

Bibliografía

- Achenbach TM. Manual for the child behavior checklist. Burlington: University of Vermont; 1991.
- Acosta V, Ramírez GM. Estudio de casos en alumnado con Trastorno Específico del Lenguaje. En Logopedia: evolución, transformación y futuro. Varios autores. AELFA: Murcia; 2014. pp 18-32.
- Adelson PD. Clinical trials for pediatric TBI. Pediatric traumatic brain injury: EnNew frontiers in clinical and translational research. Anderson V, Yates KO (Eds.). New York: Cambridge University Press; 2010. pp 54-67.
- Aguado G. Trastorno Específico del Lenguaje. Málaga: Aljibe; 1999.
- Aguado G. Los trastornos del lenguaje oral. En El Trastorno específico del lenguaje. Diagnóstico e Intervención. Andreu Ll. (coord.). Barcelona: Editorial UOC; 2013. pp 13-23.
- Amador JA, Forns M, González M. Trastorno de déficit de atención con hiperactividad (TDAH). Madrid: Editorial síntesis; 2010.
- American Psychiatric Association. DSM-5. Manual diagnóstico y estadístico de los trastornos mentales. 5ta. Ed. Editorial Médica Panamericana; 2014.
- American Psychological Association. Principios éticos de psicología y el código de conducta. 2003. <http://apa.org> [Consultado 14.11.14].
- Anderson V, Anderson P, Northam E, Jacobs R, Catroppa C. Developmental of executive functions through late childhood and adolescence in australian sample. *Developmental Neuropsychology*. 2001; 20: 385-406.
- Anderson V, Northam E, Hendy J, Wennall J. *Developmental neuropsychology. A clinical approach*. New York: Psychology Press; 2001.
- Anderson V. Outcome and management of traumatic brain injury in childhood: The neuropsychologist's contribution. En *Neuropsychological rehabilitation. theory and practice*. Wilson B. (Ed). The Netherlands: Swets&Zeitlinger Publishers; 2003. pp 217-52.
- Anderson V, Jacobs R, Anderson PJ. Executive functions and the frontal lobes: a lifespan perspective. New York: Taylor & Francis; 2008.

- Archibald L, Gathercole S. The complexities of complex memory span: storage and processing deficits in specific language impairment. *Journal of Memory and Language*. 2007; 57: 177-94.
- Artigas-Pallarés J. Problemas asociados a la dislexia. *Revista de neurología*. 2002; 34 (Supl 1): S7-13.
- Artigas-Pallarés J. Modelos cognitivos en el trastorno por déficit de atención/hiperactividad. *Revista de neurología*. 2009; 49: 587-93.
- Artigas-Pallarés J, Narbona J. *Trastornos del neurodesarrollo*. Barcelona: Viguerá; 2011.
- Auguts GJ, Garfinkel BD. Comorbidity of ADHD and reading disability among clinic-referred children. *Journal of abnormal child psychology*. 1990; 18: 29-45.
- Aylward GP. Cognitive and neuropsychological outcomes: more than IQ scores. *Mental retardation and developmental disabilities research reviews*. 2002; 8: 234-40.
- Ayr LK, Yates KO, Taylor HG, Browne M. Dimensions of postconcussive symptoms in children with mild traumatic brain injuries. *Journal of the International Neuropsychological Society*. 2009; 15:19-30.
- Baddeley A, Hitch G. Working memory. En *Recent Advances in Learning and Motivation* (Vol.8). Bower GA (Ed.). New York: Academic Press; 1974. pp 47-99.
- Baddeley AD, Eysenck MW, Anderson MC. *Memory*. New York: Psychology Press; 2009.
- Barkley RA. Niños hiperactivos. *Cómo comprender y atender sus necesidades especiales*. Barcelona: Paidós; 2011.
- Barkley RA. *Executive Function: What they are, how they work, and they evolved*. New York: The Guildford Press; 2012.
- Barkley RA. *Attention-deficit hyperactivity disorder: a handbook for diagnosis and treatment*. 4th Ed. Nueva York: Guilford press; 2015.
- Baron ID. *Neuropsychological evaluation of the child*. New York: Oxford University Press; 2004.
- Batsche G, Elliot J, Graden JL, Grimes J, Kovaleski JF, Prasse D, et al. *Response to intervention: Policy, considerations and implementation*. Alexandria, VA: National Association for State Directors of Special Education; 2005.
- Bavin E, Wilson P, Maruff P, Sleeman F. Spatiovisual memory of children with specific language impairment: evidence for generalized processing problems. *International Journal Language Communication Disorders*. 2005; 40: 319-32.

