

GUILFORD PRESS

SPRING 2023 FOREIGN RIGHTS LIST





FOREIGN RIGHTS LIST SPRING 2023

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Dear Friends,

While Guilford will not be attending the London Book Fair this year, we are nevertheless excited to share with you our Spring 2023 Rights List, which is as robust as ever. Our catalogue this season features a range of new and forthcoming titles for psychotherapists, counselors, healthcare professionals, and general readers.

Leading our list for general readers this year is *Getting Unstuck from PTSD*, by well-known trauma expert Patricia Resick. This is the first self-help workbook based on cognitive processing therapy (CPT), Dr. Resick's highly influential treatment for PTSD.

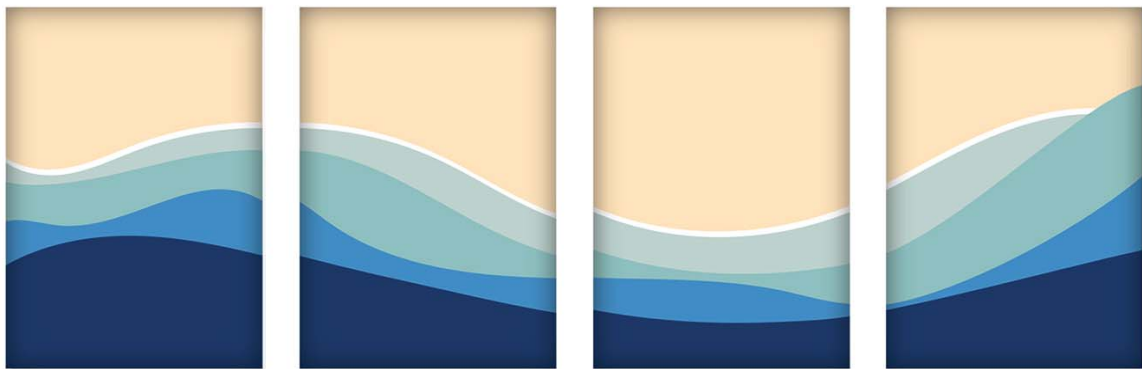
Highlights from our Professional Psychology list include *Motivational Interviewing, Fourth Edition*, the highly anticipated update of Stephen Rollnick and William R. Miller's classic guide to helping people change. Previous editions have been translated in over 20 languages throughout the world.

If you would like more detailed information or reading copies for these, or any of our titles, please feel free to contact us at any time. We look forward to seeing you at future book fairs, and in the meantime we remain available to offer further information or recommendations.

GENERAL READER

Getting Unstuck from PTSD

USING COGNITIVE PROCESSING THERAPY
TO GUIDE YOUR RECOVERY



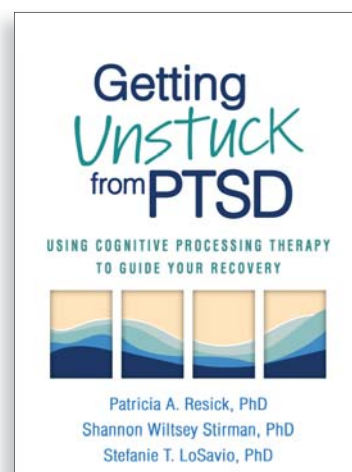
Patricia A. Resick, PhD
Shannon Wiltsey Stirman, PhD
Stefanie T. LoSavio, PhD

Getting Unstuck from PTSD

Using Cognitive Processing Therapy to Guide Your Recovery

Patricia A. Resick, PhD; Shannon Wiltsey Stirman, PhD; and Stefanie T. LoSavio, PhD

- The first self-help workbook based on the work of Aaron Beck and the highly successful, comprehensive manual for treating PTSD by Patricia Resick, Candice M. Monson, and Kathleen M. Chard.
- Cognitive Processing Therapy (CPT) is recognized as one of the best practices for the treatment of PTSD.
- For adults who have been traumatized; this workbook uses simple and straightforward language and tasks that can be completed within a few weeks or up to several months.
- Readers learn how PTSD works and why it keeps them stuck in long-held beliefs about themselves, and are taken on a step-by-step journey to identify a “worst” trauma that will unravel the web of unhelpful thoughts, behaviors, and emotions.



April 2023 | 308 pages | 8 x 10.5

I. Introduction: How People Get Stuck in PTSD and How to Get Unstuck

1. Overview of This Book
2. How PTSD Keeps You Stuck
3. Making a Plan to Get Unstuck from PTSD

II. Identifying Where You Are Stuck

4. Introduction to PTSD and Trauma Recovery
5. Processing the Meaning of Your Trauma and Building a Stuck Point Log
6. Identifying Thoughts and Feelings

III. Getting Unstuck from Beliefs about the Trauma

7. Beginning to Examine Your Worst Traumatic Event
8. The Exploring Questions Worksheet

9. Introducing Thinking Patterns

10. Using the Alternative Thoughts Worksheet to Balance Your Thinking

IV. Getting Unstuck from Trauma-Related Beliefs about the Present and Future

11. Safety
12. Trust
13. Power and Control
14. Esteem
15. Intimacy

V. Moving Forward

16. Finishing Cognitive Processing Therapy
17. Conclusion Appendix Resources Index

AUDIENCE Adult survivors of any type of trauma; also of interest to mental health professionals.

Patricia A. Resick, PhD, ABPP began developing and testing cognitive processing therapy (CPT) in 1988 and is considered a first-line therapy for PTSD in the United States and several other countries; the CPT treatment manual has been translated into 12 languages. Dr. Resick has served as president of the International Society for Traumatic Stress Studies (ISTSS).

Shannon Wiltsey Stirman, PhD, is Associate Professor in the Department of Psychiatry and Behavioral Sciences at Stanford University.

Stefanie T. LoSavio, PhD, ABPP, is Assistant Professor in the Department of Psychiatry and Behavioral Sciences at the University of Texas Health Science Center

second edition

Over 175,000 in print!

the anxiety and worry workbook

The Cognitive Behavioral
Solution

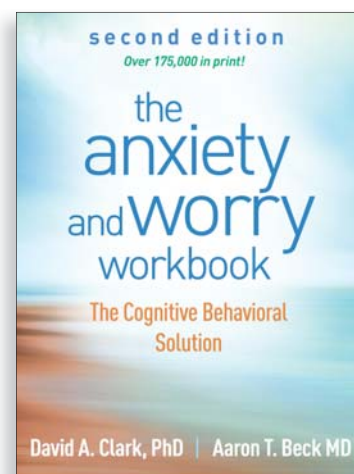
David A. Clark, PhD | Aaron T. Beck MD

Anxiety and Worry Workbook, Second Edition

The Cognitive Behavioral Solution

David A. Clark, PhD and Aaron T. Beck, MD

- New edition of the bestselling workbook that has sold more than 175,000 copies, now revised and updated with up-to-date evaluation exercises that help readers understand their own anxiety.
- A clearer book structure and progression, from fundamental information about anxiety to understanding and addressing your own anxiety to tackling specific disorders.
- Readers learn practical strategies grounded in Cognitive Behavior Therapy (CBT) for identifying anxiety triggers, challenging the thoughts and beliefs that lead to distress, safely facing feared situations, and truly loosening anxiety's grip—one step at a time.
- Internationally recognized authors, who provide workshops and trainings around the world.



May 2023 | 398 pages | 8 x 10.5

A Tribute to Aaron T. Beck Preface

1. A New Beginning

2. Getting Started

3. When Anxiety Is Helpful

4. When Anxiety Becomes a Problem

5. Living with Anxiety Symptoms

6. Transform Your Anxious Mind

7. Curb Anxious Behavior

8. Take Control of Your Worried Mind

9. Defeat the Fear of Panic

10. Conquer Social Anxiety Resources References

AUDIENCE Readers struggling with any type of anxiety problem; also of interest to mental health professionals for use with or recommendation to clients.

David A. Clark, PhD, Professor Emeritus in the Department of Psychology at the University of New Brunswick, Canada. Dr. Clark is a recipient of the Aaron T. Beck Award for Significant and Enduring Contributions to Cognitive Therapy. Dr. Clark has published numerous research and clinical articles and offers professional training workshops worldwide on cognitive-behavioral therapy for OCD, depression, and anxiety disorders. He is the author of numerous books for professionals and the general public.

Aaron T. Beck, MD, until his death in 2021, was Professor Emeritus of Psychiatry at the University of Pennsylvania and President Emeritus of the Beck Institute for Cognitive Behavior Therapy. Internationally recognized as the founder of cognitive therapy, Dr. Beck has been credited with shaping the face of American psychiatry and was cited by American Psychologist as “one of the five most influential psychotherapists of all time.” Dr. Beck was the recipient of awards including the Albert Lasker Clinical Medical Research Award, the Lifetime Achievement Award from the American Psychological Association, the Distinguished Service Award from the American Psychiatric Association, the James McKeen Cattell Fellow Award in Applied Psychology from the Association for Psychological Science, and the Sarnat International Prize in Mental Health and Gustav O. Lienhard Award from the Institute of Medicine.

BRIGHT KIDS WHO COULDN'T CARE LESS

How to Rekindle Your Child's Motivation

Ellen Braaten, PhD

Foreword by Sheryl Sandberg



Bright Kids Who Couldn't Care Less

How to Rekindle Your Child's Motivation

Ellen Braaten, PhD

Foreword by Sheryl Sandberg

- Practical guide for parents to increase their kids' motivation, confidence, and competence during childhood and adolescence.
- Clearly laid out explanations of biological, emotional, cognitive, and social factors that explain why bright kids become unmotivated kids and teens.
- Concise and clear; helps parents understand all the factors they need to incorporate into a plan to boost their child's motivation.
- Authors are recognized internationally and give workshops and trainings abroad.

Introduction

I. Why Some Kids Couldn't Care Less

1. Why Doesn't My Bright Kid Seem to Care about Anything?
2. The Parenting APP for Motivating Kids: Aptitude, Pleasure, and Practice
3. Aptitude: What Are Your Child's Strengths?
4. Pleasure: What Does Your Child Enjoy?
5. Practice: What Does Your Child Persist At?

II. Knowing Your Child—and Yourself

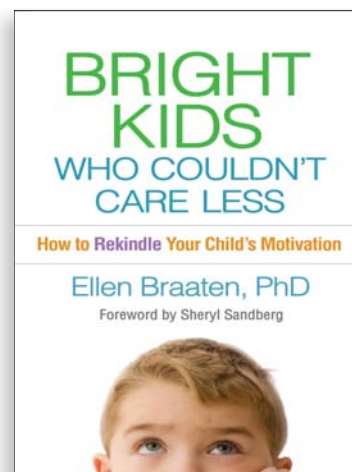
6. Why Understanding Your Child's Unique Qualities Is Important
7. How Your Expectations Can Get in the Way
8. Adjusting Your Parenting Style to Fit the Child You Have

III. Keys to Helping Your Child Care More

9. Set Goals That You Can Both Get Behind
10. Stay Flexible to Keep Your Child Motivated

IV. When You Need Extra Help

11. When to Worry and What to Do



March 2023 | 244 pages | 6 x 9

RIGHTS SOLD

Croatian

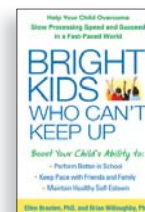
OF RELATED INTEREST

Bright Kids Who Can't Keep Up

Ellen Braaten, PhD

Brian Willoughby, PhD

Crucial resource for parents helping kids (ages 5 to 18) catch up in the key area of cognitive functioning development called "processing speed,"



RIGHTS SOLD

Chinese-Simplified, Dutch, Korean

AUDIENCE Parents of 8- to 18-year-olds; also of interest to educators and mental health professionals.

Ellen Braaten, PhD, is Executive Director of the Learning and Emotional Assessment Program at Massachusetts General Hospital (MGH), Associate Professor of Psychology at Harvard Medical School (HMS), and Visiting Professor at Charles University in Prague, Czech Republic. She has been affiliated with MGH and HMS since 1998. Dr. Braaten is widely recognized for her expertise in pediatric neuropsychological and psychological assessment, particularly in the areas of assessing learning disabilities and attentional disorders. Her research and numerous publications focus on attention-deficit/hyperactivity disorder, learning disabilities, gender and psychopathology, intelligence, and assessment. She has published numerous books for professionals and parents, including *Bright Kids Who Couldn't Care Less* and *Bright Kids Who Can't Keep Up*.

Has Your Child Been Traumatized?



HOW TO KNOW
AND WHAT TO DO TO
PROMOTE HEALING
AND RECOVERY

Dr. Melissa Goldberg Mintz

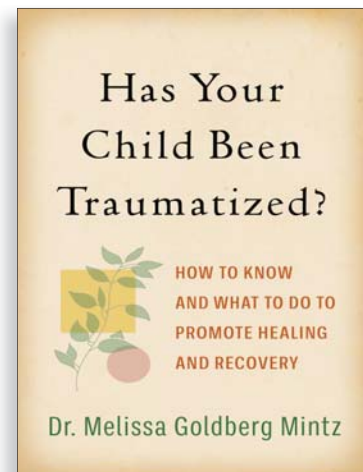
Has Your Child Been Traumatized

How to Know and What to Do to Promote Healing and Recovery

Melissa Goldberg Mintz, PsyD

Foreword by Jon G. Allen

- Practical guide for parents promoting recovery at home, as well as advice for when to seek professional help.
- Clear, concise explanations distinguishing PTSD from the more temporary acute stress response.
- Focus on the stability and safety of strong, warm parenting as a key to healing.
- Skills and strategies for specific problems encountered on the path to recovery, as well as insight into what trauma looks like at different ages and for different individuals.



August 2022 | 222 pages | 6 x 9

RIGHTS SOLD

Dutch, German

Foreword, Jon G. Allen

Introduction

I. Understanding Trauma

1. What Is Trauma?
2. Has Your Child Been Traumatized?
3. You Are the Key to Helping Your Child Heal

II. Knowing What to Expect

4. Understanding Changes in Your Child's Behavior
5. Recognizing and Responding to Trauma Triggers

III. Responding to Behavioral Changes

6. What to Do When Your Child Becomes More Emotional and Less Mature

7. How to Respond to Minor Misbehavior

8. Handling Withdrawal and Avoidance

9. Dealing with Major Misbehavior

10. Responding to Self-Harm and Impulsive Behaviors

IV. Parenting Plus

11. Seeking Professional Help

12. Looking Ahead Resources Index

AUDIENCE Parents of preschoolers through teens; also of interest to mental health professionals for recommendation to clients.

Melissa Goldberg Mintz, PsyD, is a clinical psychologist in private practice in Houston, Texas, and Clinical Assistant Professor at Baylor College of Medicine. Dr. Goldberg Mintz is passionate about providing evidence-based care to children, adolescents, and adults who have experienced trauma.

Compassion for Couples

**Building the Skills of
Loving Connection**

Michelle Becker

Foreword by Christopher Germer

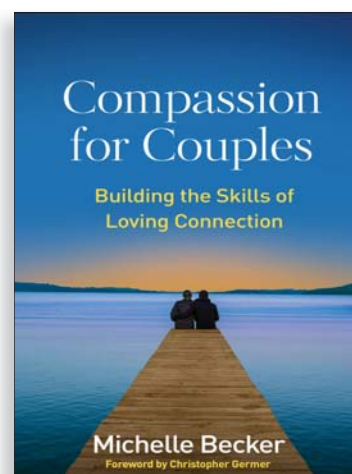
Compassion for Couples

Building the Skills of Loving Connection

Michelle Becker, MA, LMFT

Foreword by Christopher Germer

- The Compassion for Couples program has been taken by thousands of couples around the world.
- Based on Kristin Neff and Christopher Germer's successful Mindful Self-Compassion program.
- This book gives couples the tools to practice self-compassion, in order to be able to respond to their partners with love and acceptance.
- Offers practical techniques that help couples break free of defensiveness, accept one another's flaws, and react with understanding.



February 2023 | 276 pages | 6 x 9

Foreword, Christopher Germer

Introduction

I. Start Where You Are: Understanding How Things Go Wrong in Relationships and How Things Get Better

1. We All Need to Be Loved
2. "Why Can't You Be Here for Me?": Understanding What Gets in the Way
3. "I Wish I Could Fix It!": Resisting Pain with Problem Solving
4. "Do You Care?": Finding Safe Connection
5. "Who Will Love Me?": Ensuring That Compassion Is Always Available to You

II. Building a Foundation for Compassion in Your Relationship: Mindfulness, Common Humanity, and Kindness

6. Being Present: Mindfulness Skills to See Clearly and

Quiet Reactivity

7. Cultivating Connection: Strength in Common Humanity

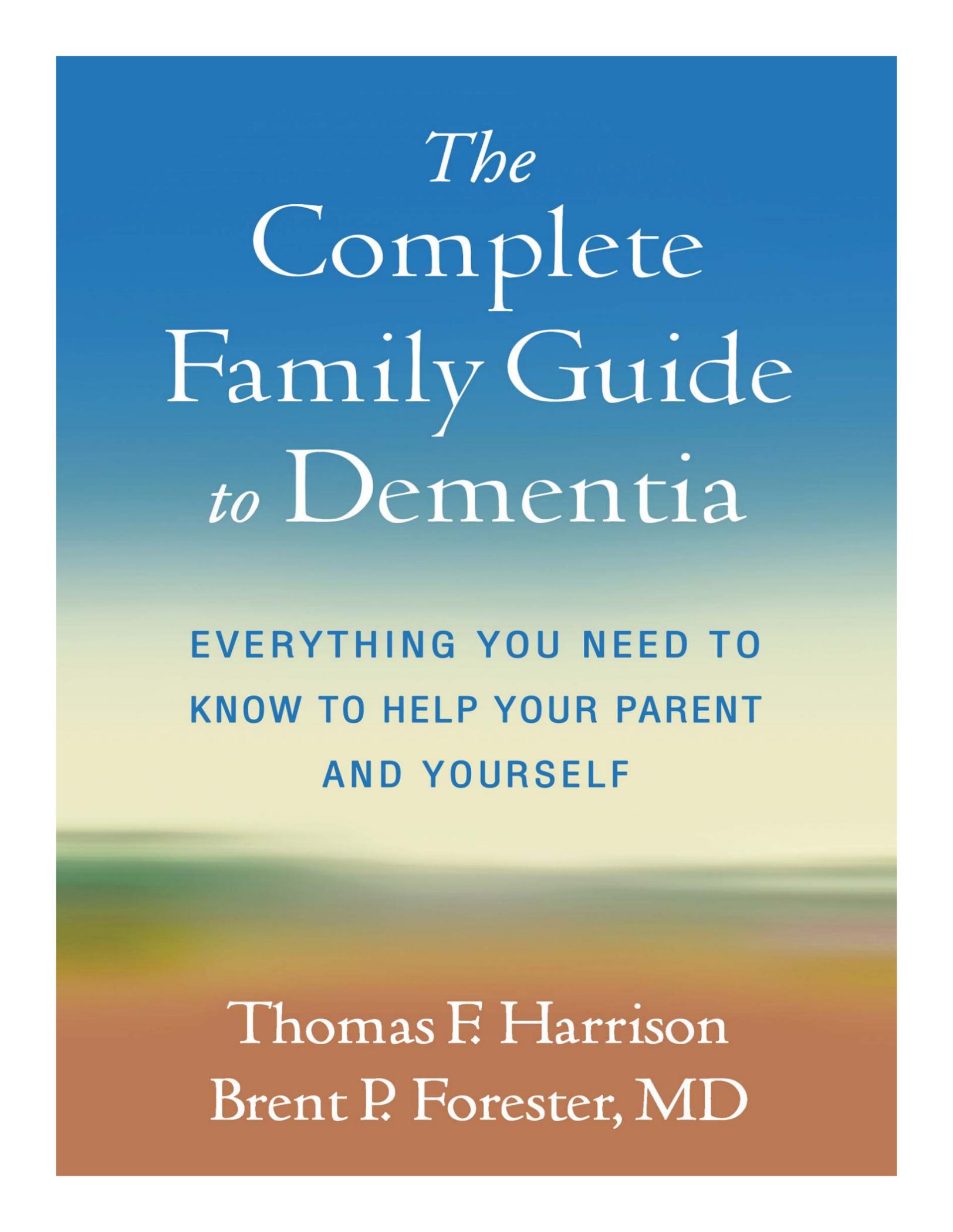
8. Getting What We Need: Kindness in Three Directions

III. Putting It into Practice: Tailoring Compassion Skills to Your Relationship

9. "What Really Matters to Us?": Rooting Your Relationship in Your Values
10. "How Can We Really Get Each Other?": Using Compassionate Communication Skills
11. "Can We Heal Our Wounds?": Cultivating the Conditions for Forgiveness
12. "How Do We Keep Our Love Alive?": Celebrating Positive Experiences Together Resources

AUDIENCE Anyone interested in improving communication and resolving conflicts in their intimate relationship, or enhancing the fulfilling partnership they already have.

