needs.

**Kristina Pappas**, Ph.D., is a licensed clinical psychologist with an expertise in learning strategies and neuropsychological assessment. After completing a fellowship in neurodevelopmental assessment at Children’s Hospital in Massachusetts, Dr. Pappas worked in Connecticut for an educational consulting firm, Frankenberger and Associates, conducting neurocognitive assessments and facilitating school placements. She then worked on a multidisciplinary team at a nonprofit agency, the Mann Center for Early Education, and she coordinated services as a learning specialist at the Brentwood School, a private
K—12 college preparatory school in Los Angeles, California. Currently in private practice, she conducts neuropsychological assessments of students; coordinates services with schools, allied professionals, and parents; and conducts teacher training and parent presentations. An advocate of early identification and intervention, Dr. Pappas helps families to identify a student’s unique learning profile, recognize the demands of the environment, and move toward a positive “environmental fit” for the child.

Carol L. Russell, Ed.D., is a professor of early childhood at Emporia State University (ESU) in Emporia, Kansas. Dr. Russell holds advanced degrees in special education and human development and has worked in the field of early childhood for 39 years. She is the creator/director of the ESU Children’s Art Gallery and the codirector of ESU’s Children Inspire Glass program. She has authored articles, chapters, and books including Sandwiched! Tales, Tips, and Tools to Balance Life in the Sandwich Generation and coauthored I Like Rocks! She is cocreator of I Can Move, an inclusive creative movement video series. Throughout her career, Dr. Russell has received many project grants as well as teaching, service, and research awards.

Margot Stothers is a Ph.D. Candidate at The University of Western Ontario in London, Canada. Prior to undertaking graduate work, Ms. Stothers was a counselor and learning strategist who worked with adult students with learning disabilities and autism spectrum disorders (ASD). Her master’s research explored cognitive processes underlying reading achievement in adults with learning disabilities. This work won the Canadian Association for Educational Psychology’s Dunlop Award for outstanding master’s thesis in 2006. Ms. Stothers is an alumna of Canada’s Autism Research and Training, a fellowship for the training and mentorship of researchers in transdisciplinary autism research. Her research interests include the contribution of nonverbal cognitive processes to language comprehension and the identification of patterns in educational, cognitive, and neuropsychological markers of NLD and ASD in adults. This chapter is dedicated to her father, John Bailie Stothers, whose research and foundational book, Carbon-13 NMR Spectroscopy, contributed to the development of magnetic resonance imaging.

Glenda Townsend worked as an assistant-in-nursing (AIN) at an aged-care facility in Kempsey, Australia, specializing in dementia-related disorders for a period of 7 years. This was followed by a move to the disability sector and recruitment as a disability support worker, a position she has held for the past 10 years. During this time, Ms. Townsend’s clients have included individuals with Down syndrome; autism; epilepsy; shunted hydrocephalus; obsessive-compulsive disorder; and visual, physical, and intellectual impairments. The one-on-one support she has provided to clients has led to increased insight into the difficulties faced by individuals with a disability and their families and has deepened appreciation of the challenges they face in a range of learning, social, and community environments.