Bibliografía

- Bernabeu J, Cañete A, Fournier C, López-Luengo B, Barahona A, Grau C, et al. Evaluación y rehabilitación neuropsicológica en oncología pediátrica. *Psicooncología*. 2003; 0: 117-34.
- Bhutta AT, Cleves MA, Casey PH, Cradock MM, Anand KJ. Cognitive and behavioral outcomes of school-aged children who were born pre-term. *JAMA*. 2002; 288: 728-37.
- Blakemore SJ. Imaging brain development: The adolescent brain. *Neuroimage*. 2012; 61: 397-406.
- Braddick O, Atkinson J. Development of human visual function. *Vision Research*. 2011; 51: 1588-609.
- Buiza-Navarrete J, Adrián-Torres J, González-Sánchez M. Marcadores cognitivos en el trastorno específico del lenguaje. *Revista de neurología*. 2007; 40: 326-33.
- Butterworth B, Varma S, Laurillard D. From brain to education-review. *Science*. 2011; 332: 1049-53.
- Carmona S, Proal E, Hoekzema E, Gispert JD, Moreno I, Soliva JC, et al. Ventrostriatal reductions underpin symptoms of hiperactivity and impulsivity in attention-deficit/hiperactivity disorder. *Biological Psychiatry*. 2009; 66: 972-7.
- Carr J, Collins S. Ageing and dementia in a longitudinal study of a cohort with down syndrome. *Journal of applied research in intellectual disabilities*. 2014; 27: 555-63.
- Castellanos FX, Sanuga-Bake EJ, Scheres A, Di Martino A, Hyde C, Walters JR. Varieties of attention-deficit/hiperactivity disorder-related intra-individual variability. *Biological Psychiatry*. 2005; 57: 1416-23.
- Catroppa C, Anderson V. Traumatic brain injury in childhood: rehabilitation considerations. *Developmental Neurorehabilitation*. 2009; 12: 53-61.
- Catroppa C, Anderson V. Pediatric TBI: challenges for treatment and rehabilitation. En *Pediatric traumatic brain injury. New frontiers in clinical and translational research*. Anderson V, Yeates KO (Eds.). New York. Cambridge University Press; 2010. pp 192-206.
- Charman T. Early identification and intervention in autism spectrum disorders: some progress but not as much as we hoped. *International Journal of Speech-Language Pathology*. 2014; 16: 15-8.
- Comité de Consenso de Catalunya en Terapèutica de los Trastornos Mentales. RTM-IV: recomendaciones terapéuticas en los trastornos mentales. 2012.
- Conti-Ramsden G, Durkin K. Language development and assessment in the pre-school period. *Neuropsychology Review*. 2012; 22: 384-401.