Michelle Becker, MA, LMFT, a marriage and family therapist in private practice in San Diego, is dedicated to helping people thrive in healthy, well-connected relationships. She is the developer of the Compassion for Couples program and cofounder of Wise Compassion. She is also a cofounder of the teacher training program at the Center for Mindful Self-Compassion and a senior teacher of Compassion Cultivation Training. Through workshops, online education, and a podcast, she shares the knowledge and tools required for people to relate to each other better.



The
Complete
Family Guide
to Dementia

EVERYTHING YOU NEED TO
KNOW TO HELP YOUR PARENT
AND YOURSELF

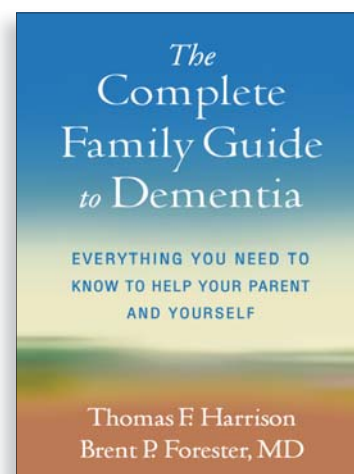
Thomas F. Harrison
Brent P. Forester, MD

The Complete Family Guide to Dementia

Everything You Need to Know to Help Your Parent and Yourself

Thomas F. Harrison and Brent P. Forester, MD

- Guide for caregivers; this book provides vital information on the unique challenges presented by dementia.
- Explains the basics of dementia and offers effective strategies for coping with the medical, emotional, and financial toll.
- Helps readers navigate changing family roles, communicate better with elders with dementia, keep them safe, and manage difficult behaviors.



August 2022 | 243 pages | 6 x 9

RIGHTS SOLD

Dutch, Romanian, Russian

Introduction

I. Understanding Your Parent's Dementia

1. What Is Dementia?
2. How Can I Know for Sure If My Parent Has It?
3. What Causes Memory Loss?: Alzheimer's Disease and the Many Other Causes
4. How the Problem Typically Progresses
5. Can Dementia Be Treated to Make It Less Severe?

II. Understanding Your New Relationship

6. Why Dementia Is Harder than Other Diseases
7. The Biggest Mistake Family Members Make
8. Your New Relationship with Your Parent
9. Your Relationship with Your Other Parent
10. Taking Care of Yourself Is Not an Afterthought

III. Caring Smarter, Not Harder

11. What It Means to Care Smarter
 12. How to Communicate with a Parent with Dementia
 13. Avoiding Headaches with Your Parent's Finances
 14. When Is It Okay to Lie to Your Parent?
 15. Keeping Your Parent Safe at Home
 16. Getting Help When Your Parent Lives at Home
 17. How to Take Away the Car Keys
 18. What Causes Problem Behaviors
 19. How to Reduce Problem Behaviors
 20. How to Handle Problem Behaviors
 21. Responding to Your Other Family Members
- #### IV. The Later Stages
22. Moving Your Parent to a Care Facility
 23. How to Choose a Care Facility
 26. Dealing with the End of Life

AUDIENCE Anyone in a caregiving role to a parent or other loved one with dementia; also of interest to health care professionals.

Thomas F. Harrison is a professional writer and the former editor of a leading national periodical for attorneys. Based in Massachusetts, he is the coauthor of *The Complete Family Guide to Dementia* and *The Complete Family Guide to Addiction*.

Brent P. Forester, MD, is Chief of Geriatric Psychiatry at McLean Hospital in Belmont, Massachusetts, and Associate Professor of Psychiatry at Harvard Medical School. He is also Senior Medical Director for Population Health Management at Mass General Brigham, where he leads a systemwide dementia-care program. Dr. Forester's award-winning research focuses on developing and testing effective treatments for dementia and mood disorders in older adults.

PROFESSIONAL PSYCHOLOGY

Over 450,000 in Print

THIRD EDITION

MOTIVATIONAL INTERVIEWING

Helping People Change

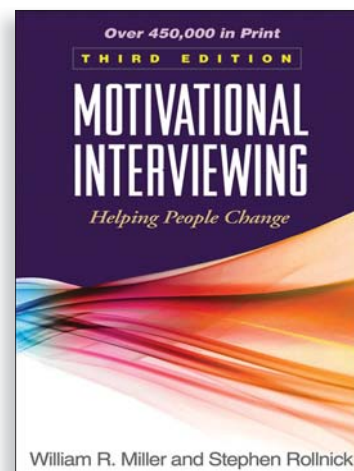
William R. Miller and Stephen Rollnick

Motivational Interviewing, Fourth Edition

Helping People Change and Grow

Stephen Rollnick, PhD and William R. Miller, PhD

- MI is used by professionals to help clients overcome ambivalence about behavior change in the fields of addiction treatment, mental health, and healthcare.
- Simplicity beyond complexity; using a practical style, MI4 is intended for professionals addressing a broader range of applications.
- Helping people change and grow in traditional and beyond in-person contexts using MI's four processes of engaging, focusing, evoking, and planning.
- International recognition of authors, examples and research valid worldwide, and attention to international network MINT.



August 2023 | 336 pages | 6 x 9

RIGHTS SOLD

German, Korean, Romanian

Previous Editions translated in:

Bulgarian, Chinese-world, Danish, Dutch, Estonian, French, Georgian, German, Hebrew, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Turkish

Preface

I. Helping People Change and Grow

1. The Mind and Heart when Helping
2. What is Motivational Interviewing?
3. A Flowing Conversation

II. Practicing Motivational Interviewing

4. Engaging: Can We Walk Together?
5. Focusing: Where Are We Going?
6. Evoking: Why Would You Go There?
7. Planning: How Will You Get There?

III. A Deeper Dive Into Motivational Interviewing

8. Deeper Listening

9. Focusing: A Deeper Dive

10. Evoking: Cultivating Change Talk
11. Offering Information and Advice
12. Supporting Persistence
13. Planting Seeds
14. Responding to Sustain Talk and Discord
15. Practicing Well

IV. Learning and Studying Motivational Interviewing

16. Learning Motivational Interviewing
 17. Learning from Conversations about Change
 18. Studying Motivational Interviewing
- Glossary of Motivational Interviewing Terms

AUDIENCE

Addiction Specialists, clinical psychologists, psychiatrists, clinical social workers, family therapists, pastoral counselors, other counselors, nurses, nutritionists, pharmacists, primary care physicians, ER physicians and nurses, eating disorders counselors, physical therapists, dentists, social workers, school counselors, corrections professionals

Stephen Rollnick, PhD, is Honorary Distinguished Professor in the School of Medicine at Cardiff University, Wales, United Kingdom. He is a cofounder of motivational interviewing. He is coauthor (with William R. Miller) of the classic work *Motivational Interviewing: Helping People Change*, now in its third edition. He has traveled worldwide to train practitioners in many settings and cultures, and now works as a trainer and consultant in health care and sports.

William R. Miller, PhD, is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico. He is a recipient of the international Jellinek Memorial Award, and many others. The Institute for Scientific Information has listed him as one of the world's most highly cited researchers.



Over 125,000 in print

second edition

MOTIVATIONAL INTERVIEWING in HEALTH CARE

**Helping Patients
Change Behavior**



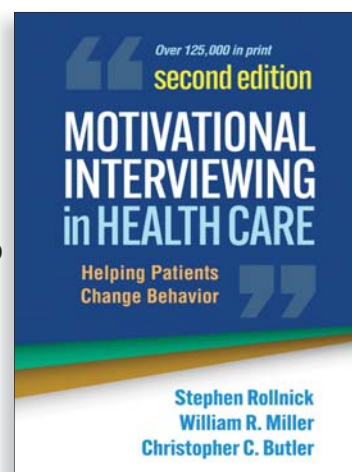
**Stephen Rollnick
William R. Miller
Christopher C. Butler**

Motivational Interviewing in Health Care, Second Edition

Helping Patients Change Behavior

Stephen Rollnick, PhD; William R. Miller, PhD; and Christopher C. Butler, MD

- Results in health care depend on patients' behavior; this book shows providers how to work with patients to make changes in their lifestyles and habits.
- Relevant not only to hospitals and clinics, but also in schools, in community centers, physical therapy and rehab settings, and in pharmacies.
- Thorough revision and update of a widely-selling practical guide to using MI in health care contexts.



September 2022 | 216 pages | 6 x 9

RIGHTS SOLD
Swedish

Prologue

I. Introduction to Motivational Interviewing

1. Good Practice: The Compassionate Guide
2. Motivational Interviewing

II. Skills

3. Asking
4. Listening
5. Affirming
6. Summarizing

III. Motivational Interviewing in Practice

7. Connecting with a Person: Engaging
8. Finding Direction: Focusing
9. Addressing the Why and How of Change: Evoking

10. Heading Into Action: Planning

IV. Everyday Challenges

11. Offering Advice and Information
12. MI Briefly
13. MI and Assessment
14. MI in Groups
15. MI Remotely
16. MI for Administrators and Managers

V. Inside Motivational Interviewing

17. Vaccine Hesitancy: A Case Study
18. MI in Depth: What Would You Say Next?

A Practitioner's Guide to Motivational Interviewing
Research References Index

AUDIENCE Nurses, physicians, physician assistants, medical social workers, physical and occupational therapists, health educators, dentists, dietitians, behavioral health consultants, and health care administrators and managers; graduate students and trainees in these fields.

Stephen Rollnick, PhD, is a cofounder of motivational interviewing and helped to create the Motivational Interviewing Network of Trainers (MINT). Dr. Rollnick has published widely in scientific journals and has written many books on helping people to change behavior. He has traveled worldwide to train practitioners in many settings and cultures, and now works as a trainer and consultant in health care and sports.

William R. Miller, PhD is a cofounder of motivational interviewing. He is a recipient of the international Jellinek Memorial Award, two career achievement awards from the American Psychological Association, and an Innovators in Combating Substance Abuse Award from the Robert Wood Johnson Foundation, among many other honors.

Christopher C. Butler, MD was named the Wales Royal College of General Practitioners patient-nominated GP of the Year in 2019 and received the Royal College of General Practitioners Research Paper of the Year Award in 2020. He has led, or helped lead, over 30 clinical trials and published over 400 peer-reviewed papers.



Internal Family Systems Therapy for Shame and Guilt

Martha Sweezy

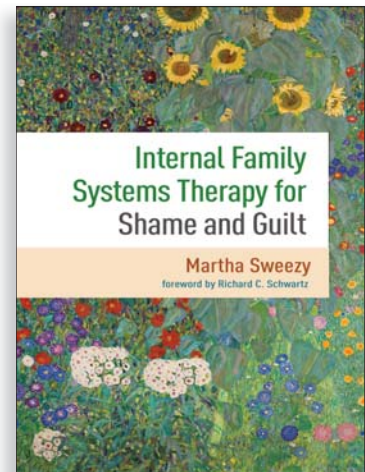
foreword by Richard C. Schwartz

Internal Family Systems Therapy for Shame and Guilt

Martha Sweezy, PhD

Forward by Richard C. Schwartz, PhD

- A practical, clinical guide to working with patients for whom shame is a key process driving their distress.
- Based on the highly popular therapeutic model by Richard C. Schwartz.
- Internal Family Systems (IFS) therapy reveals how the subpersonalities or “parts” of each individual’s psyche relate to each other like members of a family.
- Includes ample illustrative clinical vignettes to show how techniques are used in session.



August 2023 | 258 pages | 6 x 9

Introduction I. The Vulnerable Mind

1. Shame, Guilt, and Psychic Multiplicity
2. The Goal
3. All the Ways We Say No
4. The Shame Cycle
5. Empathy
6. Shame-Based Trauma Bonding: The Child Who Shares Shamefulness
7. Guilt-Based Trauma Bonding: The Child Who Takes Responsibility

II. Treatment The First Portion of Therapy

8. Set the Stage
9. Unblend
10. Navigate Obstacles to Unblending The Second Portion of Therapy
11. Witness and Unburden
12. Common Problems
13. Take a Tip to Avoid Pitfalls

III. Completion

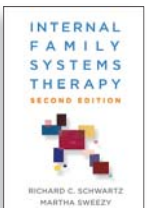
14. How Therapy Ends References Index

OF RELATED INTEREST

Internal Family Systems Therapy, Second Edition

Richard C. Schwartz, PhD
Martha Sweezy, PhD

The authoritative presentation of Internal Family Systems (IFS) therapy, which is taught and practiced around the world.



RIGHTS SOLD

Chinese-Simplified, French, German, Italian, Korean, Polish, Romanian, Russian, Spanish

AUDIENCE Clinical psychologists, social workers, counselors, psychiatric nurses, and psychiatrists.

Martha Sweezy, PhD, is Assistant Professor in Psychiatry at Harvard Medical School, part-time, and Research, Training, and Curriculum Consultant at the Center for Mindfulness and Compassion, Cambridge Health Alliance, where she consults and supervises in a study using Internal Family Systems (IFS) groups to treat posttraumatic stress disorder. She teaches on IFS, shame, and guilt nationally and internationally, and has a private psychotherapy practice in Northampton, Massachusetts. Dr. Sweezy has published articles in peer-reviewed journals and has coedited or coauthored several books and

Attachment Theory Applied

Fostering Personal Growth through
Healthy Relationships



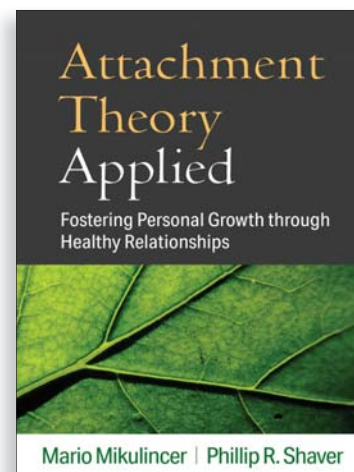
Mario Mikulincer | Phillip R. Shaver

Attachment Theory Applied

Fostering Personal Growth through Healthy Relationships

Mario Mikulincer, PhD and Phillip R. Shaver, PhD

- Reviews key attachment-based interventions used in psychotherapy and beyond.
- Critically evaluates a range of programs that aim to strengthen parent-child, couple, and therapist-client relationships.
- Examines specific techniques used to enhance the feeling of security and foster personal growth.
- Looks at evidence-based interventions outside the mental health domain, including teacher-student relationships and academic performance.
- Examples international; Mikulincer presents internationally.



July 2023 | 366 pages | 7 x 10

1. An Overview of Attachment Theory and Research
2. The Broaden-and-Build Cycle of Attachment Security
3. Boosting Felt Security in the Laboratory: The Broaden-and-Build Effects of Security Priming
4. Enhancing Attachment Security in Relationships between Parents and Young Children
5. Enhancing Attachment Security in Relationships between Parents and Adolescents
6. Enhancing Attachment Security within Couple Relationships
7. An Attachment-Informed Approach to Individual Psychotherapy
8. Other Therapeutic Applications of Attachment Theory and Research
9. Attachment-Informed Practices in Working with Therapeutic Groups and Work Teams
10. Attachment-Based Applications in School and Educational Settings
11. Applying Attachment-Theoretical Principles in Medical Settings
12. Applying Attachment-Theoretical Principles in Organizations
13. Summing Up, Moving Forward
- References Index

AUDIENCE Researchers and students in developmental, social, and clinical psychology and family studies; mental health practitioners.

Mario Mikulincer, PhD is a Fellow of the Association for Psychological Science and the Society for Personality and Social Psychology. He is a recipient of Israel's EMET Prize for Art, Science, and Culture and of the Berscheid-Hatfield Award for Distinguished Mid-Career Achievement from the International Association for Relationship Research.

Phillip R. Shaver, PhD, is Distinguished Professor Emeritus of Psychology at the University of California, Davis. He has published numerous books, including *Handbook of Attachment*, and over 400 journal articles and book chapters. He is a Fellow of the American Psychological Association and the Association for Psychological Science and is past president of the International Association for Relationship Research, from which he received the Distinguished Career Award. He has also received an honorary doctorate from Stockholm University and Distinguished Career Awards from the Society of Experimental Social Psychology and the Society for Personality and Social Psychology.

Over 250,000 in Print

DSM-5-TR[®]

Made Easy

The
Clinician's Guide
to Diagnosis



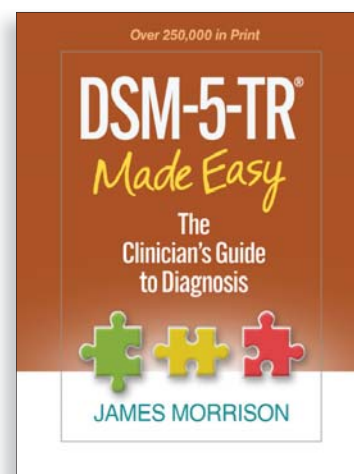
JAMES MORRISON

DSM-5-TR[®] Made Easy

The Clinician's Guide to Diagnosis

James Morrison, MD

- Fully updated for the DSM-5 Text Revision, this guide presents the breadth of DSM diagnoses in an accessible, engaging, and clinically useful format.
- Each chapter is opened with a summary of the diagnoses, major symptoms, historical information, and demographics, which are the “Essential Features” of the prototype for each disorder.
- Prototypes are reported by clinicians with a modest level of experience, which makes this book much more accessible to young trainees and new therapists.
- Previous edition had over 60,000 copies in print in English and was translated in Chinese, Greek, Italian, Japanese, Korean, Polish, Portuguese, Spanish, and Turkish.