- Cooper-Kahn J, Dietzel L. Late, lost, and unprepared. A parent's guide to helping children with executive functioning. Bethesda. Woodbine House; 2008.
- Crespo N, Narbona J. Subtipos de trastorno específico del desarrollo del lenguaje: perfiles clínicos en una muestra hispanohablante. *Revista de neurología*. 2006; 43 (Supl 1): S193-200.
- Dawson P, Guare R. *Smart but scattered*. New York: The Guilford Press; 2009.
- Dawson P, Guare R. *Executive skills in children and adolescents. A practical guide to assessment and intervention*. New York: The Guilford Press; 2010.
- Dehaene S, Piazza M, Pinel P, Cohen L. Three parietal circuits for number processing. *Cognitive neuropsychology*. 2003; 20: 487-506.
- Dorus S, Vallender E, Evans P, Anderson J, Gilbert S, Mahowald M, et al. Accelerated evolution of nervous system genes in the origin of Homo Sapiens. *Cell*. 2004; 119: 1027-40.
- Edgin J, Spano G, Nadel L. Avances en los criterios finales de valoración para la rehabilitación cognitiva en el síndrome de Down. *Revista Síndrome de Down*. 2012; 29: 94-109.
- Ellenberg L, Liu Q, Gioia G, Yasui Y, Packer RJ, Mertens A, et al. Neurocognitive status in long-term survivors of childhood CNS malignancies: A report from the Childhood Cancer Survivor Study. *Neuropsychology*. 2009; 23: 705-17.
- Enseñat A, Gómez A, Picó N. Aspectos forenses en los traumatismos craneoencefálicos infantiles. En *Manual de Neuropsicología Forense*. Jarne A, Aliaga A (Eds.). Barcelona: Herder; 2010. pp 663-705.
- Enseñat A, Picó N. Evaluación y rehabilitación neuropsicológica infantil. En *Rehabilitación neuropsicológica. Intervención y práctica clínica*. Bruna O, Roig T, Puyuelo M, Junqué C, Ruano A (Eds.). Barcelona: Elsevier Masson; 2011. pp 229-44.
- Enseñat-Cantallops A, Gómez-Pulido A, Picó-Azanza N. Daño cerebral adquirido en la infancia. Evaluación y rehabilitación neuropsicológica. En *Trastornos del neurodesarrollo*. Artigas-Pallarés J, Narbona J (Eds.). Barcelona: Viguera; 2011. pp 167-92.
- Enseñat A, Gómez A, Picó N. Disfunción ejecutiva en niños y adolescentes con daño cerebral adquirido. Modelos de intervención. En *Neuropsicología de la corteza prefrontal y las funciones ejecutivas*. Tirapu J, García-Molina A, Ríos M, Ardila A. (Eds.). Barcelona: Viguera; 2012. pp 559-72.
- Eyberg SM, Nelson MM, Boggs SR. Evidence-based psychosocial treatments for child and adolescent with disruptive behavior. *Journal of clinical child and adolescent psychology*. 2008; 37: 215-37.