April 2023 | 676 pages | 7 x 9

Introduction

1. Neurodevelopmental Disorders
2. Schizophrenia Spectrum and Other Psychotic Disorders
3. Mood Disorders
4. Anxiety Disorders
5. Obsessive–Compulsive and Related Disorders
6. Trauma- and Stressor-Related Disorders
7. Dissociative Disorders
8. Somatic Symptom and Related Disorders
9. Feeding and Eating Disorders
10. Elimination Disorders

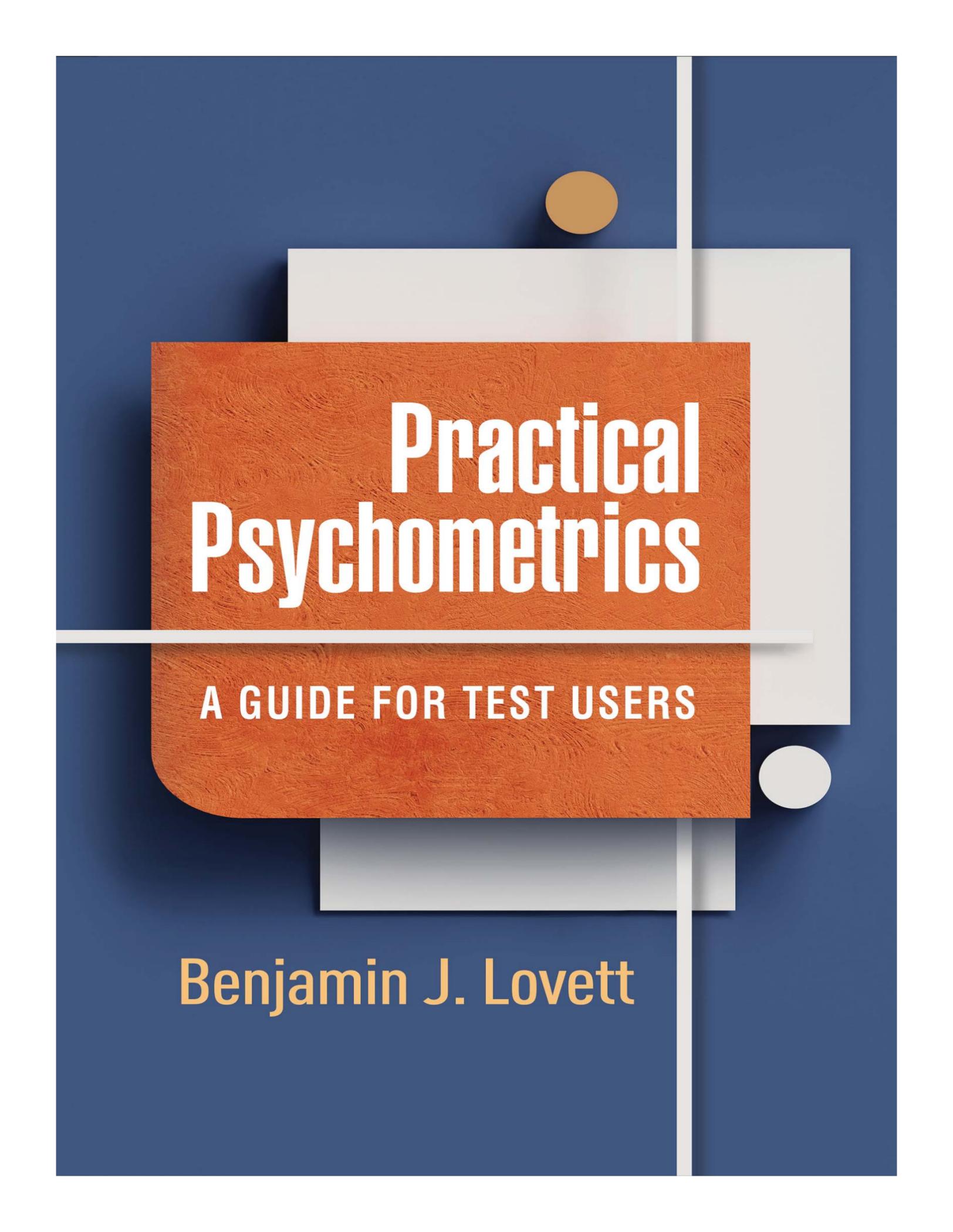
11. Sleep–Wake Disorders

12. Sexual Dysfunctions
 13. Gender Dysphoria
 14. Disruptive, Impulse-Control, and Conduct Disorders
 15. Substance-Related and Addictive Disorders
 16. Cognitive Disorders
 17. Personality Disorders
 18. Paraphilic Disorders
 19. Other Factors That May Need Clinical Attention
 20. Patients and Diagnoses
- Appendix: Essential Tables Index

AUDIENCE

Psychiatrists, clinical psychologists, clinical social workers, psychiatric nurses, and counselors working with adults; graduate students and residents.

James Morrison, MD, is Affiliate Professor of Psychiatry at Oregon Health and Science University in Portland. His long career includes extensive experience in both the private and public sectors. With his acclaimed practical books—including DSM-5-TR Made Easy; Diagnosis Made Easier, Second Edition; The First Interview, Fourth Edition; and others—Dr. Morrison has guided hundreds of thousands of mental health professionals and students through the complexities of clinical evaluation and diagnosis.



**Practical
Psychometrics**

A GUIDE FOR TEST USERS

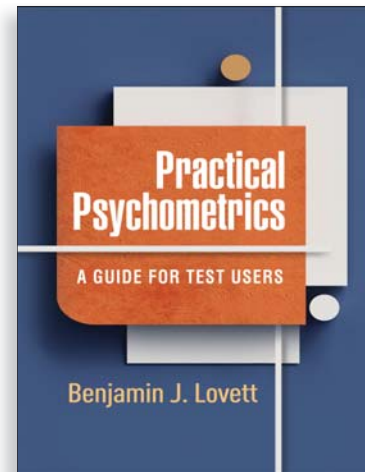
Benjamin J. Lovett

Practical Psychometrics

A Guide for Test Users

Benjamin J. Lovett, PhD

- The first practitioner-oriented guide to basic psychometrics—the science behind test construction, validation, and how diagnostic tests work.
- Detailed case examples illustrate the dos and don'ts of presenting test score data to clients, parents, and teachers in oral feedback and written reports.
- Topics such as reliability, validity, and test bias are all treated in an accessible, conversational way.



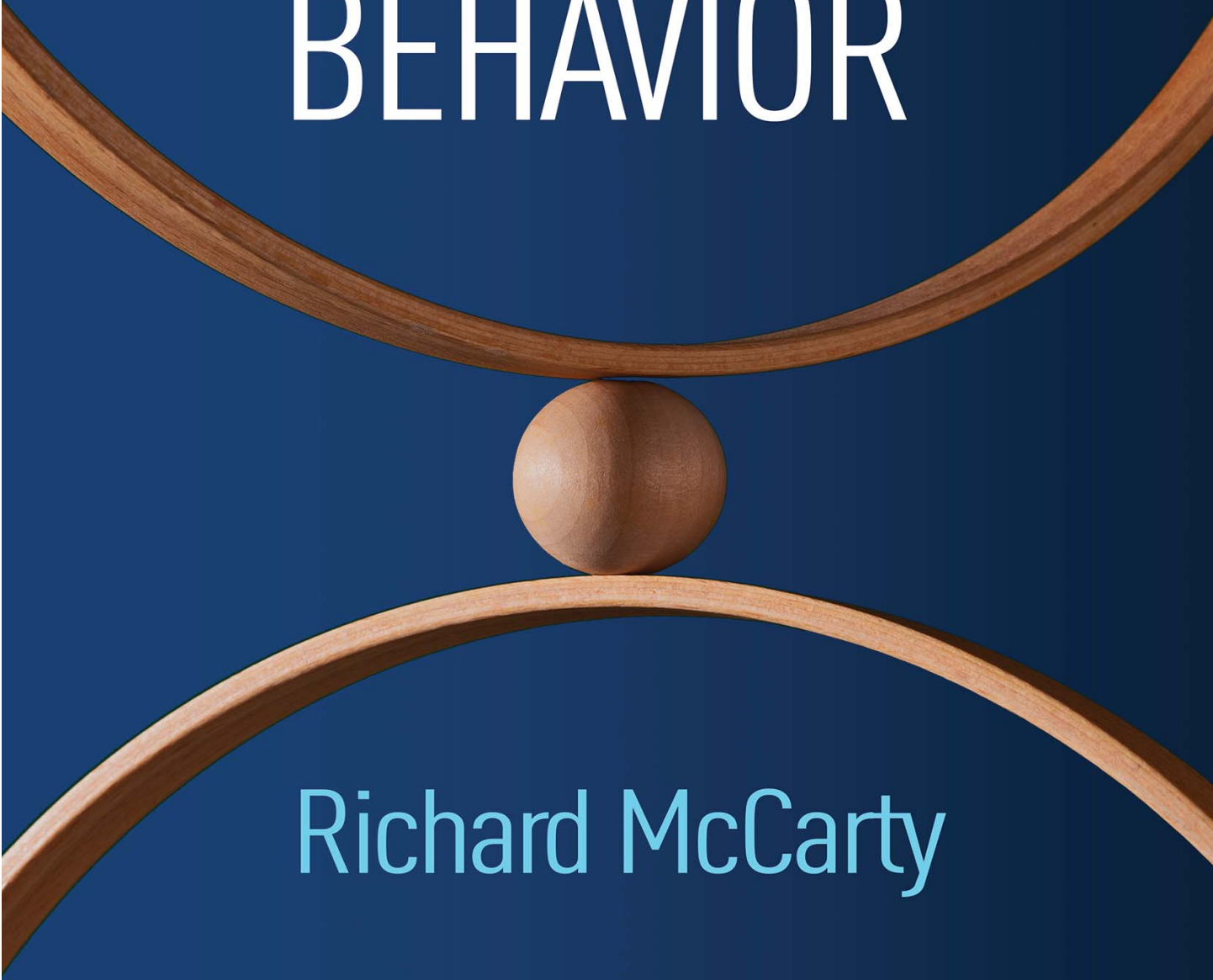
May 2023 | 210 pages | 6 x 9

1. Introduction to Testing
 2. Statistical Concepts
 3. The Meaning of Test Scores
 4. Reliability
 5. Validity
 6. Factor Analysis
 7. Bias and Fairness
 8. Sharing Test Results
- Appendix A. Resources for Further Study
Appendix B. Answers for Applied Exercises

AUDIENCE Graduate students, instructors, and practitioners in school psychology, special education, counseling, speech–language pathology, clinical psychology, and social work.

Benjamin J. Lovett, PhD, is Associate Professor of Psychology and Education at Teachers College, Columbia University, where he teaches courses in psychoeducational assessment, legal and ethical issues for school psychologists, and the history of psychology. Dr. Lovett has over 100 publications, focusing on the assessment of high-incidence disabilities, the provision of testing accommodations, and the nature and management of test anxiety. He also serves as a consultant to schools and testing agencies on disability and assessment issues.

STRESS, HEALTH, AND BEHAVIOR

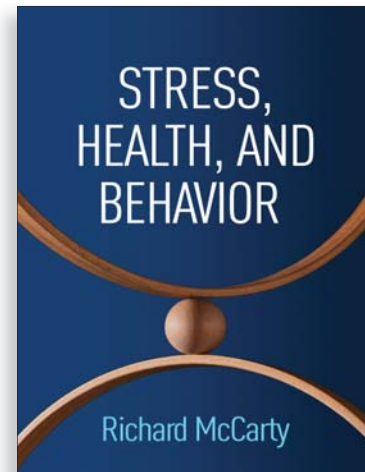
A wooden balance scale is centered on the page. It consists of two curved wooden arms that meet at a central point, with a smooth wooden sphere acting as a fulcrum. The scale is positioned horizontally, with the top of the scale above the title and the bottom of the scale below the author's name.

Richard McCarty

Stress, Health, and Behavior

Richard McCarty, PhD

- A clear and reader-friendly text on the wide-ranging ways stress can impact physical and mental health.
- By reducing the impact of stressors and improving skills for coping with them should have beneficial effects on health outcomes.
- Beginning with an overview of the field and defining the connection between stress and health, the book then delves into relationships between stress and specific disorders or health problems.
- Topics and examples are universal and the author is known internationally.



April 2023 | 330 pages | 7 x 10

Preface

1. Historical Aspects of the Stress Field
2. Biological Measures of Stress
3. Behavioral Measures of Stress
4. Stress and Alcohol Use
5. Posttraumatic Stress Disorder
6. Stress and Depression
7. Stress and Cardiovascular Disease
8. Stress and Diabetes
9. Stress and the Gastrointestinal System
10. Stress and Cancer
11. Stress and Infectious Diseases
12. Systemic Racism as a Stressor
13. Resilience Glossary of Terms References Index

AUDIENCE Students, residents, and instructors in health psychology, community psychology, clinical psychology, psychiatry, public health, nursing, allied health fields, and social work.

Richard McCarty, PhD, is Research Professor of Psychology at Vanderbilt University, where he has taught undergraduate courses in stress and health since 2015. Dr. McCarty started his academic career at the University of Virginia and previously served as Dean of the College of Arts and Science and Vice Chancellor for Academic Affairs and Provost at Vanderbilt. He has published several books and more than 200 articles and book chapters. Dr. McCarty is a Fellow of the American Psychological Association, the Association for Psychological Science, and the American Association for the Advancement of Science.

THE THERAPIST'S JOURNEY

**From Meeting Your First Client
to Finding Your Life's Work**

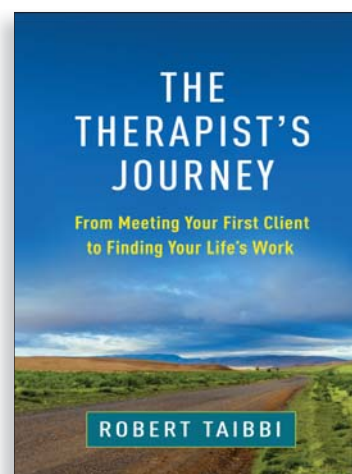
ROBERT TAIBBI

The Therapist's Journey

Changes, Challenges, and the Art of Caring

Robert Taibbi, LCSW

- An engaging and approachable guidebook that speaks directly to new clinicians about the workplace, the arc of careers, and the keys to staying creative and energized.
- Includes practical tips and guidance for dealing with tricky situations, friendly advice and perspective for those who feel they are failing, and examples of the author's professional mistakes and bad decisions.
- Its discussion of sensitive topics is realistic, sympathetic to the new clinician's experience, and written as a supportive supervisor would guide a supervisee.
- Author has done trainings abroad.



July 2023 | 252 pages | 6 x 9

I. Starting Out

1. Why Do You Want to Be a Therapist?
2. Reflections
3. Why Doing Therapy is Hard Work
4. Transitions
5. Piling On
6. Reflections

II. Your Work

7. Six Ways to Build Rapport
8. Be the Adult
9. What Can't You Do?
10. Coping with Anxiety
11. The Relationship Triangle
12. Making the Most of Parallel Process
13. Shifting Focus
14. Therapy's Many Voices
15. Therapy as a Pragmatic Sport

16. Creative Formats

17. Therapy as Performance
18. Handling Self-Disclosure
19. Sounds of Silence
20. Everything to Know About Resistance
21. Getting on Track and Staying There
22. Changing the Emotional Climate
23. The Challenge of Couple Therapy
24. Three Big Obstacles in Relationships
25. Children, Families, and Therapy
26. Working with Play

III. Your Workplace

33. So, You Don't Like Your Supervisor?

IV. Your Career

43. Your Work
44. One Year Out

V. You

AUDIENCE

Clinical psychologists, social workers, marriage and family therapists, counselors, psychiatrists, and psychiatric nurses.

Robert Taibbi, LCSW, is an experienced clinician, supervisor, and clinical director who has been practicing almost 50 years. He is the author of numerous books, including *The Therapist's Journey*, *Doing Family Therapy*, Fourth Edition, and *Doing Couple Therapy*, Second Edition, as well as over 300 magazine and journal articles, and writes a column titled "Fixing Families" for *Psychology Today* online. Mr. Taibbi provides training both nationally and internationally in couple therapy, family therapy, brief therapy, and clinical supervision. He has a private practice in Charlottesville, Virginia.

second edition

Cognitive- Behavioral Therapy in Groups

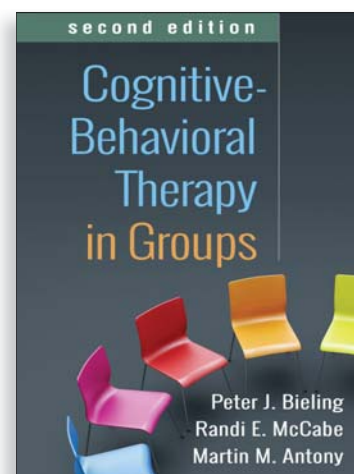


Peter J. Bieling
Randi E. McCabe
Martin M. Antony

Cognitive-Behavioral Therapy in Groups, Second Edition

Peter J. Bieling, PhD; Randi E. McCabe, PhD; and Martin M. Antony, PhD

- New edition of a successful, widely used clinical guide to providing CBT in group formats.
- Also used as a textbook in graduate training programs in Psychology, Social Work, Nursing, Medicine, and Counseling.
- Authors are well-known, especially Martin Antony, who has presented his work widely across four continents.



September 2022 | 466 pages | 6 x 9

I. General Principles and Practice of Cognitive-Behavioral Therapy Groups

1. Possibilities and Group Dynamics
2. Structure, Process, and Challenges in CBT Groups
3. Behavioral and Cognitive Strategies in CBT Groups
4. Mindfulness-Based Cognitive Therapy
5. Structuring and Delivering Group CBT in Acute Inpatient Settings, Emily MacKillop & Randi E. McCabe

II. CBT Groups for Specific Populations and Presenting Problems

6. Anxiety Disorders, Bailee Malivoire & Martin M. Antony
7. Obsessive-Compulsive Disorder in Adults

8. Trauma- and Stressor-Related Disorders, Jenna E. Boyd & Randi E. McCabe
9. Mood Disorders
10. Eating Disorders
11. Substance Use Disorders, Tracy O'Leary Tevyaw & Peter M. Monti
12. Borderline Personality Disorder, Amanda A. Uliaszek, Tahira Gulamani, & Janice R. Kuo
13. Psychosis and Psychotic Disorders, Tania Lecomte

III. Conclusions

14. Challenges in Group Therapy
- References
Index

AUDIENCE Practitioners, students, and instructors in clinical psychology, social work, psychiatry, nursing, and counseling.

Peter J. Bieling, PhD, is a Founding Fellow of the Academy of Cognitive Therapy and has written extensively about cognitive-behavioral therapy (CBT) for depression.

Randi E. McCabe, PhD has published over 160 peer-reviewed papers and eight books. Dr. McCabe served as president of the Canadian Association of Cognitive and Behavioural Therapies (CACBT) and is a Fellow of the Canadian Psychological Association, the Association for Behavioral and Cognitive Therapies, and the CACBT.

Martin M. Antony, PhD, was founding director of both the Anxiety Treatment and Research Clinic and the Psychology Residency Program at St. Joseph's Healthcare Hamilton. He has published over 300 scientific articles and chapters and 33 books in areas related to cognitive-behavioral therapy and anxiety-related disorders, and has presented his work widely across four continents. A Fellow of the Royal Society of Canada, he is past president of the Canadian Psychological Association and the Association for Behavioral and Cognitive Therapies.

Over 100,000 in Print

CLINICAL HANDBOOK OF COUPLE THERAPY

SIXTH EDITION

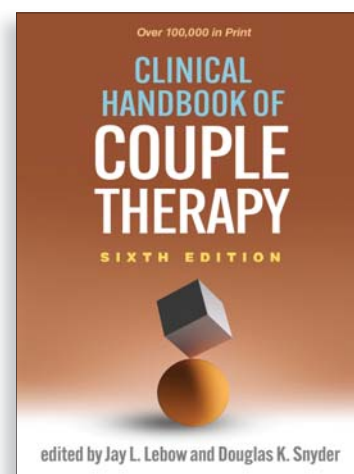


edited by Jay L. Lebow and Douglas K. Snyder

Clinical Handbook of Couple Therapy, Sixth Edition

Jay L. Lebow, PhD, ABPP, LMFT and Douglas K. Snyder, PhD

- Comprehensive textbook; introduces practitioners and students to the leading forms of couple therapy practiced today.
- Chapters introduce each model's history, theoretical underpinnings, and clinical techniques.
- Provides practical guidance for working with specific populations and clinical problems.



November 2022 | 728 pages | 7 x 10

RIGHTS SOLD
Turkish

I. Overview and Guiding Principles

1. Couple Therapy in the 21st Century
2. Couple Assessment

II. Models of Couple Therapy

3. Cognitive-Behavioral Couple Therapy
4. Integrative Behavioral Couple Therapy
5. Acceptance and Commitment Therapy for Couples
6. Emotionally Focused Couple Therapy
7. Object Relations Couple Therapy
8. Mentalization-Based Couple Therapy
9. Intergenerational Factors in Couple Therapy
10. Narrative Couple Therapy
11. Solution-Focused Couple Therapy
12. Socioculturally Attuned Couple Therapy
13. Common Factors in Couple Therapy
14. Integrative Systemic Therapy for Couples
15. Therapeutic Palette Integrative Couple Therapy
16. Gottman Method Couple Therapy


III. Applications of Couple Therapy

17. Couple Therapy for Partner Aggression
18. Couple Therapy for Infidelity
19. Couple Therapy and Sexuality
20. Therapy with Older Adult Couples
21. Divorce Issues in Couple Therapy
22. Therapy with Stepfamily Couples
23. Therapy with Queer Couples
24. Couple Therapy for Posttraumatic Stress Disorder
25. Couple Therapy for Alcohol Problems
26. Couple Therapy for Depression or Anxiety
27. Couple Therapy with Parents of Youth with ADHD or Disruptive Behavior Disorders
28. Couple Therapy and Medical Issues
29. Relationship Enhancement and Distress Prevention
30. Telehealth and Digital Couple Interventions
31. Ethical Issues in Couple Therapy

AUDIENCE Therapists and counselors working with couples; instructors and graduate students in couple and family therapy, clinical psychology, clinical social work, psychiatry, mental health counseling, pastoral counseling, and nursing.

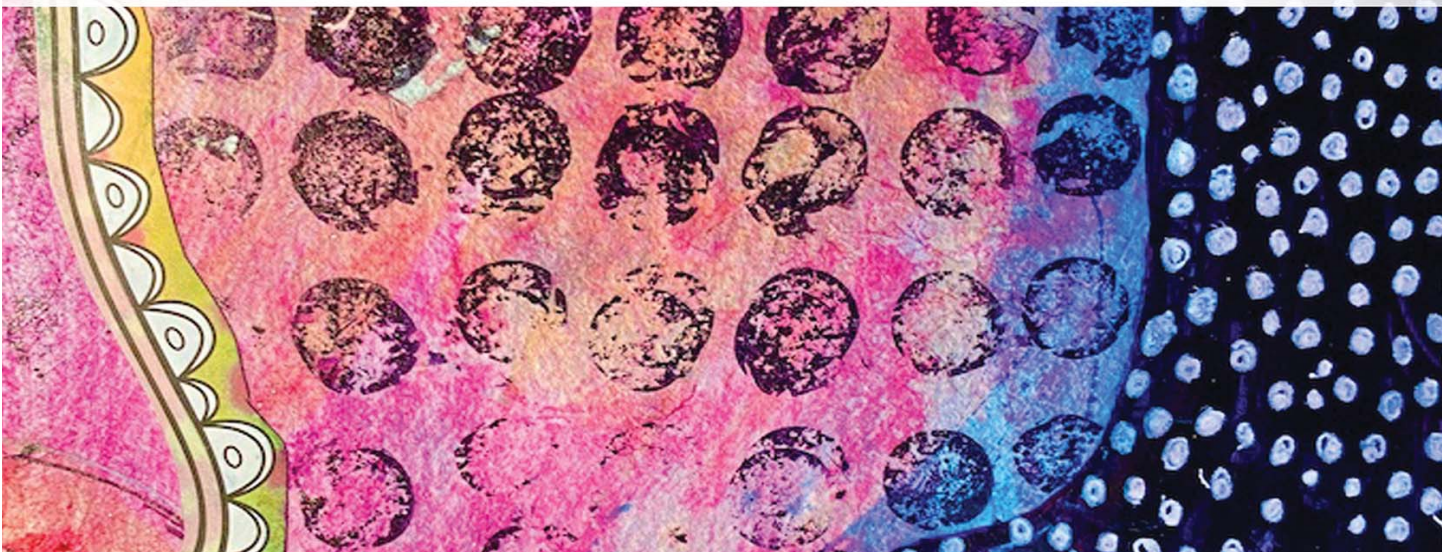
Jay L. Lebow, PhD, ABPP, LMFT, is Clinical Professor of Psychology at Northwestern University and Senior Scholar at The Family Institute at Northwestern. He is also editor-in-chief of the journal *Family Process*. Dr. Lebow served as president of Division 43 of the American Psychological Association. He is a recipient of the Lifetime Achievement Award from AFTA and the Family Psychologist of the Year Award from Division 43 of APA.

Douglas K. Snyder, PhD is a recipient of the Distinguished Contribution to Research in Family Therapy Award from AAMFT, the Distinguished Contribution to Family Psychology Award from Division 43 of the American Psychological Association, and the Distinguished Psychologist Award from Division 29 of APA.



Handbook of Expressive Arts Therapy

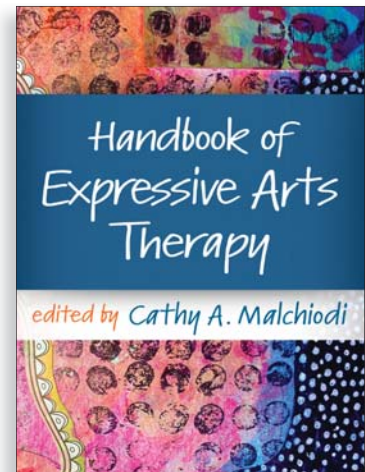
edited by Cathy A. Malchiodi



Handbook of Expressive Arts Therapy

Cathy A. Malchiodi, PhD, ATR-BC, LPCC, LPAT, REAT

- Explains how to integrate movement, sound, art, play, imagery, drama, and other multisensory practices into psychotherapy.
- Demonstrates ways to combine a wide range of expressive approaches to help clients explore feelings and thoughts that are difficult to express verbally.
- Malchiodi is prominent in the field; this book is a follow up on her bestselling Trauma and Expressive Arts Therapy.



November 2022 | 334 pages | 7 x 10

I. Foundations of Expressive Arts Therapy

1. What is Expressive Arts Therapy?
2. Frameworks for Expressive Arts Therapy
3. Attunement in Expressive Arts
4. Bridging Arts and Science

II. Core Practices and Methodology

5. The Integrative Process of Expressive Arts Therapy
6. Person-Centered Expressive Arts Therapy
7. Focusing-Oriented Expressive Arts Therapy
8. Trauma-Informed Expressive Arts Therapy
9. Playing through an Expressive Lens
10. Narrative Expressive Arts Therapy

11. Expressive Arts Therapy and Mindfulness

III. Integrating the Expressive Arts in Therapy

12. Expressive Arts in Child Psychotherapy
13. Bilateral Body Mapping with Guided Drawing
14. Meeting the Moment
15. Polyvagal-Informed Dance/Movement Therapy
16. Dancing Mindfulness Approach
17. Drama Therapy in the Treatment of Trauma
18. Integrating Creative Writing and Expressive Arts

AUDIENCE Psychologists, psychiatrists, social workers, counselors, trauma specialists and researchers, and creative arts therapists (art, music, movement, play, and drama).

Cathy A. Malchiodi, PhD, ATR-BC, LPCC, LPAT, REAT, is a psychologist and expressive arts therapist specializing in trauma recovery. Since the 1990s, Dr. Malchiodi has worked with traumatized children, adolescents, adults, and families, expanding the range of understanding of nonverbal, sensory-based concepts and methods. Founder and executive director of the Trauma-Informed Practices and Expressive Arts Therapy Institute, Dr. Malchiodi has given over 700 invited keynotes, lectures, and workshops around the world, and has assisted more than 500 organizations and institutions in developing trauma-informed, expressive arts, and disaster relief programming. Her books include Trauma and Expressive Arts Therapy, Understanding Children's Drawings, and Creative Interventions with Traumatized Children, Second Edition. Dr. Malchiodi is a contributing writer for Psychology Today, an active visual artist, and an aspiring musician.

S E C O N D E D I T I O N

Treating Alcohol and Drug Problems in Psychotherapy Practice

Doing What Works

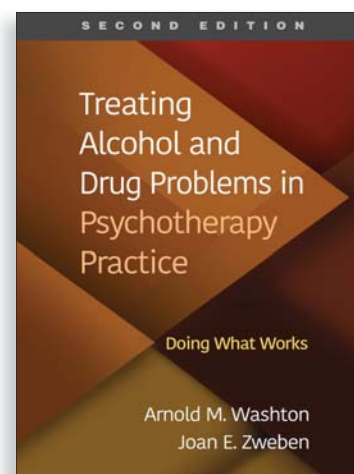
Arnold M. Washton
Joan E. Zweben

Treating Alcohol and Drug Problems in Psychotherapy Practice, Second Edition

Doing What Works

Arnold M. Washton, PhD, and Joan E. Zweben, PhD

- Shows how clinicians from any background can use the therapeutic skills they already have to address clients' alcohol and drug problems as part of overall, personalized treatment.
- Addresses substance use disorders concurrently with other psychological problems, so therapists do not have to refer their patients to outside treatment.



December 2022 | 290 pages | 6 x 9

I. Basic Issues and Perspectives

1. Why Treat Alcohol and Drug Problems in Psychotherapy Practice?
2. Clinical Course, Definition, and Diagnosis of Substance Use Disorders
3. Pharmacology of Psychoactive Substances
4. Addressing Concurrent Psychiatric and Substance Use Disorders
5. Ingredients of the Integrated Approach: Doing What Works
6. The Place of Evidence-Based Principles and Interventions

7. The Role of Medication

II. Clinical Strategies and Techniques

8. Clinical Assessment
9. Treatment Planning: Meeting Patients Where They Are
10. Abstinence Strategies
11. Maintaining Positive Gains
12. Moderation and Harm Reduction Strategies for Alcohol Problems
13. Psychotherapy in Ongoing and Later Stage Recovery
14. Facilitating Participation in Mutual-Help Programs

AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, mental health counselors, and psychiatric nurses.

Arnold M. Washton, PhD, is a psychologist in private practice in New York and New Jersey, specializing in the treatment of substance use and other behavioral health problems since 1975. Dr. Washton has served as Clinical Professor of Psychiatry at New York University School of Medicine, as director of several nationally recognized addiction treatment and research programs, and as consultant to professional sports teams, government agencies, media organizations, and major corporations. He has served on the Substance Abuse Advisory Committee of the U.S. Food and Drug Administration and has given expert testimony before special committees of the U.S. Senate and House of Representatives on drug abuse trends in the United States. The author of several books and numerous journal articles on addiction and its treatment, Dr. Washton has devoted most of his career to developing individualized approaches to treating addiction that incorporate the principles and practice of client-centered psychotherapy.

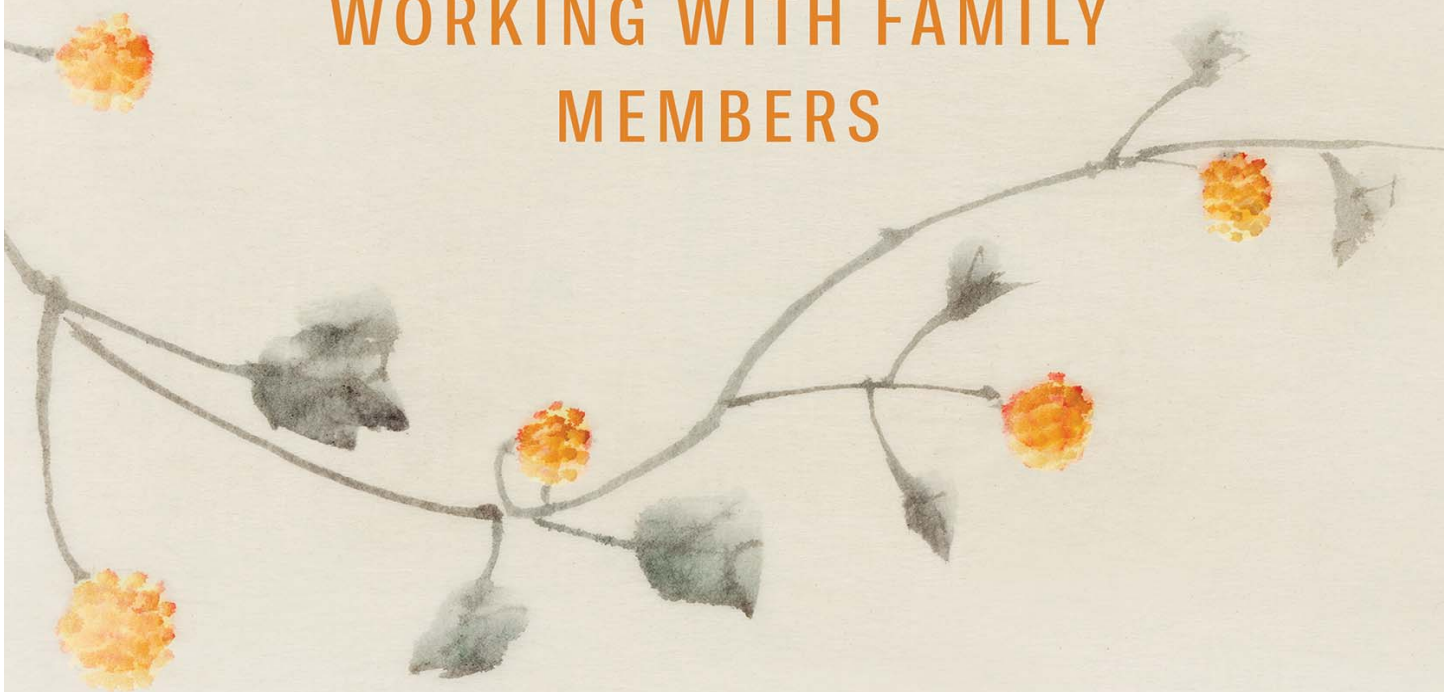
Joan E. Zweben, PhD, is an addiction psychologist who began treating co-occurring psychiatric and addictive disorders, and training treatment practitioners, in the 1970s. She has a broad-based background in mental health, alcoholism, and drug dependence, and has experience with both residential and outpatient modalities. Dr. Zweben has a long-standing commitment to building treatment resources through networking activities, and to addressing stigma in its many forms. She is the founder and retired executive director of two treatment programs providing integrated services for people with co-occurring disorders: The 14th Street Clinic (opioid treatment) and East Bay Community Recovery Project (now part of Lifelong Medical Care), both in Oakland, California. Active as a teacher and consultant, Dr. Zweben is Clinical Professor of Psychiatry at the University of California, San Francisco, based at the San Francisco VA Medical Center. Her publications include four books, over 90 articles or book chapters, and 15 monographs on treating addiction.

The CRAFT Treatment Manual for Substance Use Problems

WORKING WITH FAMILY
MEMBERS

Jane Ellen Smith | Robert J. Meyers

Foreword by William R. Miller



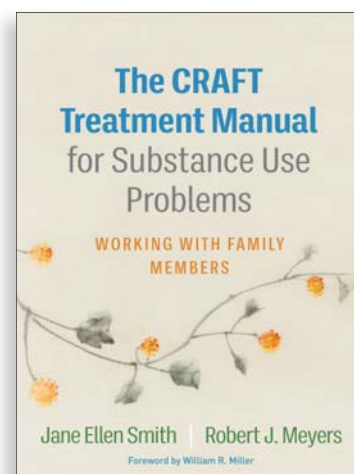
CRAFT Treatment Manual for Substance Use Problems

Working with Family Members

Jane Ellen Smith, PhD, and Robert J. Meyers, PhD

Foreword by William R. Miller

- The Community Reinforcement and Family Training (CRAFT) program puts family concerns at the center of an individual's health and treatment.
- This guide for practitioners represents the most up-to-date version of this widely respected treatment model.
- Practical, step-by-step implementation guidelines, case examples, troubleshooting tips, and reproducible materials.



January 2023 | 276 pages | 7 x 10

Foreword, William R. Miller

1. What Is CRAFT?

2. Informing and Motivating the Concerned Significant Other

3. Functional Analysis of a Loved One's Drinking or Using Behavior

4. Improving Concerned Significant Others' Communication Skills

5. Rewarding Non-Using Behavior

6. Functional Analysis of a Loved One's Fun, Healthy Behavior

7. Withdrawing Rewards for Using Behavior

8. Allowing for Natural, Negative Consequences of Use

9. Problem Solving

10. Helping Concerned Significant Others Enrich Their Own Lives

11. Inviting the Identified Patient to Enter Treatment

12. Using the Community Reinforcement Approach with the Identified Patient

13. Scientific Support for CRAFT

References

Index

AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, mental health and substance abuse counselors, and psychiatric nurses.

Jane Ellen Smith, PhD, has published over 120 scientific articles and chapters and eight books, and was lead author of the first CRAFT manual in 2004. She is a recipient of the Presidential Teaching Fellowship, UNM's highest teaching award, as well as the UNM Alumni Association's Erna S. Fergusson Award for exceptional accomplishments and/or distinguished service to the university.

Robert J. Meyers, PhD, is an internationally sought speaker who has delivered trainings throughout the world. Dr. Meyers is the developer of CRAFT. He is a recipient of the Dan Anderson Research Award from the Hazelden Betty Ford Foundation and the Early Career Investigator Award from the Research Society on Alcoholism. He has published nearly 100 scientific articles or chapters and 10 books, including the CRAFT self-help book *Get Your Loved One Sober*.



Neuropsychological Interviewing of Adults



edited by Yana Suchy

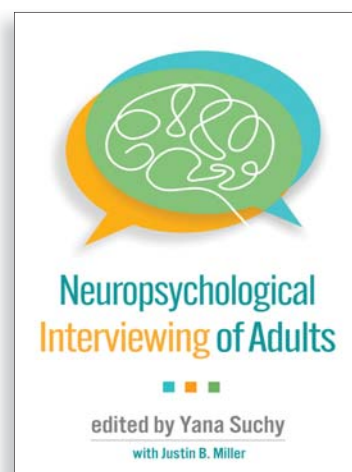
with Justin B. Miller

Neuropsychological Interviewing of Adults

Edited by Yana Suchy, PhD, ABPP-CN

With Justin B. Miller, PhD, ABPP-CN

- Neuropsychology focuses heavily on test data but interview questions/content and behavioral observation yields a great deal of relevant observation.
- This is a practical guide, addressing a broad range of adult disorders, on conducting effective clinical interviews as a core component of neuropsychological practice.
- Author is known internationally in neuropsychology circles.



May 2023 | 306 pages | 7 x 10

- | | |
|---|--|
| 1. The Why, What, and How of Neuropsychological Interviewing | 10. Epilepsy and Seizure Disorders |
| 2. Capacity Evaluations in Clinical Settings | 11. Neuro-oncology |
| 3. Acquired Brain Injury | 12. Neurodevelopmental Disorders in Adults |
| 4. Concussion and Repetitive Head Impact Exposure in Adult Athletes | 13. Alcohol and Other Substance Use |
| 5. Dementias of Old Age | 14. Information Gathering in the Context of Infectious Disease |
| 6. Primary Progressive Aphasia | 15. Military Neuropsychology |
| 7. Movement Disorders Clinic | 16. Inpatient Psychiatry |
| 8. Cerebrovascular Accident | 17. Inpatient Rehabilitation |
| 9. Multiple Sclerosis | Index |

AUDIENCE Practitioners and students in clinical neuropsychology; also of interest to clinical psychologists and rehabilitation specialists.

Yana Suchy, PhD, ABPP-CN, is Professor of Psychology at the University of Utah, where she has been extensively involved in training graduate students in the art of clinical interviewing, as well as in training and supervision of neuropsychological assessment. A board-certified clinical neuropsychologist, she has clinical and research interests in cognitive aging, maintenance of functional independence, and the role of executive functions in activities of daily living. Dr. Suchy is a Fellow of the American Academy of Neuropsychology and the Society for Clinical Neuropsychology (Division 40 of the American Psychological Association), and is Editor-in-Chief of *The Clinical Neuropsychologist*. She has over 100 publications in peer-reviewed journals and professional texts, and has authored several books.

Justin B. Miller, PhD, ABPP-CN, is Director of Research Operations and Director of Neuropsychology at the Cleveland Clinic Lou Ruvo Center for Brain Health in Las Vegas, Nevada, and Associate Professor of Medicine in Neurology at the Cleveland Clinic Lerner College of Medicine at Case Western Reserve University. Dr. Miller is a board-certified clinical neuropsychologist with specialization in adult neuropsychology, geropsychology, and rehabilitation psychology. His particular areas of expertise are in neurodegenerative diseases, including Alzheimer's disease and related dementias and movement disorders.



TRANSFORMING COGNITIVE REHABILITATION

Effective Instructional Methods

McKay Moore Sohlberg

Justine Hamilton

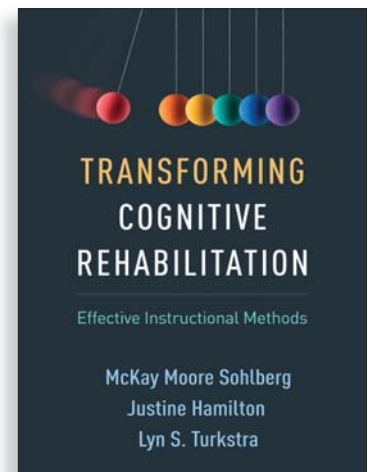
Lyn S. Turkstra

Transforming Cognitive Rehabilitation

Effective Instructional Methods

McKay Moore Sohlberg, PhD, CCC-SLP, Justine Hamilton, MClSc, MBA,
and Lyn S. Turkstra, PhD

- Reference for rehabilitation professionals working with patients on cognitive function and recovery from brain injury.
- Presents principles and procedures for teaching cognitive strategies and supporting patients' social competence.
- Includes practical examples for planning and progress monitoring.