- Ezpeleta L, Toro J. Psicopatología del desarrollo. Madrid: Pirámide; 2014.
- Faichild G, van Goozen SH, Calder AJ, Goodyer IM. Research Review: evaluating and reformulating the developmental taxonomic theory of antisocial behaviour. *Journal of Child Psychology and Psychiatry*. 2013; 54: 924-40.
- Flanagan JE, Landa R, Bhat A, Bauman M. Head lag in infants at risk for autism: A preliminary study. *The American Journal of Occupational Therapy*. 2012; 66: 577-85.
- Fivush R. The development of autobiographical memory. *Annual Review of Psychology*. 2011; 62: 559-82.
- Fundació Institut de Psicologia. Pautas para profesores con alumnos con afectación ejecutiva. Barcelona: Fundació Institut de Psicologia; 2014.
- Fuster JM. Cortex and mind. Unifying cognition. New York: Oxford University Press; 2003.
- García K, Rigau E. Valoración neuropsicológica en los trastornos del neurodesarrollo. En *Trastornos del neurodesarrollo*. Artigas-Pallarés J, Narbona J (Eds.). Barcelona: Viguera; 2011. pp 47-80.
- García-Molina A, Roig-Rovira T, Enseñat-Cantallops A, Sánchez-Carrión R. Neuropsicoterapia en la rehabilitación del daño cerebral. *Revista de neurología*. 2014; 58: 125-32.
- Geary DC. From infancy to adulthood: the development of numerical abilities. *European child and adolescent psychiatry*. 2000; 9 (Supl 2): 11-6.
- Giedd JN, Stockman M, Weddle C, Liverpool M, Alexander-Bloch A, Wallace GL, et al. Anatomic magnetic resonance imaging of the developing child and adolescent brain and effects of genetic variation. *Neuropsychology Review*. 2010; 20: 349-61.
- Gioia GA, Isquith PK, Guy SC, Kenworthy L. Behavior Rating Inventory of Executive Function. Odesa, FL: Psychological Assessment Resources; 2000.
- Gliga T, Jones EJ, Bedford R, Charman T, Johnson MH. From early markers to neuro-developmental mechanisms of autism. *Developmental Review*. 2014; 34: 189-207.
- Grimwood K, Anderson P, Anderson VA, Nolan T, Tan L. Twelve-year outcomes following bacterial meningitis. Further evidence for persisting effects. *Archives of Disease in Childhood*. 2000; 83: 111-6.
- Guerrini R, Dobyns WB. Malformations of cortical development: clinical features and genetic causes. *The Lancet Neurology*. 2014; 13: 710-26.
- Guxens M, Sunyer J. A review of epidemiological studies on neuropsychological effects of air pollution. *Swiss Medical Weekly*. 2012; 141: w13322.
- Hessl D, Nguyen D, Green C, Senturk D, Schneider A, Lightbody A, et al. A solution to limitations of cognitive testing in children with intellectual

- disabilities: the case of fragile X syndrome. *Journal of Neurodevelopmental Disorders*. 2009; 1: 33-45.
- Hoff GE, Van den Heuvel MP, Benders MJ, Kersbergen KJ, De Vries LS. On development of functional brain connectivity in the young brain. *Frontiers in Human Neuroscience*. 2013; 7: 1-7.
- Jiménez JE, Rodríguez C, Crespo P, González D, Artiles C, Alfonso M. Implementation of Response to Intervention (RtI) model in Spain; an example of a collaboration between Canarian universities and the department of education of the Canary Islands. *Psicothema*. 2010; 22: 935-42.
- Junqué C, Bruna O, Mataró M. Traumatismos craneoencefálicos. Un enfoque desde la neuropsicología y la logopedia. *Guía práctica para profesionales y familiares*. Barcelona: Masson; 1998.
- Jurewicz J, Polańska K, Hanke W. Chemical exposure early in life and the neurodevelopment of children. An overview of current epidemiological evidence. *Annals of Agricultural and Environmental Medicine*. 2013; 20: 465-86.
- Kerr-Wilson CO, Mackay DF, Smith GC, Pell JP. Meta-analysis of the association between preterm delivery and intelligence. *Journal of public health (Oxford, England)*. 2012; 34: 209-16.
- Klonof P. *Psychotherapy after brain injury: principles and techniques*. New York: Guilford press; 2010.
- Kuhl PK. Brain mechanisms in early language acquisition. *Neuron*. 2010; 67: 713-27.
- Kulage KM, Smaldone AM, Cohn EG. How will DSM-5 affect autism diagnosis? A systematic literature review and meta-analysis. *Journal of Autism and Developmental Disorders*. 2014; 44: 1918-32.
- Lahey BB, Waldman ID. Phenotypic and Causal Structure of Conduct Disorder in the Broader Context of Prevalent Forms of Psychopathology. *Journal Child Psychology and Psychiatry*. 2012; 53: 536-57.
- Lavenex P, Banta Lavenex P. Building hippocampal circuits to learn and remember: insights into the development of human memory. *Behavioural Brain Research*. 2013; 254: 8-21.
- Law J, Boyle J, Harris F, Harkness A, Nye C. *Screening for speech and language delay: a systematic review of the literature*. Southampton: NCCHTA; 1998.
- Lezak MD, Howieson DB, Bigler ED, Tranel D. *Neuropsychological Assessment*. 5th Ed. New York: Oxford University Press; 2012.