January 2023 | 336 pages | 7 x 10

I. Foundations

1. Introduction
2. Cognition: What Clinicians Need to Know
3. Practicing Psychological Mindedness in Cognitive Rehabilitation
4. Applying RTSS and Systematic Instruction to Cognitive Rehabilitation
5. The PIE Framework: A Roadmap for Intervention

II. Intervention

6. Training Discrete Facts and Routines

7. Cognitive Strategy Instruction

8. External Cognitive Aid Instruction

9. Supporting Social Competence after Brain Injury

III. Special Considerations

10. Cognitive Rehabilitation in the Inpatient Setting

11. Computer-Based Cognitive Rehabilitation

12. Cognitive Rehabilitation for Functional Cognitive Symptoms

APPENDIX

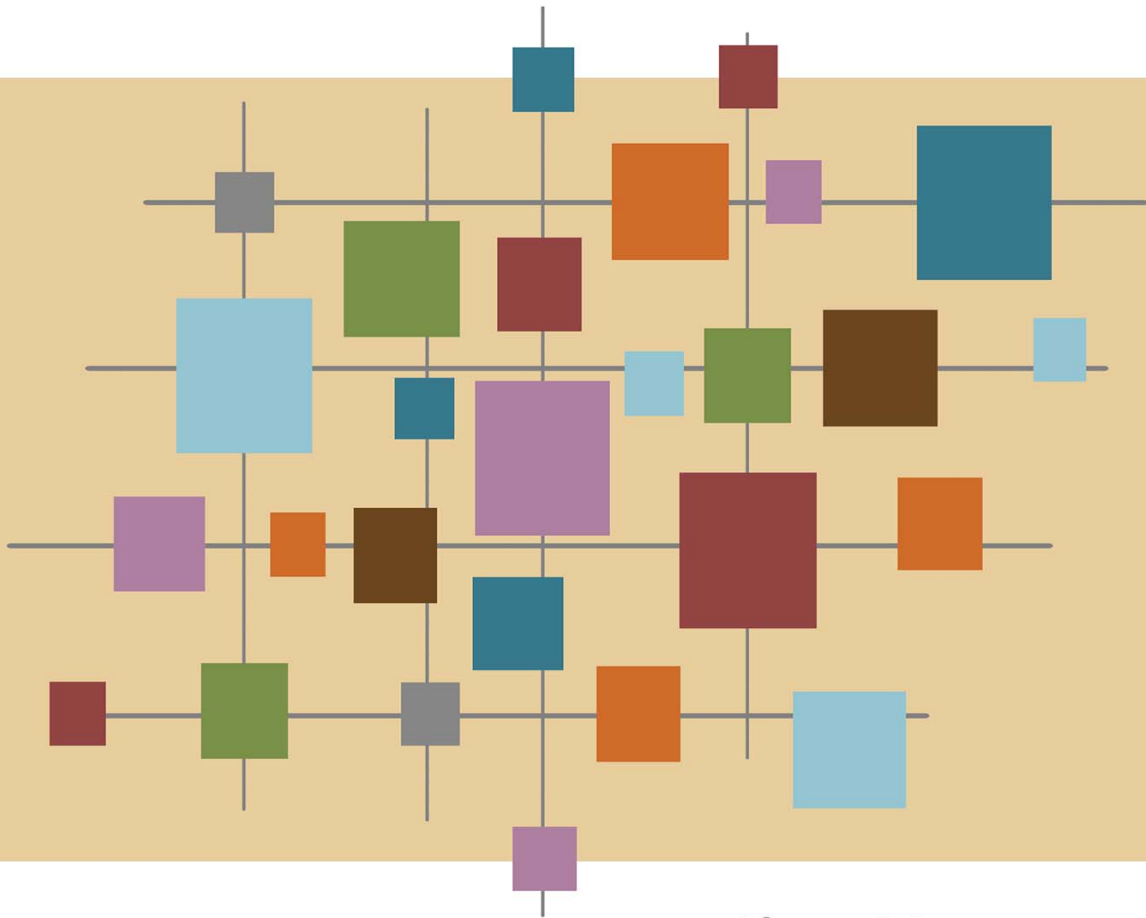
AUDIENCE Neuropsychologists; clinical psychologists; speech-language pathologists, occupational therapists, and other rehabilitation specialists, social workers, psychiatrists, nurses, and gerontologists.

McKay Moore Sohlberg, PhD, CCC-SLP, is known internationally for her pioneering work in the field of cognitive rehabilitation. She has published widely on the development and evaluation of treatments to assist people with acquired brain injury in managing cognitive impairments in order to function optimally in their communities. Dr. Sohlberg has contributed to a number of evidence-based practice guidelines supported by the Academy of Neurologic Communication Disorders and Sciences.

Justine Hamilton, MClSc, MBA, is Assistant Professor and Director of Clinical Education in the Speech–Language Pathology Program at the School of Rehabilitation Science, McMaster University, Hamilton, Ontario, Canada.

Lyn S. Turkstra, PhD, is a clinical speech–language pathologist by training and senior scholar in the field of acquired cognitive–communication disorders. Dr. Turkstra has coauthored national and international practice guidelines in cognitive rehabilitation for both civilian and military populations.

Neuropsychology of DEPRESSION

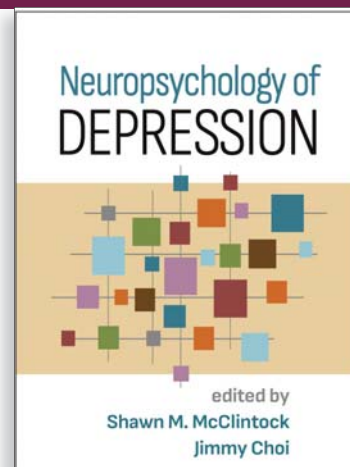


edited by
Shawn M. McClintock
Jimmy Choi

Neuropsychology of Depression

Edited by Shawn M. McClintock and Jimmy Choi

- Unique focus on neurocognitive aspects of depression and their implications for assessment, evaluation, clinical management, and research of interest to psychiatrists and clinicians other than neuropsychologists.
- Covers a wide range of treatments apart from medication, including CBT and exercise/nutrition.
- An exploration of the impact of depression on executive function, learning and memory, and other critical capacities. Practical aspects of working with adults across their lifespan with depression.



May 2022 | 464 pages | 7 x 10

RIGHTS SOLD
Italian

I. Scientific Foundations of Depression

1. Depression and Major Depressive Disorder
2. Neuroanatomy and Neural Networks in Depression
3. Depression across the Adult Lifespan
4. Depression and Comorbid Disorders
5. Depression and Comorbid Medical Illness

II. Neuropsychological Domains

6. The Role of Cognitive Reserve in Depression
7. Learning and Memory Systems
8. Working Memory in Depression
9. Executive Functions in Depression

III. Clinical and Neuropsychological Assessment

10. Major Depressive Disorder Diagnostic and Depressive Symptom Metrics
11. Clinical Neuropsychological Assessment of the Patient with Depression
12. Assessment of Actual Versus Feigned Depression with Symptom and Performance Validity Tests

13. Inclusion and Diversity

14. Using Motivational Interviewing to Enhance Neuropsychological Practice for Adults with Depression and Neurocognitive Difficulties

IV. Neuropsychological Effects of Antidepressant Treatment

15. Psychotropic Medications
16. Nutraceuticals
17. Evidence-Based Psychotherapeutic Treatments
18. Cognitive Remediation
19. Exercise
20. Electroconvulsive Therapy
21. Magnetic Seizure Therapy
22. Implantable Neurostimulation Devices for Depression
23. Transcranial Magnetic Stimulation
24. Transcranial Direct Current Stimulation

AUDIENCE Neuropsychologists, clinical psychologists, psychiatrists, geriatricians/gerontologists, social workers, cognitive neuroscientists.

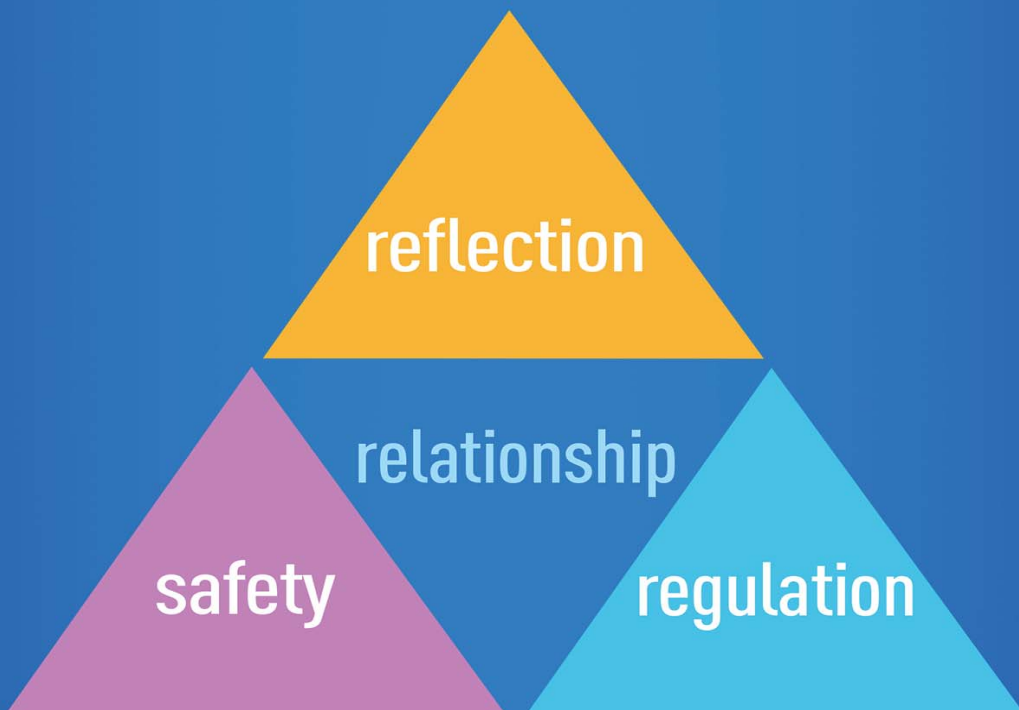
Shawn M. McClintock, PhD, MSCS, is a globally recognized expert in the neurocognitive effects of depression and antidepressant neuromodulation therapeutics. Working on interdisciplinary health care teams, he has published numerous articles and book chapters on these topics. A recipient of the Robert A. and Phyllis Levitt Early Career Award from the Society for Clinical Neuropsychology, Dr. McClintock serves on the editorial boards of *Neuropsychology Review* and the *Journal of ECT*.

Jimmy Choi, PsyD, is a senior scientist at the Olin Neuropsychiatry Research Center in the Hartford Healthcare Behavioral Health Network and research neuropsychologist at The Institute of Living in Hartford, Connecticut. He directs the hospital network's cognitive rehabilitation service, which provides clinical assessment and treatment to children, adolescents, and adults. Dr. Choi has conducted research on cognitive recovery in neuropsychiatric disorders at VA Connecticut, Yale University, and Columbia University.

CHILD & ADOLESCENT

Enhancing Attachment and Reflective Parenting in Clinical Practice

A Minding the Baby Approach



Arietta Slade

with Lois S. Sadler, Tanika Eaves, and Denise L. Webb

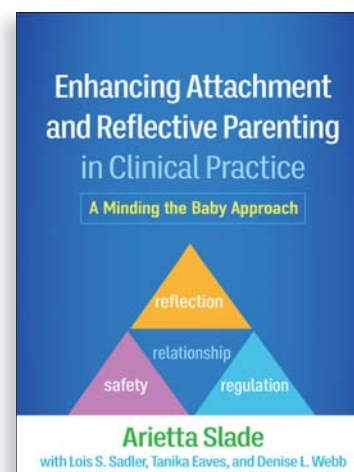
Enhancing Attachment and Reflective Parenting in Clinical Practice

A Minding the Baby Approach

Arietta Slade, PhD

With Lois Sadler, PhD, RN, FAAN; Tanika Eaves, PhD, LCSW; and Denise Webb, MSN, APRN

- Using a theoretically grounded approach, the text is based on 20 years' experience implementing Minding the Baby™, an intensive, interdisciplinary home-based reflective parenting intervention.
- Reflective parenting is a parents' mental capacity to understand their own and their children's behaviors in terms of envisioned mental states and respond appropriately.
- This book provides a flexible framework for promoting reflective parenting through the use of vivid case studies and practitioners and nurses' notes.
- Clinicians learn to put these lessons in practice through self-reflection exercises about what they observe and how they personally react to their client.
- The author is well known internationally and does workshops outside of the US.



July 2023 | 436 pages | 6 x 9

Preface

1. Minding the Baby™ and Reflective Parenting: An

Introduction

I. Theoretical and Scientific Bases for Minding the Baby Parenting

II. Establishing the Relational Foundations of Reflection

III. Building Reflective Capacities

IV. Clinical Applications of Minding the Baby Parenting

AUDIENCE Clinical psychologists, psychiatrists, social workers, counselors, and nurses who work with parents and young children.

Arietta Slade, PhD, is a clinical psychologist and Professor of Clinical Child Psychology at the Yale Child Study Center. Dr. Slade is a recipient of the Bowlby–Ainsworth Award from the New York Attachment Consortium.

Lois Sadler, PhD, RN, FAAN, is a pediatric nurse practitioner and Professor at the Yale School of Nursing and Yale Child Study Center. She has won numerous awards for her teaching and research and is a Fellow of the American Academy of Nursing.

Tanika Eaves, PhD, LCSW, has published in the areas of reflective supervision and workforce well-being, culturally responsive parent–infant psychotherapeutic interventions, and equity in maternal–infant health and mental health outcomes.

Denise Webb, MSN, APRN, is a board-certified pediatric nurse practitioner and endorsed Infant Mental Health Mentor.



Treatment Plans and Interventions for Evidence-Based Psychotherapy

Robert L. Leahy, *Series Editor*

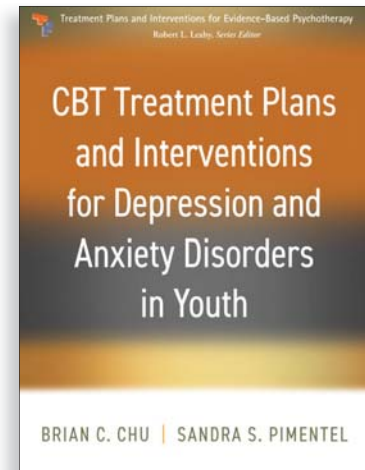
CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth

BRIAN C. CHU | SANDRA S. PIMENTEL

CBT Treatment Plans and Interventions for Depression and Anxiety Disorders in Youth

Brian C. Chu, PhD and Sandra S. Pimentel, PhD

- A practical and comprehensive clinical guide for therapists for delivering flexible, personalized cognitive-behavioral therapy to diverse children and adolescents.
- A guide for planning and implementing treatment for clients based on their idiosyncratic problems and circumstances.
- Includes a full toolkit of techniques and concepts using worksheets and handouts, along with practical tips from master clinicians.
- Author gives international workshops.



April 2023 | 388 pages | 8 x 10.5

Preface

1. The CBT Model and Early Treatment Phase
2. Middle Treatment Phase: Intervention Strategies
3. Later Treatment Phase and Termination
4. Psychiatric Referral and Collaboration: Pragmatic Recommendations, with Uri Meller, MD
5. Working with Caregivers and Families
6. Depression
7. Suicidal Behaviors and Nonsuicidal Self-Injury
8. Separation Anxiety Disorder
9. Social Anxiety Disorder
10. Generalized Anxiety Disorder
11. School Refusal and Problematic Attendance

Appendix

References

AUDIENCE Clinical child/adolescent psychologists, social workers, psychiatrists, school psychologists and counselors; also of interest to primary care providers and nurses.

Brian C. Chu, PhD, is Professor and Department Chair of Clinical Psychology at the Graduate School of Applied and Professional Psychology, Rutgers, The State University of New Jersey, where he is Founder and Director of the Youth Anxiety and Depression Clinic. Dr. Chu is a recipient of the Klingenstein Third Generation Foundation Young Investigator Award.

Sandra S. Pimentel, PhD, is Chief of Child and Adolescent Psychology, Associate Director of Psychology Training, and Associate Professor of Clinical Psychology in the Department of Psychiatry and Behavioral Sciences at Montefiore Medical Center and the Albert Einstein College of Medicine. She is founder and director of the Anxiety and Mood Program, a specialty training program in the Child Outpatient Psychiatry Division

A person with dark hair in a ponytail, wearing a blue long-sleeved shirt and dark pants, is sitting on a brown patterned rug, looking out a window with sheer white curtains. The scene is softly lit, suggesting a calm, contemplative mood.

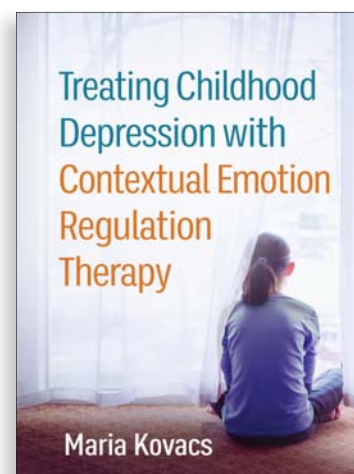
Treating Childhood Depression with Contextual Emotion Regulation Therapy

Maria Kovacs

Treating Childhood Depression with Contextual Emotion Regulation Therapy

Maria Kovacs, PhD

- Contextual emotion regulation therapy (CERT) is a developmentally sensitive, non-pharmacological intervention for children between the ages of 7-13 with a central goal to teach them a range of effective emotion regulation.
- CERT seeks to help children experience mood repair success and overcome mood repair failure and therefore recover from sadness and dysphoria.
- The practical text will offer a range of reproducible materials, including assessment questionnaires and mood monitoring forms, posters to hang in the treatment room, and a parent manual.



August 2023 | 336 pages | 7 x 10

Introduction

1. Childhood Depression: Key Features and the Need for Treatment
 2. Emotion Regulation and Mood Repair: What the Research Shows
 3. Introduction to CERT for Children
 4. Getting Ready to Deliver CERT
 5. Assessment, Case Formulation, and Treatment Planning
 6. The Initial CERT Sessions
 7. Treatment of Sadness and Dysphoria
 8. Treatment of Nonaffective Symptoms
 9. Coping Skills Training: Its Purpose, Components, and Challenges
 10. Implementing Coping Skills Training and Ending Therapy
- Appendix A. Mood Repair Questionnaires and Monitoring Forms Appendix
- B. Posters Appendix
- C. Case Formulations and Personalized Training Plans for Four Young Patients Appendix
- D. Parent Manual: Overcoming Your Child's Depression with Contextual Emotion Regulation Therapy
- References

AUDIENCE Clinical child/adolescent psychologists, counselors, social workers, psychiatrists, and psychiatric nurses.

Maria Kovacs, PhD, is Distinguished Professor of Psychiatry and Professor of Psychology at the University of Pittsburgh School of Medicine. Dr. Kovacs has been internationally recognized for her expertise in childhood depression. Since the 1980s, her research and clinical work have focused on ways to understand, prevent, or mitigate childhood-onset depression. She has led an international team that studied the early childhood development of self-regulating sadness and distress, how emotion regulation problems serve as a risk factor that eventually enables the emergence of clinical depression, and the ways in which family context, physiology, genetics, and personal characteristics can strengthen or counteract this risk factor. The developer of research tools including the Children's Depression Inventory and the Feelings and Me questionnaires, Dr. Kovacs has lectured extensively on her work both internationally and nationally, and has published more than 200 articles in scientific journals.

The Development of Emotional Competence in Young Children

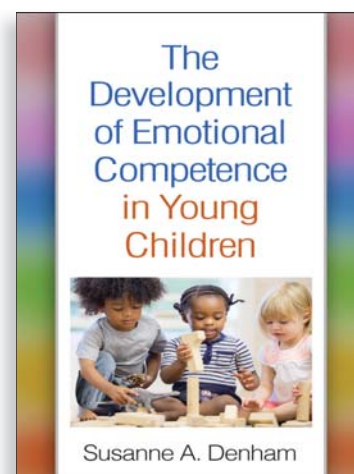


Susanne A. Denham

Development of Emotional Competence in Young Children

Susanne A. Denham, PhD

- This book sheds light on how the emotional skills that the very young can develop to sustain their well-being, relationships, and school success.
- Includes numerous case studies, original findings, and an extensive review of the literature.
- Denham is a notable developmental psychologist whose research on emotional competence in children is world renowned and has given international workshops.



February 2023 | 504 pages | 7 x 10

Preface

1. Introduction

2. Emotional Expressiveness: Basic Emotions and Empathy

3. Emotional Expressiveness: Social Emotions and Voluntary Emotional Control

4. Developing Knowledge of Emotions and Regulation

5. More Advanced Emotion Knowledge During Pre-school

6. Emotion Regulation

7. Socialization of Emotional Competence and Impact on Preschoolers' Expressiveness

8. Socialization of Preschoolers' Emotion Knowledge and Emotion Regulation

9. Teachers' Emotion Socialization of Preschoolers' Emotional Competence

10. Contributions of Emotional Expressiveness, Emotion Knowledge, and Emotion Regulation to Preschoolers' Social Competence

11. Contributions of Emotional Expressiveness, Emotion Knowledge, and Emotion Regulation to Early School Success

12. Disruptions in the Development of Emotional Competence

13. Educating for Emotional Competence

14. Concluding Remarks

References

AUDIENCE

Researchers, students, and practitioners in child psychology, early childhood education, human development and family studies, and social work.

Susanne A. Denham, PhD, is Emeritus University Professor of Psychology at George Mason University. She is an applied developmental psychologist with particular expertise in children's social and emotional development. Dr. Denham has conducted extensive research on emotional competence, especially in preschoolers—how it influences children's social and academic functioning, its assessment, and how parents and teachers foster it. Before joining the faculty of George Mason University in 1985, Dr. Denham worked as a school psychologist for 11 years. She is editor of the journal *Early Education and Development* and past coeditor of *Social Development*.

BASICS OF CHILD NEUROPSYCHOLOGY



A Primer for Educators
and Clinicians

Stephen R. Hooper

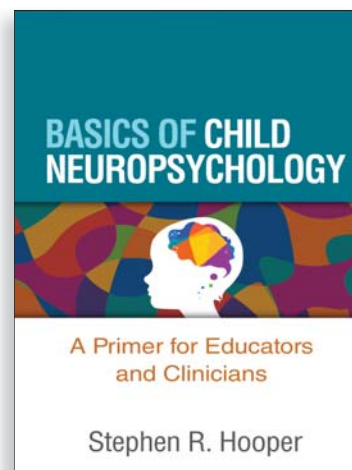
Basics of Child Neuropsychology

A Primer for Educators and Clinicians

Stephen R. Hooper

Foreword by George W. Hynd

- Accessible guide to brain structure and function, as well as diagnosis and understanding of brain-based disorders.
- Written for educators and clinicians who do not specialize in neuropsychology; provides concise, approachable introduction to the science of the developing brain and its functions.
- Stephen Hooper has an international reputation and is widely published in related fields.



October 2022 | 246 pages | 6 x 9

Foreword, George W. Hynd

I. Foundations

1. Historical Foundations: How Did Neuropsychology Evolve?
2. The Field of (Child) Neuropsychology: What Is It?

II. Development, Structure, and Associated Functions of the Central Nervous System

3. Brain Development 101
4. Brain Structure and Associated Functions

III. Neurodiagnostic Procedures and Interventions

5. Pediatric Neuropsychological Assessment

6. The Pediatric Neurological Examination and Associated Neurodiagnostic Procedures

7. Evidence-Based Interventions

IV. Childhood Disorders: Briefs

8. Neurodevelopmental Disorders
9. Neuropsychiatric Disorders
10. Genetic and Chromosomal Disorders
11. Neurological Disorders

V. Epilogue

12. What Can I Expect Next?

AUDIENCE

Classroom teachers and special educators, school psychologists and counselors, social workers, child psychologists, nurses, occupational therapists, and speech-language pathologists.

Stephen R. Hooper, PhD, is Associate Dean of Medicine, Chairperson of the Department of Health Sciences, a tenured Professor in the Department of Psychiatry, and Clinical Professor in the Department of Pediatrics at the University of North Carolina School of Medicine. He is also Clinical Professor in the School of Education and a Fellow at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill, and Clinical Professor in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center. Dr. Hooper is internationally recognized as a leader in the field of child neuropsychology and is widely published in the areas of neurodevelopmental disorders, genetic disorders, neuropsychiatric disorders, interventions, and related neurodevelopmental issues in children and adolescents. He is the author of 16 textbooks and the original developer of the Traumatic Brain Injury Online Curriculum for school psychologists and other educators in partnership with the North Carolina Department of Public Instruction. Dr. Hooper serves on numerous journal editorial advisory boards and he reviews regularly for major journals in the fields of child neuropsychology, school psychology, clinical psychology, developmental disabilities, pediatrics, and child psychiatry.

SUPPORTING ADOLESCENTS WITH AUTISM IN SECONDARY SCHOOLS

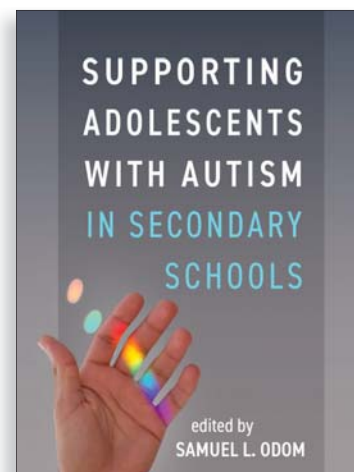


edited by
SAMUEL L. ODOM

Supporting Adolescents with Autism in Secondary Schools

Edited by Samuel L. Odom, PhD

- Comprehensive program designed to support high school students with autism spectrum disorder.
- The program addresses four key areas: literacy, social competence and peer relationships, independence, and transition preparation for students and families.
- Provides a detailed guide for implementation of each component, including intervention guidelines, case examples, and reproducible materials.



December 2022 | 216 pages | 8 x 10.5

1. Somewhere to Go, Something to Do, Someone to Love: Adolescents in High School and the CSESA Comprehensive Program
2. CSESA Foundations
3. Transition
4. Academics/Literacy
5. Peer and Social Domain
6. Independence and Behavior: PRomoting Independence and Self-Management (PRISM)
7. Families
8. Implementation Process
9. Research and Evaluation

AUDIENCE Special educators, classroom teachers, school psychologists and counselors, school administrators, speech-language pathologists, and other service providers working with adolescents ages 11–17 (grades 6–12).

Samuel L. Odom, PhD, is Senior Research Scientist at the Frank Porter Graham Child Development Institute (FPG) at the University of North Carolina at Chapel Hill, and Adjunct Professor of Special Education at San Diego State University. Dr. Odom was Principal Investigator of the Center on Secondary Education for Students with Autism Spectrum Disorder. At FPG, he codirects the National Clearinghouse on Autism Evidence and Practice. Dr. Odom is the author or coauthor of over 200 journal articles and book chapters and has edited 10 books on early childhood intervention and developmental disabilities. His current research addresses treatment efficacy for children and youth with autism, identification of evidence-based practices, and implementation science.

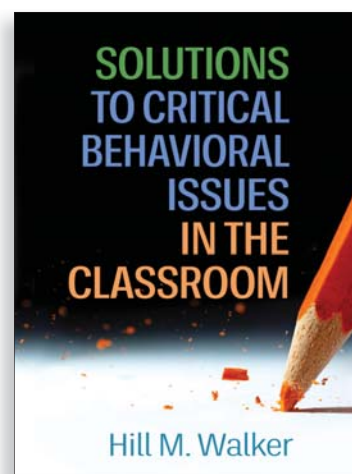
SOLUTIONS TO CRITICAL BEHAVIORAL ISSUES IN THE CLASSROOM

Hill M. Walker

Solutions to Critical Behavioral Issues in the Classroom

Hill M. Walker, PhD

- Highly practical reference organized around the problem behaviors that teachers see as the greatest barriers to student success—and the positive behaviors they value the most.
- Provides educators with immediate and direct ways to promote desirable behaviors and intervene with challenging behaviors with illustrative case examples.
- Includes reference for looking up a specific problem and guidelines for treatment.



January 2023 | 236 pages | 6 x 9

Preface

I. Strategies for Solving Problems with Students Who Do Not Meet Teacher Expectations

1. Enhancing Student Compliance with Teacher Requests and Directives
2. Improving Student Completion of Seatwork Assignments According to Instructions
3. Motivating Students to Produce Academic Work of Acceptable Quality for Their Skill Level
4. Teaching Students to Have Positive Interactions/Conversations with Peers
5. Developing Students' Ability to Follow Classroom Rules and Behavioral Expectations
6. Helping Students Cope with Disappointment, Frustration, and Failure

II. Strategies for Teaching Students How to Avoid and Reduce Challenging Behavior

7. Teaching Students to Avoid Damaging Others' Prop-

erty and Possessions

8. Reducing Insubordination and Enhancing Students' Respect for the Teacher
9. Teaching Students Not to Have Tantrums When Unable to Get Their Way
10. Reducing Students' Aggression in Schooling Contexts
11. Coping with Teacher Defiance When Managing the Classroom Behavior of Oppositional Students
12. Addressing Student Lying, Cheating, and Stealing at School

III. Strategies for Increasing Desirable Behavior, Decreasing Undesirable Behavior, and Sustaining Achieved Behavior Change Over Time

13. How to Increase Desirable Student Behavior
14. How to Decrease Undesirable Student Behavior
15. How to Sustain Behavioral Change(s) Over Time and Across Settings

AUDIENCE

Special and general educators in grades K–6; school psychologists; behavior specialists; school administrators; school social workers and counselors.

Hill M. Walker, PhD, is Emeritus Professor of Special Education and Co-Director of the Institute on Violence and Destructive Behavior at the University of Oregon. He is also Senior Research Scientist at the Oregon Research Institute. Dr. Walker has focused his career on conducting research to better understand, identify, and remediate the behavioral challenges experienced by at-risk students in grades K–12, with a specialization in preschoolers and elementary students. He has 235 publications, including 20 books, and is a recipient of the Kauffman–Hallahan–Pullen Distinguished Researcher Award from the Council for Exceptional Children and the Research Award from the National Center for School Mental Health, among other honors.

Social and Emotional Learning in Action

Creating
Systemic
Change in
Schools



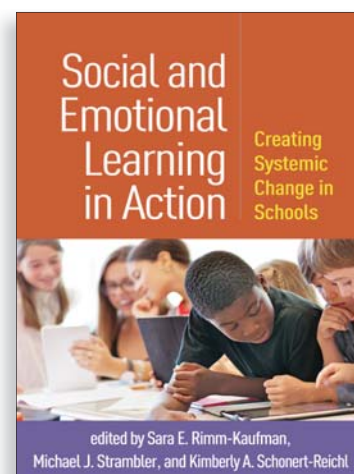
edited by Sara E. Rimm-Kaufman,
Michael J. Strambler, and Kimberly A. Schonert-Reichl

Social and Emotional Learning in Action

Creating Systemic Change in Schools

Edited by Sara E. Rimm-Kaufman, PhD; Michael J. Strambler, PhD; and Kimberly A. Schonert-Reichl, PhD

- This book explores the conditions needed to implement, strengthen, and sustain effective social and emotional learning, and identifies paths that schools have taken to create those conditions.
- Leading experts explain the conditions needed for systemic SEL and the actions educators can take to achieve them.
- Reviews four major areas: equity of access to high-quality SEL, promoting interracial understanding in all school interactions, and enhancing the well-being and SEL skills of teachers and school leaders as well as students.



April 2023 | 290 pages | 7 x 10

1. Introduction: Meeting the Moment with Systemic SEL

I. Supporting Systemic SEL

II. Fostering Adult SEL: Insights for Preservice Education and Professional Development

III. Cultivating Student SEL: Creating School Conditions Conducive to Skill Development

IV. Identifying Roadmaps for SEL in Action

AUDIENCE School- and district-level educators and administrators in K–12; school psychologists, counselors, nurses, and social workers; and teacher educators and graduate students. Also of interest to speech-language pathologists, occupational therapists, and child and adolescent psychologists.

Sara E. Rimm-Kaufman, PhD, is the Commonwealth Professor at the School of Education and Human Development at the University of Virginia.

Michael J. Strambler, PhD, is Associate Professor of Psychiatry at the Yale University School of Medicine and Director of Child Wellbeing and Education Research at The Consultation Center at Yale, where he is also Senior Evaluation Consultant for YaleEval. Dr. Strambler is a recipient of the Kenneth B. and Mamie P. Clark Early Career Grant from the American Psychological Foundation and the Postdoctoral Award from the Ford Foundation.

Kimberly A. Schonert-Reichl, PhD, is the NoVo Foundation Endowed Chair in Social and Emotional Learning and Professor in the Department of Psychology at the University of Illinois Chicago. Dr. Schonert-Reichl is a recipient of the Janusz Korczak Medal for Children's Rights Advocacy; the EdTech Postsecondary Leader of the Year Award from MindShare Learning Technology; the Joseph E. Zins Distinguished Scholar Award from the Collaborative for Academic, Social, and Emotional Learning; and the Paz Buttedahl Career Achievement Award from the Confederation of University Faculty Associations of British Columbia.

F I F T H E D I T I O N

ACADEMIC SKILLS PROBLEMS

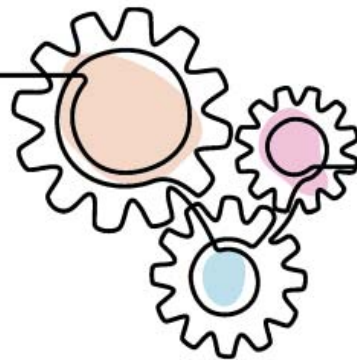
Direct Assessment and Intervention



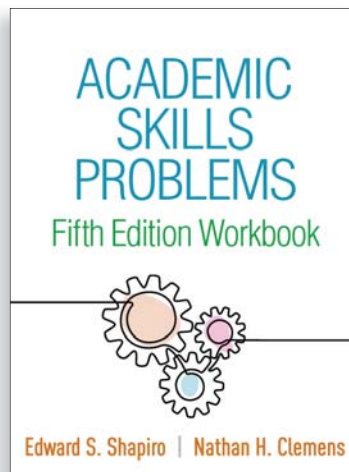
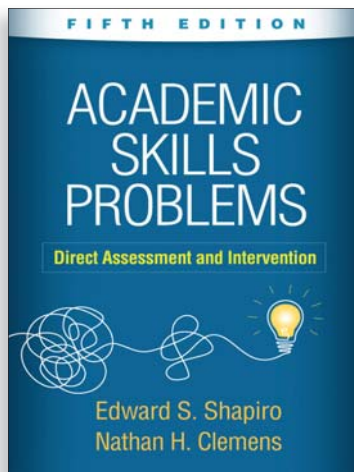
Edward S. Shapiro
Nathan H. Clemens

ACADEMIC SKILLS PROBLEMS

Fifth Edition Workbook



Edward S. Shapiro | Nathan H. Clemens



Edward S. Shapiro and Nathan H. Clemens
July 7, 2023 | 552 pages | 7 x 10

Academic Skills Problems, Fifth Edition

Direct Assessment and Intervention

Academic Skills Problems Fifth Edition Workbook

- Two-book set; includes practitioner's guide and companion workbook.
- Presented in a problem-solving-based approach for working with students aged 5 – 18, who are struggling with reading, writing, or mathematics.
- Considered the standard guide, the practitioner's volume provides a framework for evaluating the instructional environment as well as each student's context and unique learning needs.
- Companion workbook includes reproducible forms and tools for all steps of the assessment process.
- Features step-by-step instructions for using each form, along with exercises for practicing assessment processes and procedures.

AUDIENCE School psychologists, K–12 school administrators, special educators, and classroom teachers; graduate students and researchers in these fields.

Edward S. Shapiro, PhD, was Director of the Center for Promoting Research to Practice and Professor in the School Psychology Program at Lehigh University.

Nathan H. Clemens, PhD, Department of Special Education The University of Texas at Austin.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Coaching Students with Executive Skills Challenges

SECOND EDITION

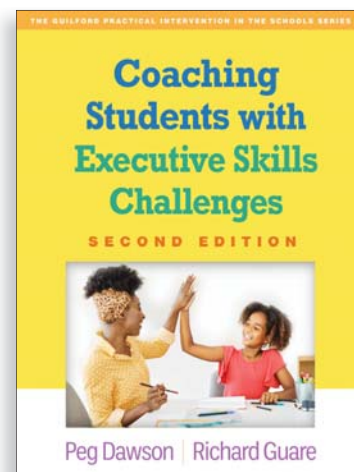


Peg Dawson | Richard Guare

Coaching Students with Executive Skills Challenges, Second Edition

Peg Dawson, EdD, and Richard Guare, PhD

- The book describes how to provide individualized instruction and support for kids and teens with executive skills challenges and adaptations for coaching students with disabilities are discussed.
- Significantly revised edition presents a refined coaching model and an expanded set of tools for helping students aged 5 – 18 live up to their potential in school and beyond.
- This accessible resource includes over two dozen reproducible forms, surveys, and assessment tools.
- Dawson is known internationally.



June 2023 | 216 pages | 8 x 10.5

I. Theoretical and Research Background

1. The Development of Executive Skills in the Brain: Biology and Experience
2. Theoretical Underpinnings for Coaching

II. Our Coaching Model

3. Introduction
4. Coaching Secondary Students
5. Coaching Elementary Students
6. Case Examples

III. Coaching Techniques

7. Motivational Interviewing

8. Communication Techniques
9. Self-Assessment as a Tool
10. Goal-Setting and Action Planning
11. Progress Monitoring

IV. Strategies and Special Applications

12. Strategies to Support Executive Skills Coaching
13. Adaptations for Coaching Students with Disabilities
14. Other Forms of Coaching

AUDIENCE

School psychologists, counselors, and social workers; special educators; classroom teachers; administrators; speech-language pathologists; and ADHD coaches working with children ages 5–17 (grades K–12).

Peg Dawson, EdD, does professional development training on executive skills for schools and organizations nationally and internationally. Dr. Dawson is a past president of the New Hampshire Association of School Psychologists, the National Association of School Psychologists (NASP), and the International School Psychology Association, and a recipient of the Lifetime Achievement Award from NASP. She is coauthor of bestselling books for general readers, including *Smart but Scattered*, *Smart but Scattered Teens*, *Smart but Scattered—and Stalled* (with a focus on emerging adults), and *The Smart but Scattered Guide to Success* (with a focus on adults).

Richard Guare, PhD, is Director of the Center for Learning and Attention Disorders at Seacoast Mental Health Center in Portsmouth, New Hampshire. He is a neuropsychologist and board-certified behavior analyst who frequently consults to schools and agencies. He is coauthor of bestselling books for general readers, including *Smart but Scattered*, *Smart but Scattered Teens*, *Smart but Scattered—and Stalled* (with a focus on emerging adults), and *The Smart but Scattered Guide to Success* (with a focus on adults).