Bibliografía

- Llop S, Lopez-Espinosa MJ, Rebagliato M, Ballester F. Gender differences in the neurotoxicity of metals in children. *Toxicology*. 2013; 6: 3-12.
- Lord C, Rutter M, DiLavore PC, Risi S. Autism diagnostic observation schedule manual. Los Angeles: Western Psychological Services; 2002.
- Luciana M. Cognitive development in children born preterm : Implications for theories of brain plasticity following early injury. *Development and psychopathology*. 2003; 15: 1017-47.
- Lupien SJ, McEwen BS, Gunnar MR, Heim C. Effects of stress throughout the lifespan on the brain, behaviour and cognition. *Nature Reviews Neuroscience*. 2009; 10: 434-45.
- Martin-Subero JI. How epigenomics brings phenotype into being. *Pediatric Endocrinology Reviews*. 2011; 9: 506-10.
- Martínez MA. Todo sobre el TDAH. Guía para la vida diaria. Avances y mejoras como labor de equipo. Tarragona. Altaria; 2013.
- Martínez-Leal R, Salvador-Carulla L, Ruiz Gutiérrez-Colosía M, Nadal M, Novell-Alsina R, Martorell A, et al. La salud en personas con discapacidad intelectual en España: estudio europeo POMONA-II. *Revista de neurología*. 2011; 53: 406-14.
- Martos J, Ayuda R, González A, Freire S, Llorente M. El síndrome de Asperger. Evaluación y tratamiento. Madrid: Editorial Síntesis; 2012.
- Martos J, Llorente M. Tratamiento de los trastornos del espectro autista: unión entre la comprensión y la práctica basada en la evidencia. *Revista de neurología*. 2013; 57 (Supl 1): S185-91.
- Masi G, Milone A, Paciello M, Lenzi F, Muratori P, Manfredi A, et al. Efficacy of a multimodal treatment for disruptive behavior disorders in children and adolescents: focus on internalizing problems. *Psychiatry Research*. 2014; 30:617-24.
- Mccaffrey R, Horwitz J, Lynch J. Child forensic neuropsychology: A scientific approach. En *Handbook of clinical child neuropsychology*. Reynolds C, Fletcher-Janzen E (Eds.). New York: Springer; 2009.
- McArthur G, Bishop D. Frequency discrimination deficits in people with specific language impairment: reliability, validity, and linguistic correlates. *Journal of Speech, Language and Hearing Research*. 2004; 47: 527-41.
- McKone E, Crookes K, Jeffery L, Dilks DD. A critical review of the development of face recognition: experience is less important than previously believed. *Cognitive Neuropsychology*. 2012; 29: 174-212.
- Medwell J, David W. Handwriting automaticity: the search for performance thresholds. *Language and education*. 2014; 28: 34-51.