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

The RTI Approach to Evaluating Learning Disabilities

SECOND EDITION

Add, Subtract, Multiply, Divide with

Rate of Improvement

Mastery Target (24)

Instructional Target (13)

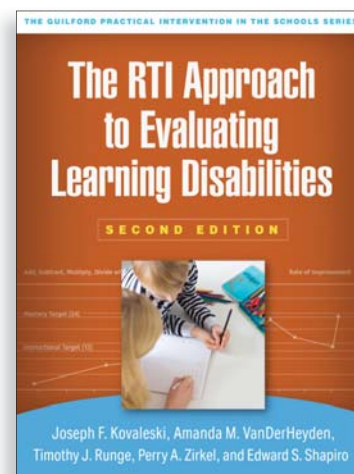


Joseph F. Kovaleski, Amanda M. VanDerHeyden,
Timothy J. Runge, Perry A. Zirkel, and Edward S. Shapiro

RTI Approach to Evaluating Learning Disabilities, Second Edition

Joseph F. Kovalski, DEd, NCSP; Amanda M. VanDerHeyden, PhD; Timothy J. Runge, PhD, NCSP, BCBA; Perry A. Zirkel, PhD, JD, LLM; and Edward S. Shapiro, PhD

- Shows how to use response to intervention (RTI) to evaluate students aged 5 – 18 for specific learning disabilities (SLD).
- Includes procedures for screening at-risk students, using RTI to strengthen instruction in reading, writing, and math, and planning individualized education programs.
- Provides examples and pointers for practice.



November 2022 | 272 pages | 8 x 10.5

1. Historical Background for Response to Intervention
2. The Legal Boundaries for RTI/MTSS
3. The MTSS: Instructional Prerequisites for Using RTI for Eligibility Decision Making
4. Determining Student Risk: Contemporary Best Practices in Academic Screening
5. Determining Inadequate Academic Achievement
6. Determining Responsiveness to Intervention
7. Ruling Out Other Conditions and Inadequate Instruction
8. Observing the Student within the Instructional–Intervention Process
9. Synthesizing Data to Determine Eligibility, Write the Evaluation Report, and Build the IEP
10. Using RTI to Evaluate SLD in Reading
11. Using RTI to Evaluate SLD in Written Expression
12. Using RTI to Evaluate SLD in Mathematics

AUDIENCE School psychologists; K–12 classroom teachers, special educators, and administrators; school counselors and social workers.

Joseph F. Kovalski, DEd, NCSP, is Professor Emeritus of Educational and School Psychology at Indiana University of Pennsylvania, where he directed the Doctoral Program in School Psychology. Dr. Kovalski is a recipient of awards from the National Association of School Psychologists, the Pennsylvania Psychological Association, the Association of School Psychologists of Pennsylvania, and The Pennsylvania State University.

Amanda M. VanDerHeyden, PhD, she regularly delivers webinar, panel, and keynote sessions, including addresses to state school psychology associations and departments of education in 35 states, Singapore, China, and Portugal. She has served as a panel member for the National Institutes of Health and the Institute of Education Sciences at the U.S. Department of Education, and the U.S. Agency for International Development.

Timothy J. Runge, PhD, NCSP, BCBA, is Professor in the Department of Psychology at Indiana University of Pennsylvania and has been a consultant for the Pennsylvania Training and Technical Assistance Network.

Perry A. Zirkel, PhD, JD, LLM, has done presentations in every state in the United States and has written more than 1,600 publications on various aspects of school law, with an emphasis on legal issues in special education.

Edward S. Shapiro, PhD, until his death in 2016, was Director of the Center for Promoting Research to Practice and Professor in the School Psychology Program at Lehigh University.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Effective Bullying Prevention

A Comprehensive Schoolwide Approach



Adam Collins | Jason Harlacher

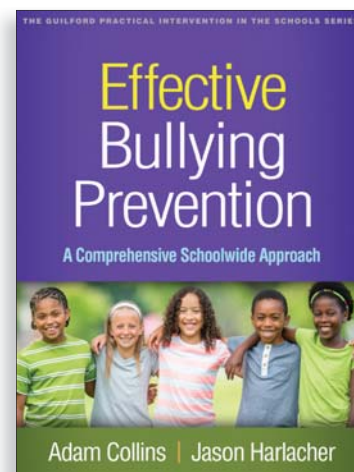
Effective Bullying Prevention

A Comprehensive Schoolwide Approach

Adam Collins, PhD, and Jason Harlacher, PhD

Foreword by Susan M. Swearer

- Accessible tool for practitioners that presents a comprehensive approach to bullying prevention.
- Helps to transform school climate and reduce bullying in the long-term, with an emphasis on continuous improvement to ensure efforts don't fade over time.
- The Comprehensive Bullying Prevention model outlined in this book includes a practical, step-by-step guide to the stages of implementation.



November 2022 | 240 pages | 8 x 10.5

Foreword, Susan M. Swearer

Introduction

1. Bullying Prevention, MTSS, and Implementation Science
2. School Climate
3. Policy
4. Evidence-Based Curricula
5. Family and Community Partnerships

6. Data-Based Decision Making

7. Implementation Science, Usable Innovations, and Improvement Cycles
8. Implementation Teams
9. Implementation Drivers
10. Case Study: Exploration
11. Case Study: Installation
12. Case Study: Implementation

AUDIENCE School psychologists, counselors, and social workers working with children ages 5–17 (grades K–12); school leadership team members; and district-level administrators.

Adam Collins, PhD, is the Statewide Bullying Prevention Manager and Multi-Tiered Systems of Support (MTSS) Specialist at the Colorado Department of Education. Dr. Collins has extensive experience researching and implementing bullying prevention best practices at the school, district, university, and state levels. He is coauthor of multiple book chapters and regularly presents at state and national conferences on bullying prevention and MTSS.

Jason Harlacher, PhD, is a Senior Researcher with American Institutes for Research (AIR). He implements school-based multi-tiered systems of support (MTSS) that help all students, including those who are targets of bullying and those who need social and emotional learning support. Prior to joining AIR, Dr. Harlacher worked as a school psychologist, district-level coach, adjunct professor, and state-level consultant. He presents nationally on topics related to classroom management, intensive interventions, and MTSS, and has published peer-reviewed journal articles and several books.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Social Justice in Schools

A Framework
for Equity in
Education



CHARLES A. BARRETT

Foreword by Ivory A. Toldson

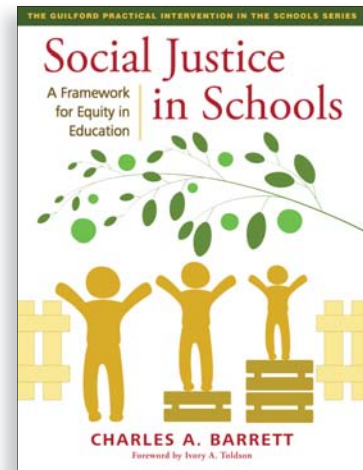
Social Justice in Schools

A Framework for Equity in Education

Charles A. Barrett

Foreword by Ivory A. Toldson

- This practical book will help readers develop a foundational understanding of what social justice is and its essential components, in the context of students, families, schools and communities.
- Shows educators and school-based clinicians how they can better understand their racial and ethnic minority students, challenge implicit bias in assessments, and build meaningful home-school relationships.
- This book uses vivid vignettes and personal reflections to demystify complex concepts and includes reproducible handouts and forms.



May 2023 | 176 pages | 8 x 10.5

Foreword, Ivory A. Toldson

Preface

1. Social Justice: A Framework for Equity in Public Education
2. Social Justice Is About Systems
3. Social Justice Is About Challenging Ourselves and Others
4. Social Justice Is About Privilege, Implicit Bias, and Intersectionality
5. Social Justice Is About More Than Numbers
6. Social Justice Is About the Children, Families, Schools, and Communities We Serve
7. Social Justice Is About Empowering Families
8. A Challenge to Educators
9. Social Justice and Me: The Formation and Evolution of a Professional Identity

AUDIENCE PreK–12 school psychologists, counselors, social workers, classroom teachers, special educators, and school- and district-level administrators; instructors and graduate students; education researchers and advocates.

Charles A. Barrett, PhD, NCSP, a district-level administrator in Virginia, practiced as a school psychologist for 13 years at the elementary and secondary levels. He serves as an adjunct lecturer at several universities, where he is actively involved in the training and development of future school psychologists. Dr. Barrett was named a School Psychologist of the Year by the Virginia Academy of School Psychologists and received the Rookie of the Year Award from the National Association of School Psychologists (NASP). His current and past leadership positions within NASP include co-chair of the Social Justice Task Force and African American Subcommittee, chair of the Multicultural Affairs and Social Justice Committees, and Virginia Delegate to the NASP Leadership Assembly. Dr. Barrett serves on the editorial boards of *School Psychology Review* and *School Psychology*. He is a frequent speaker and workshop presenter for educators, families, and community organizations.

EDUCATION

Accelerating Learning Recovery **for All Students**

Core Principles for Getting
Literacy Growth Back
on Track



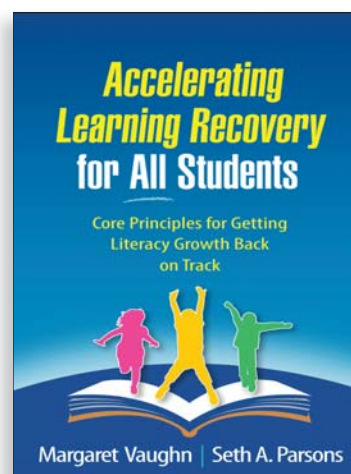
Margaret Vaughn | Seth A. Parsons

Accelerating Learning Recovery for All Students

Core Principles for Getting Literacy Growth Back on Track

Margaret Vaughn, PhD, and Seth A. Parsons, PhD

- This book outlines core principles for counteracting the disruptions of the pandemic and recovering from learning loss.
- The authors present a holistic approach to responsive literacy instruction to support all students' academic and social-emotional growth.
- Fundamental areas of learning recovery are addressed.



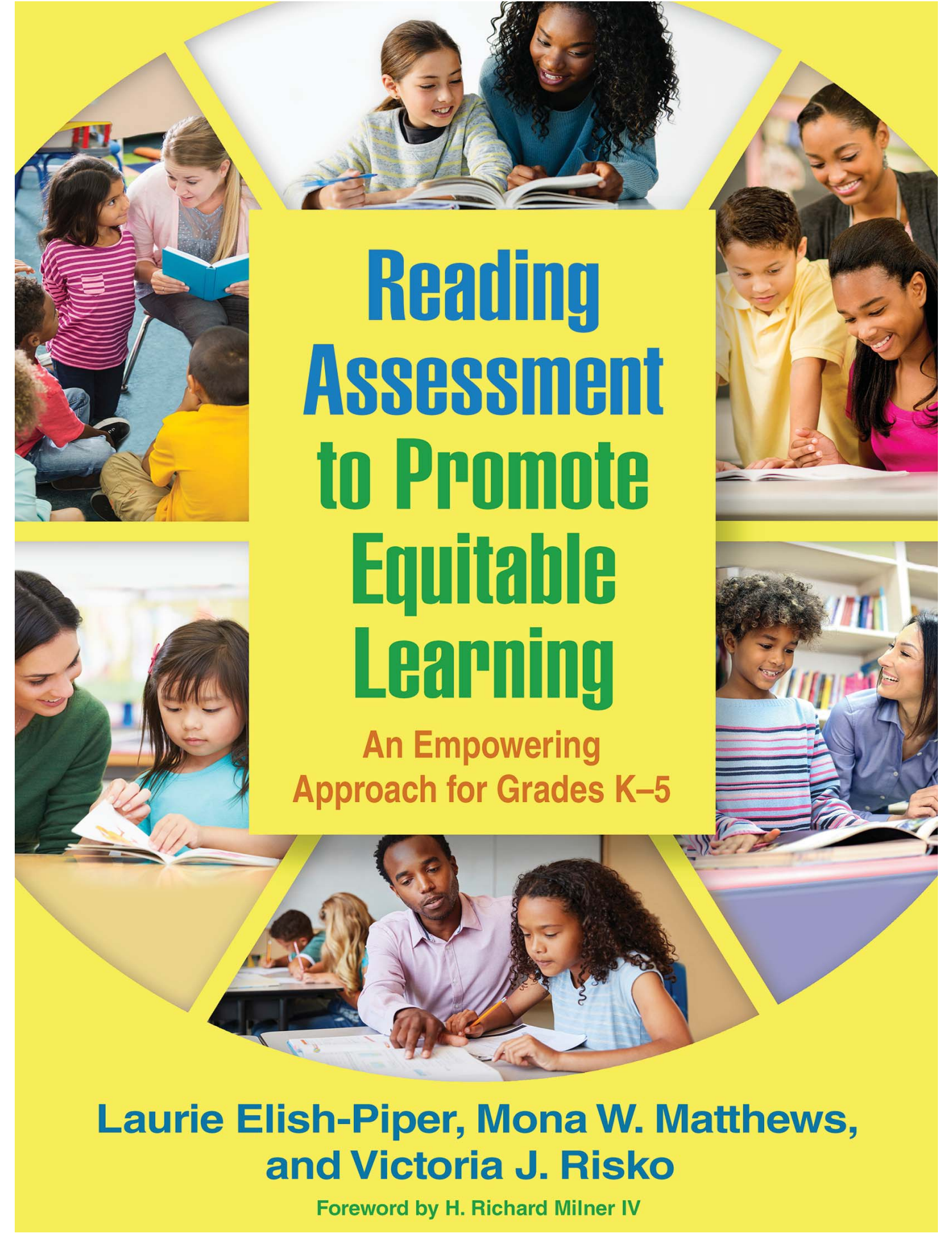
July 2023 | 182 pages | 6 x 9

1. Introduction: What Do We Need Now to Support Literacy Learning in Our Schools?
 2. Schools and Communities Partnering for Literacy
 3. Developing a Schoolwide Action Plan
 4. Collaborative and Distributed Literacy Leadership
 5. Assessment for Differentiated Literacy Instruction
 6. Interventions That Emphasize Literacy Skills, Motivation, and Cultural Relevance
 7. Supplemental Learning Programs in and out of School
 8. Planning Ahead
- References

AUDIENCE K–8 literacy leaders, staff developers, and classroom teachers; school and district administrators; teacher educators and students.

Margaret Vaughn, PhD, is Associate Professor in the Department of Teaching and Learning at Washington State University. A former classroom teacher, Dr. Vaughn recognizes the valuable role of teacher input and decision making in policy and practice. She is an advocate for student agency and developing equitable schools across the nation. Dr. Vaughn is coeditor of *Principles of Effective Literacy Instruction, Grades K–5*, and coauthor of *Accelerating Learning Recovery for All Students* and *Teaching with Children's Literature*.

Seth A. Parsons, PhD, is Professor in the Sturtevant Center for Literacy in the School of Education at George Mason University. His research focuses on student motivation and engagement, teacher instructional adaptations, and teacher education and development. Dr. Parsons is currently coeditor of the *Journal of Literacy Research* and is past president of the Association of Literacy Educators and Researchers. He is coeditor of *Principles of Effective Literacy Instruction, Grades K–5*, and coauthor of *Accelerating Learning Recovery for All Students*.



Reading Assessment to Promote Equitable Learning

An Empowering
Approach for Grades K–5

**Laurie Elish-Piper, Mona W. Matthews,
and Victoria J. Risko**

Foreword by H. Richard Milner IV

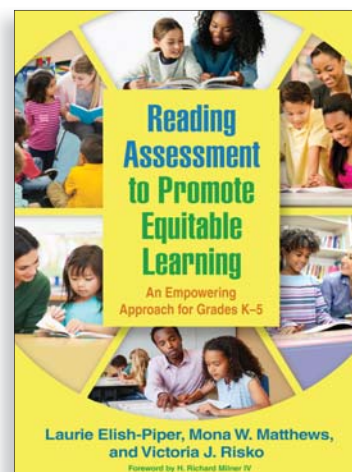
Reading Assessment to Promote Equitable Learning

An Empowering Approach for Grades K-5

Laurie Elish-Piper, PhD; Mona W. Matthews, PhD; and Victoria J. Risko.
EdD

Foreword by H. Richard Milner

- Guide for educators of students aged 5 – 10.
- Shows how to plan and conduct meaningful assessments that capture the strengths and needs of students from diverse sociocultural, linguistic, and academic backgrounds.
- Presents a holistic view of reading that encompasses areas from text comprehension to building trusting relationships and promoting students' agency.



September 2022 | 340 pages | 7 x 10

RIGHTS SOLD

LANGS

Foreword, H. Richard Milner

1. The Urgency of Now: Addressing Assessment Inequities
2. Understanding Students' Funds of Identity
3. Building Trusting Relationships: The Linchpin of Productive and Effective Reading Assessment
4. Using Student Talk to Assess Students' Reading Comprehension

5. Assessing Readers' Text Comprehension
6. Assessing Constrained Skills within the Big Picture of Reading
7. Using Assessment to Support Students' Development of Agency
8. Starting with Student Strengths
9. Literacy Assessment as Oeuvre: Teachers and Students Building a Visible Body of Work

AUDIENCE Classroom teachers, literacy specialists and coaches, and staff developers in grades K–5; teacher educators and students.

Laurie Elish-Piper, PhD, is Dean of the College of Education at Northern Illinois University, where she also holds the titles of Distinguished Engagement Professor and Distinguished Teaching Professor. Dr. Elish-Piper has served in leadership roles in the Association of Literacy Educators and Researchers, the International Literacy Association, and the Illinois Reading Council.

Mona W. Matthews, PhD, is Professor Emerita in the Department of Early Childhood and Elementary Education at Georgia State University. Dr. Matthews is a past president of the Association of Literacy Educators and Researchers.

Victoria J. Risko, EdD, is Professor Emerita at Vanderbilt University, where she taught in the language, literacy, and culture program within the Department of Teaching and Learning. Dr. Risko is a past president of the International Literacy Association and the Association of Literacy Educators and Researchers. A recipient of several national and international awards for contributions to research and literacy education, Dr. Risko is a member of the Reading Hall of Fame.



BEST PRACTICES IN LITERACY INSTRUCTION

S E V E N T H E D I T I O N

edited by

Lesley Mandel Morrow

Ernest Morrell

Heather Kenyon Casey

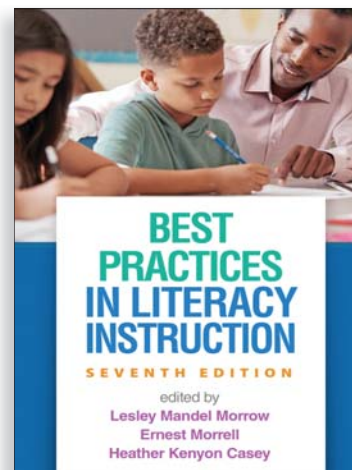
Best Practices in Literacy Instruction, Seventh Edition

Edited by Lesley Mandel Morrow, PhD; Ernest Morrell, PhD; and Heather Kenyon Casey, PhD

Foreword by Gholnecsar (Gholdy) E. Muhammad

Afterword by Cornelius Minor

- This text is a resource for instructors on foregrounding advances with a focus on equitable, inclusive instruction and students' social emotional learning.
- Now substantially revised with 80% new material.
- Teachers are guided through every major component of literacy, as well as assessment, motivation, and promoting connections with families and communities. Includes resources for supporting bilingual learners.



June 2023 | 498 pages | 6 x 9

I. Situating Best Practices: Comprehensive and Culturally, Responsive Literacy Instruction

II. Best Practices throughout the Grades

III. Evidence-Based Practices for Literacy Teaching and Learning

IV. Best Practices to Meet Targeted Needs

V. Sustaining Best Practices: The Importance of Building Connections

Epilogue. Literacy Practicing: Repositioning Teachers as Cultural Workers and Ecopedagogues toward Creating Learning Cultures

Afterword. Teaching Literacy in the Dystopia of Now: A Call to Action

AUDIENCE Teacher educators and graduate students; teachers in PreK–12; literacy specialists and staff developers.

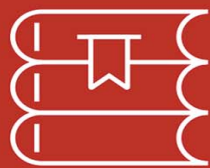
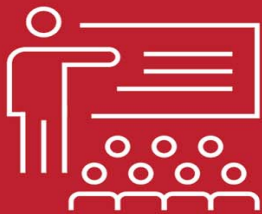
Lesley Mandel Morrow, PhD, is Distinguished Professor of Literacy and Director of the Center for Literacy Development at the Graduate School of Education at Rutgers, The State University of New Jersey. Her work has been recognized with awards including the Outstanding Teacher Educator in Reading Award and the William S. Gray Citation of Merit, both from the International Literacy Association (ILA), and the Oscar S. Causey Award. She is past president of the ILA and is a member and past president of the Reading Hall of Fame.