- Ment LR, Constable RT. Injury and recovery in the developing brain: evidence from functional MRI studies of prematurely born children. *Nature Clinical Practice Neurology*. 2007; 3: 558-71.
- Mesibov G, Shea V. The TEACCH program in the era of evidence-based practice. *Journal of Autism and Developmental Disorders*. 2010; 40: 570-9.
- Michaelsen KF, Lauritzen L, Mortensen EL. Effects of breast-feeding on cognitive function. En *Breast-Feeding: early influences on later health*. Goldberg GR, Prentice A, Prentice A, Filteau S, Simondon K (Eds). *Advances in experimental medicine and biology*. Vol 639. New York: Springer; 2009. pp 199-215.
- Muñoz E. (coordinadora). *Estimulación cognitiva y rehabilitación neuropsicológica*. Barcelona: Editorial UOC; 2009.
- Muñoz Céspedes JM, Tirapu Ustárriz J. *Rehabilitación neuropsicológica*. Madrid: Editorial Síntesis; 2001.
- Namania S, Milenković Z, Koci B. A prospective study of risk factors for neurological complications in childhood bacterial meningitis. *Jornal de Pediatria*. 2013; 89: 256-62.
- Nichols S, Jones W, Roman M, Wulfeck B, Delis D, Reilly J, et al. Mechanisms of verbal memory impairment in four neurodevelopmental disorders. *Brain and Language*. 2004; 88: 180-9.
- NICE clinical guideline 158, *Antisocial behaviour and conduct disorders in children and young people: recognition, intervention and management, guidance.nice.org.uk/cg158*; 2013.
- Nigg JT, Casey BJ. An integrative theory of attention deficit – hyperactivity disorder based on the cognitive and affective neurosciences. *Development and Psychopathology*. 2005; 17:785-806.
- Ofen N. The development of neural correlates for memory formation. *Neuroscience and Biobehavioral Reviews*. 2012; 36: 1708-17.
- O’Keeffe F, Liegeois F, Eve M, Ganesan V, King J, Murphy T. Neuropsychological and neurobehavioral outcome following childhood arterial ischemic stroke: attention deficits, emotional dysregulation, and executive dysfunction. *Child Neuropsychology: A Journal on Normal and Abnormal Development in Childhood and Adolescence*. 2014; 20: 557-82.
- Organización Mundial de la Salud. *CIE 10: Decima revisión de la clasificación internacional de las enfermedades. Trastornos mentales y del comportamiento: descripciones clínicas y pautas para el diagnóstico*. Madrid: Meditor; 1992.
- Padilla Gomes N, Botet Mussons F, Soria-Pastor S, Gratacós Solsona E, Figueras Aloy J. Población de riesgo biológico: prematuridad y bajo peso. En

Bibliografía

- Atención temprana en el ámbito hospitalario. Piñero Peñalver J, Pérez-López J, Vargas Torcal F, Candela Sempere AB (Eds.). Madrid: Editorial Pirámide; 2014. pp 103-20.
- Paula-Pérez I, Martos-Pérez J. Síndrome de Asperger y autismo de alto funcionamiento: comorbilidad con trastornos de ansiedad y del estado de ánimo. *Revista de neurología*. 2009; 48 (Supl 2): S31-4.
- Pennington BF. *Diagnosing learning disorders. A neuropsychological framework*. 2th Ed. New York: The Guilford press; 2008.
- Pentland L, Anderson V, Wrennall J. Bacterial meningitis: Implications of age at illness for language development. *Child Neuropsychology*. 2000; 6: 87-100.
- Petersen SE, Posner MI. The attention system of the human brain: 20 years after. *Annual Review of Neuroscience*. 2012; 35: 73-89.
- Peterson RL, Pennington BF. Developmental dyslexia. *Lancet*; 2012; 26: 1997-2007.
- Ponsford J, Sloan S, Snow P. *Traumatic Brain Injury Rehabilitation for everyday adaptive living*. 2th Ed. Hove: Psychology Press; 2013.
- Portellano JA. *Neuropsicología infantil*. Madrid: Editorial Síntesis; 2007.
- Prigatano G, Gupta S. Friends after traumatic brain injury in children. *Journal of head trauma rehabilitation*. 2006; 21: 505-13.
- Ramos-Quiroga JA, Picado M, Mallorquí-Bagué N, Villarroya O, Palomar G, Richarte V, et al. Neuroanatomía del trastorno por déficit de atención/hiperactividad en el adulto: hallazgos de neuroimagen estructural y funcional. *Revista de neurología*. 2013; 56 (supl 1): S93-106.
- Rapin I, Allen D. Developmental dysphasia and autism in preschool children: Characteristics and subtypes. En *Proceedings of the First International Symposium on specific and language disorders in children*. Martin J, Fletcher P, Grunwell P, Hall D (Eds.). Londres: Afasic; 1987.
- CA, Sullivan JR, Cohen MS. *Neuropsychological assessment and intervention for childhood and adolescent disorders*. New Jersey: John Willey & Sons; 2010.
- Reed J, Warner-Rogers J. *Child neuropsychology: concepts, theory and practice*. United Kingdom: Wiley-Blackwell; 2008.
- Reiss S, Szyzsko J. Diagnostic overshadowing and professional experience with mentally retarded persons. *American journal of mental deficiency*. 1983; 87: 396-402.
- Reynolds CR, Kamphaus RW. *Behavior assessment system for children*. 2th Ed. Circle Pines, MN: AGS; 2004. Adaptado por González J, Fernández S,

- Pérez E, Santamaría P. Sistema de Evaluación de la conducta de niños y adolescentes. (Dpt.I+D+I, TEA Ediciones).
- Reynolds CR, Fletcher-Janzen E. Handbook of clinical child neuropsychology.3th Ed. New York: Springer; 2009.
- Rogers S, Dawson G. Early start Denver model for young children with autism. promoting language, learning and engagement. New York: The Guilford Press; 2010.
- Rolon-Arroyo B, Arnold DH, Harvey EA. The predictive utility of conduct disorder symptoms in preschool children: A 3-year follow-up study. *Child Psychiatry and Human Development*.2014; 45: 329-37.
- Rosenthal M, Lawson R, Dixon E, Wallace G, Wills M, Yerys B, et al. Impairments in real-world executive function increase from childhood to adolescence in autism spectrum disorders. *Neuropsychology*.2013; 27: 13-8.
- Rubia K, Alegria AA, Cubillo AI, Smith AB, Brammer MJ, Radua J. Effects of stimulants on brain function in attention-deficit/hyperactivity disorder. *Biological Psychiatry*. 2014; 76: 616-28.
- Rutter M, Le Couteur A, Lord C. Entrevista para el diagnóstico de Autismo, ADI-R. Madrid: TEA; 2008.
- Sánchez-Mora C, Ribasés M, Mulas F, Soutullo S, Sans A, Pàmies M, et al. Bases genéticas del trastorno por déficit de atención/hiperactividad. *Revista de neurología*. 2012; 55: 609-18.
- Sanes DH, Woolley SM. A behavioral framework to guide research on central auditory development and plasticity. *Neuron*. 2011; 72: 912-29.
- Sansone E, Schneider A, Bickel E, Berry-Kravis E, Prescott C, Hess H. Improving IQ measurement in intellectual disabilities using true deviation from population norms. *Journal of Neurodevelopmental Disorders*. 2014; 6: 16.
- Schul R, Stiles J, Wulfeck B, Townsend J. How ‘generalized’ is the ‘slowed processing’ in SLI? The case of visuospatial attentional orienting. *Neuropsychology*. 2004; 42: 661-71.
- Semrud-Clikeman M, Ellison PAT. *Child Neuropsychology. Assessment and intervention for neurodevelopmental disorders*. New York: Springer; 2007.
- Semrud-Clikeman M, Teeter Ellison PA. *Child Neuropsychology. Assessment and interventions for neurodevelopmental disorders*.2th Ed. New York: Springer; 2009.
- Serra Grabulosa JM, Pérez Pàmies M, Lachica J, Membrives S. Bases neuronales del procesamiento numérico y del cálculo. *Revista de neurología*. 2010; 50: 39-46.

- Shaw P, Eckstrand K, Sharp W, Blumenthal J, Lerch JP, Greenstein D, et al. Attention-deficit/hyperactivity disorder is characterized by a delay in cortical maturation. *Proceedings of the National Academy of Sciences USA*. 2007; 104: 19649-54.
- Shaywitz SE, Morris R, Shaywitz BA. The education of dyslexic children from childhood to young adulthood. *Annual Review of Psychology*. 2008; 59: 451-75.
- Sholberg MM, Mateer CA. *Cognitive rehabilitation. An integrative neuropsychological approach*. Nueva York: Guildford Press; 2001.
- Shywitz SE, Shaywitz BE. Attention deficit disorder: current perspectives. En *Learning disabilities: proceedings of the national conference*. Kavanaugh JF, Truss TJ (Eds.). New York: New York Press; 1988. pp 369-523.
- Siegel LS. Perspectives on dyslexia. *Paediatrics and child health*. 2006; 11: 581-7.
- Sonuga-Bake EJ, Taylor E, Sembi S, Smith J. Hyperactivity and delay aversion-I. The effect of delay on choice. *Journal of Child Psychology and Psychiatry*. 1992; 33: 387-98.
- Strauss E, Sherman EMS, Spreen O. *A compendium of neuropsychological tests: administration, norms and commentary*. 3th Ed. New York: Oxford University Press; 2006.
- Su P, Kuan CC, Kaga K, Sano M, Mima K. Myelination progression in language-correlated regions in brain of normal children determined by quantitative MRI assessment. *International Journal of Pediatric Otorhinolaryngology*. 2008; 72: 1751-63.
- Sweatt JD, Meaney MJ, Nestler EJ, Akbarian S. *Epigenetic regulation in the nervous system: basic mechanisms and clinical impact*. New York: Elsevier; 2013.
- Tallal P, Hirsch L, Realpe-Bonilla T, Miller S, Brzustowicz L, Barlett C, et al. Familial aggregation in specific language impairment. *Journal of Speech, Language and Hearing Research*. 2001; 44: 1172-82.
- Taylor HG. Low birth weight. En *Textbook of clinical neuropsychology*. Morgan JE, Ricker JH (Eds.). New York: Taylor & Francis; 2008. pp 308-32.
- Verche E, Hernández S, Quintero I, Acosta V. Alteraciones de la memoria en el Trastorno Específico del Lenguaje: una perspectiva neuropsicológica. *Revista de Logopedia, Foniatría y Audiología*. 2013; 33: 179-85.
- Volman MJ, Van Schendel BM, Jongmans MJ. Handwriting difficulties in primary school children: a search for underlying mechanisms. *American Journal of Occupational therapy*. 2006; 60: 451-60.
- Volpe JJ. *Neurology of the Newborn*. Philadelphia: WB Saunders; 2008.

- Wallace K, Rogers S. Intervening in infancy: implications for autism spectrum disorders. *Journal of Child Psychology and Psychiatry*. 2010; 51: 1300-20.
- Westrupp EM, Howard K, Anderson PJ. Long-Term Outcome Following Preterm Birth. En *Handbook of pediatric Neuropsychology*. Davis AS (Ed.). Springer Publishing Co; 2011. pp 747-56.
- Whitfield S. Treatment and rehabilitation of paediatric/developmental neuropsychological disorders. En *Handbook of clinical Neuropsychology*. Halligan P, Kischka U, Marshall J. (Eds.). New York: Oxford University Press; 2004. pp 426-42.
- Wild CP. The exposome: from concept to utility. *International Journal of Epidemiology*. 2012; 41: 24-32.
- Willoughby MT, Mills-Koonce R, Propper CB, Waschbusch DA. Observed parenting behaviors interact with a polymorphism of the brain-derived neurotrophic factor gene to predict the emergence of oppositional defiant and callous-unemotional behaviors at age 3 years. *Development and Psychopathology*. 2013; 25: 903-17.
- Wilson B. *Neuropsychological Rehabilitation. Theory and Practice*. Lisse: Swets&Zeitlinger Publishers; 2003.
- Yeates KO, Riss MD, Taylor HG, Pennington BF. *Pediatric Neuropsychology: research, theory and practice*. 2th Ed. New York: The Guildford Press; 2010.
- Ylvisaker M. *Traumatic brain injury rehabilitation: children and adolescents*. Boston: Butterworth-Heinemann; 1998.