Ernest Morrell, PhD, is Associate Dean of Humanities and Equity in the College of Arts and Letters, Coyle Professor of Literacy Education, Faculty in English and Africana Studies, and Director of the Center for Literacy Education at the University of Notre Dame. He is the recipient of the NCTE Distinguished Service Award, the Kent Williamson Leadership Award from the Conference for English Leadership, and the Divergent Award for 21st Century Literacies.

Heather Kenyon Casey, PhD, is past co-chair of the Adolescent Literacy Task Force and the Literacy Reform Task Force of the International Literacy Association (ILA). She has led several grants in partnership with the National Writing Project focusing on building teacher leadership.

Innovations in Literacy Professional Learning

**Strengthening
Equity, Access,
& Sustainability**



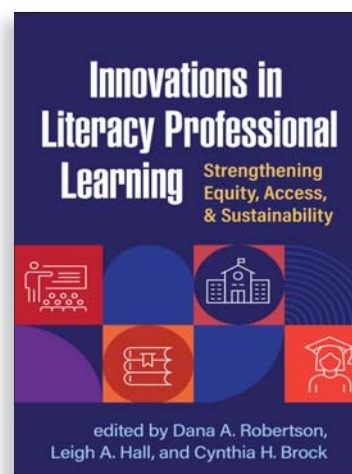
edited by Dana A. Robertson,
Leigh A. Hall, and Cynthia H. Brock

Innovations in Literacy Professional Learning

Strengthening Equity, Access, and Sustainability

Edited by Dana A. Robertson, EdD; Leigh A. Hall, PhD; and Cynthia H. Brock, PhD

- This book describes how to provide effective, sustainable literacy professional learning that values teachers over test scores and capitalizes on social networks and communities.
- Presents case studies of transformational initiatives tailored to culturally and linguistically diverse populations, varying school resources, urban or rural settings, and other factors.
- Partnered with a companion website featuring brief videos directly correlated to chapters in the book.



February 2023 | 276 pages | 6 x 9

I. Professional Learning as Reflexive Growth-in-Practice

1. Developing Adaptive Expertise to Support Effective Professional Learning
2. Innovative Hybrid Professional Learning at Redmond Mountain High School
3. Professional Learning Designed to Cultivate Continuous Learning and Innovation
4. Enhancing Secondary Teachers' Opportunities to Learn about Comprehension
5. Situated Professional Learning through Targeted Reading Instruction: Building Teacher Capacity and Diagnostic Practice
6. Teacher Agency and Sustainable Learning through Literacy Coaching with Teachers of Adolescents Who

Are Emergent Bi- and Multilingual Students

II. Professional Learning in/through/with Social Networks and Communities

7. Equitable, Accessible, and Sustainable Professional Learning That Makes a Difference
8. Whole-Community Early Literacy Improvement
9. Using Digital Tools to Promote Teacher Agency and Enhance Teacher Professional Learning
10. Innovations in Elementary Literacy Coaching: Sustaining Coaching Practices in Virtual Spaces
11. How Micro-Courses Shape Teachers' Perceptions, Engagement, and Learning in Professional Development

AUDIENCE K–12 literacy leaders, coaches, and specialists; staff developers; school principals; teacher educators and graduate students.

Dana A. Robertson, EdD, was named an Emerging Scholar by the Reading Hall of Fame, is a frequent presenter at national and international conferences, was a collaborating author on the International Literacy Association's Standards for the Preparation of Literacy Professionals (2017), and serves as a board member-at-large for the International Literacy Association.

Leigh A. Hall, PhD, is a recipient of the Outstanding Dissertation award from the International Literacy Association and the Early Career Achievement Award and Edward B. Fry Book Award from the Literacy Research Association.

Cynthia H. Brock, PhD, is Professor at the University of Wyoming, where she holds the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education. She has conducted qualitative research in cross-cultural contexts, including in the United States, Australia, England, Fiji, Thailand, Laos, Spain, Chile, and Costa Rica.



S E C O N D E D I T I O N

Executive Skills and Reading Comprehension

A GUIDE FOR EDUCATORS

Kelly B. Cartwright

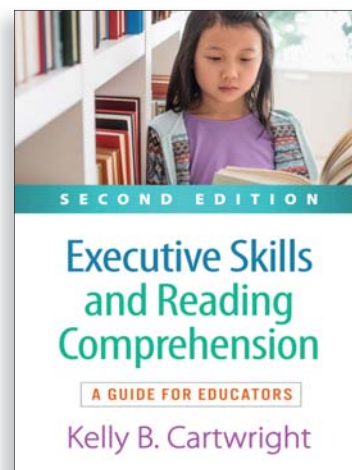
Executive Skills and Reading Comprehension, Second Edition

A Guide for Educators

Kelly B. Cartwright, PhD

Foreword by Nell K. Duke

- The first and only book focused exclusively on linking executive skills to improved reading skills.
- A revised and expanded second edition, this book provides a teacher-friendly explanation of executive skills—such as planning, organization, cognitive flexibility, and impulse control—and their role in reading comprehension.
- Detailed examples illustrate how each skill is deployed by those with strong comprehension and ways to tailor instruction for students who are struggling.



February 2023 | 379 pages | 7 x 10

Preface

Prologue: Linking the New with the Old: How Are Familiar Reading Skills and Strategies Related to Executive Skills?

1. Executive Skills: What Are They, and Why Are They Important for Developing Thinking Readers?
2. Plans and Goals: Getting Ready to Read
3. Organization: Why Text and Reader Organization Matter
4. Cognitive Flexibility: Juggling Multiple Aspects of Reading
5. Working Memory: Holding and Linking Ideas in Mind While Reading
6. Inhibition and Impulse Control: Resisting Distractions to Support Comprehension
7. Social Understanding: The Importance of Mind Reading for Reading Comprehension
8. Executive Skills, Word Recognition, and Dyslexia: Cracking the Code Is Complicated, Too

AUDIENCE K–12 classroom teachers, reading specialists, literacy coaches, and special educators; school psychologists; teacher educators and graduate students; and literacy researchers.

Kelly B. Cartwright, PhD, is Professor of Psychology, Neuroscience, and Teacher Preparation at Christopher Newport University, where she directs the READ (Reading, Executive Function, and Development) Lab, serves as a Research Scholar for the Center for Education Research and Policy, and teaches undergraduate and graduate courses in cognitive, language, and literacy processes. Her research focuses on the development of skilled reading comprehension and the neurocognitive and affective factors that underlie comprehension processes and difficulties from preschool through adulthood. Dr. Cartwright regularly works with teachers in schools throughout the United States to better understand and improve comprehension instruction for striving readers, and these experiences inform her research.

FIFTH EDITION

Reading Instruction That Works



**The Case
for Balanced
Teaching**

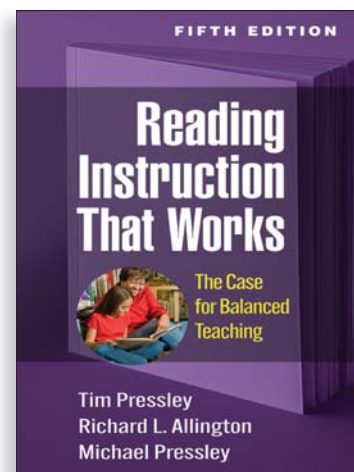
**Tim Pressley
Richard L. Allington
Michael Pressley**

Reading Instruction That Works, Fifth Edition

The Case for Balanced Teaching

Tim Pressley, PhD; Richard L. Allington, PhD; and Michael Pressley, PhD

- This book provides a roadmap for comprehensive literacy instruction informed by the science of reading and shows how to balance skills—and meaning-focused instructions to support all students' success.
- The text explains the conceptual underpinnings of recommended strategies and techniques and shows how exemplary teachers actually put them into practice.



May 2023 | 472 pages | 6 x 9

- | | |
|---|---|
| 1. Skills-Emphasis, Meaning-Emphasis, and Scientifically Based Balanced Reading Instruction | 7. Vocabulary |
| 2. Skilled Reading | 8. The Need for Increased Comprehension Instruction |
| 3. Children Who Experience Problems in Learning to Read | 9. Reading Instruction for Emergent Bilinguals, Ana Taboada Barber |
| 4. Before Reading Words Begins | 10. Expert Literacy Teaching in the Primary Grades, Ruth Wharton-McDonald |
| 5. Learning to Recognize Words | 11. Motivation and Literacy |
| 6. Fluency | 12. Concluding Reflections Author Index Subject Index |

AUDIENCE Teacher educators and graduate students; literacy specialists and coaches; K–8 classroom teachers.

Tim Pressley, PhD, is Assistant Professor of Psychology at Christopher Newport University, where he is also a faculty member in the Master of Arts in Teaching program and the Center for Education Research and Policy. His current research focuses on the impact of COVID-19, teacher effectiveness, and teacher development.

Richard L. Allington, PhD, is Professor of Literacy Studies in the Department of Theory and Practice in Teacher Education at the University of Tennessee. He has published over 150 articles, chapters, and books, and has twice received the Albert J. Harris Award from the International Literacy Association (ILA) for an outstanding contribution to the understanding of the prevention or assessment of reading disabilities. Dr. Allington has served as president of both the ILA and the Literacy Research Association. He is a member of the Reading Hall of Fame.

Michael Pressley, PhD, until his death in 2006, was University Distinguished Professor, Director of the Doctoral Program in Teacher Education, and Director of the Literacy Achievement Research Center at Michigan State University. An expert on effective elementary literacy instruction, he was the author or editor of more than 300 journal articles, chapters, and books. Dr. Pressley was a recipient of the E. L. Thorndike Award from Division 15 of the American Psychological Association, the highest award given for career research accomplishment in educational psychology.

Handbook on THE SCIENCE OF EARLY LITERACY



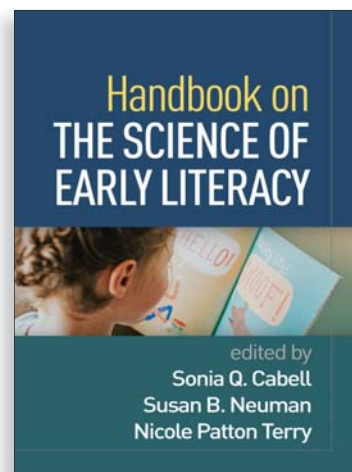
edited by
Sonia Q. Cabell
Susan B. Neuman
Nicole Patton Terry

Handbook on the Science of Early Literacy

Edited by Sonia Q. Cabell, PhD; Susan B. Neuman, EdD; and Nicole Patton Terry, PhD

Foreword by David K. Dickinson

- The volume identifies the instructional methods and areas of focus shown to be most effective for promoting young children's growth in reading, writing, oral language, and the connections among them.
- Chapters from leading researchers—many of them internationally known—offer interdisciplinary perspectives on six key domains.
- Highlighted throughout are issues around access to high-quality learning, working with multilingual populations, and data-based decision making and interventions.



April 2023 | 442 pages | 7 x 10

- I. Simplicity Meets Complexity: Expanding the Simple View of Reading with the Direct and Indirect Effects Model of Reading
- II. Development and Instruction of Code-Related Literacy Skills
- III. Development and Instruction of Meaning-Related Literacy Skills
- IV. Using the Science of Early Literacy in Professional Development and Family Engagement
- V. Using the Science of Early Literacy to Support Equity
- VI. Using the Science of Early Literacy to Learn Across Boundaries

AUDIENCE Teacher educators, graduate students, and researchers in literacy, early childhood education, special education, child development, and educational psychology; literacy specialists and school leaders in PreK–2; policymakers focusing on early literacy.

Sonia Q. Cabell, PhD, was the 2021 recipient of the International Literacy Association's Diane Lapp & James Flood Professional Collaborator Award.

Susan B. Neuman, EdD, is Professor of Teaching and Learning at New York University. Dr. Neuman has served on the Board of Directors of the International Literacy Association and as coeditor of *Reading Research Quarterly*. Dr. Neuman has received two lifetime achievement awards for research in literacy development and is a member of the Reading Hall of Fame and a Fellow of the American Educational Research Association.

Nicole Patton Terry, PhD, is the founding director of two university-based research entities where researchers collaborate with diverse school and community stakeholders to promote student success.

LITERACY INTERVENTION

in the Middle Grades

**Word Learning, Comprehension,
and Strategy Instruction,
Grades 4–8**



Kevin Flanigan **and** Latisha Hayes

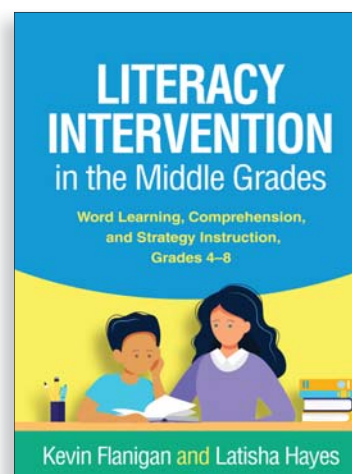
Literacy Intervention in the Middle Grades

Word Learning, Comprehension, and Strategy Instruction,
Grades 4-8

Kevin Flanigan, PhD and Latisha Hayes, PhD

Foreword by Katherine A. Dougherty Stahl

- Practical guide for educators of students aged 8 – 13.
- Offers intervention practices for targeting specific literacy components, including word recognition, fluency, vocabulary, and comprehension.
- Detailed step-by-step approach, including an assessment flowchart and extended case studies.



December 2022 | 266 pages | 7 x 10

1. Middle-Grades Readers: Introducing Three Case Studies and Debunking Common Myths
2. Middle-Grades Literacy Intervention: “North Star” Principles
3. Start with Assessments
4. Building Automatic Word Recognition with Aliyah
5. Building Fluency with Aliyah
6. Building Vocabulary with Zach
7. Building Comprehension with Zach
8. Building Writing with Zach to Support His Comprehension
9. Building Engagement with Andres
10. Supporting Middle-Grades Students Across the Day

AUDIENCE Classroom teachers, literacy specialists/coaches, and staff developers in grades 4–8; teacher educators and graduate students.

Kevin Flanigan, PhD, is Professor in the Literacy Department at West Chester University (WCU) in Pennsylvania. He works in the WCU Reading Center along with master’s students to assess and teach children and young adults who struggle to read and write. A former middle-grades classroom teacher and reading specialist/coach, Dr. Flanigan researches and writes about developmental word knowledge and interventions for students with reading difficulties and challenges. He is coauthor of several books, including *Literacy Intervention in the Middle Grades*; *Assessment for Reading Instruction*, Fourth Edition; and *Developing Word Recognition*.

Latisha Hayes, PhD, is Associate Professor in the Department of Curriculum, Instruction, and Special Education at the University of Virginia (UVA). She is also Director of UVA’s McGuffey Reading Clinical Services, where she works with preservice and inservice teachers to provide students across the grades with diagnostic and tutoring services. As a special educator and reading specialist, Dr. Hayes has taught students with reading disabilities across the elementary and middle grades. She is coauthor of several books, including *Literacy Intervention in the Middle Grades* and *Developing Word Recognition*.

Writing and Reading Connections

Bridging Research and Practice



edited by Zoi A. Philippakos
and Steve Graham

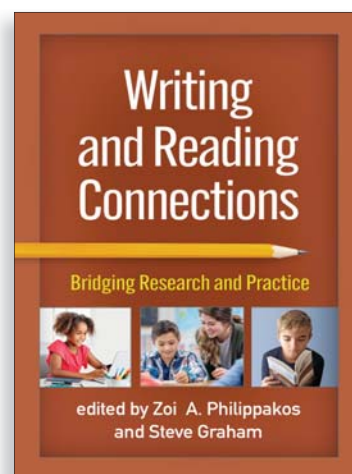
Writing and Reading Connections

Bridging Research and Practice

Edited by Zoi A. Philippakos, PhD and Steve Graham, EdD

Foreword by Jill Fitzgerald

- Professional resource for educators of students aged 5 – 18.
- Discusses why writing instruction has often been addressed in isolation, and provides strategies for integrating reading and writing to support more robust learning.
- Includes guiding questions, classroom examples, and action questions that help teachers translate the research and concepts into practice.



November 2022 | 340 pages | 7 x 10

I. Introduction to Writing and Reading Connections

1. The History of Writing and Reading Connections

II. Specific Applications of Writing and Reading Connections

2. A Tale of Two Closely Related Skills

3. The Role of Vocabulary in and for Writing

4. From Talk to Text: Implementing Student Discussions That Matter

5. Writing to Promote Better Reading Comprehension

6. Genre and Text Structure in Writing and Reading Instruction

7. Assessment in Writing and Reading

8. Self-Regulated Strategy Development: Reading Source Materials to Learn and Write

9. Writing and Reading Connections in the Digital World

III. Writing and Reading Connections in the Content Areas

10. Integrating Writing and Reading Instruction in the English Language Arts Classroom

11. Writing, Reading, and Social Studies

12. Liberation through Literacy in Science

13. Thinking Beyond Symbols: Writing and Reading in Mathematics

IV. Writing and Reading Connections with Specific Groups of Learners

14. Writing and Reading with Emergent Bilingual Learners

15. Addressing the Needs of Students Who Struggle with Literacy

16. Integrated Writing and Reading Instruction in College

AUDIENCE

Classroom teachers, literacy specialists/coaches, and staff developers in K–12; teacher educators and graduate students; college instructors (first 2 years) in literature and other disciplines.

Zoi A. Philippakos, PhD, is Associate Professor in the Department of Theory and Practice in Teacher Education at The University of Tennessee, Knoxville. She chaired the Writing Task Force for the International Literacy Association and co-authored a Research Advisory titled Teaching Writing to Improve Reading Skills. Dr. Philippakos is coauthor or coeditor of several books and presents her work at national and international conferences.

Steve Graham, EdD, is a recipient of the Thorndike Career Award from Division 15 of the American Psychological Association, the William S. Gray Citation of Merit from the International Literacy Association, and the Exemplary Research in Teaching and Teacher Education Award from Division K of the American Educational Research Association, among other awards.

RESEARCH METHODS

S E C O N D E D I T I O N

Research Design

Quantitative, Qualitative,
Mixed Methods, Arts-Based,
and Community-Based
Participatory Research
Approaches



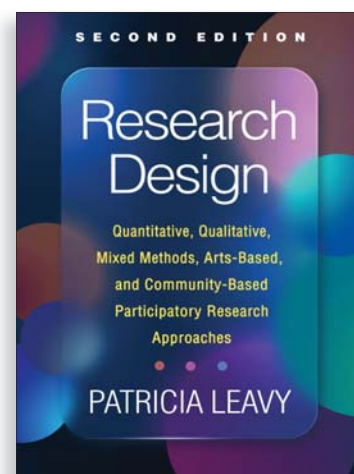
PATRICIA LEAVY

Research Design, Second Edition

Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches

Patricia Leavy, PhD

- Step-by-step guide to using the five major approaches to research design—quantitative, qualitative, mixed methods, arts-based, and community-based research.
- Includes a general introduction to social research, an in-depth discussion of ethics, and a chapter on how to begin a research study.
- Chapters on each approach present a template for a research proposal, explaining in detail how to conceptualize and fill in every section.



November 2022 | 323 pages | 7 x 10

RIGHTS SOLD
Chinese-Simplified

I. The Nuts and Bolts of Research Design

1. Introduction to Social Research
2. Ethics in Social Research
3. The Literature Review
4. Getting Started Designing a Project

II. Five Approaches to Research Design

5. Quantitative Research Design
 6. Qualitative Research Design
 7. Mixed Methods Research Design
 8. Arts-Based Research Design
 9. Community-Based Participatory Research Design
- Glossary

AUDIENCE Students and instructors across the social and behavioral sciences, including psychology, education, counseling, sociology, social work, management, marketing, nursing, public health, and communication; administrators or evaluators who need to write a research proposal.

Patricia Leavy, PhD, is an independent sociologist, novelist, and former Chair of Sociology and Criminology and Founding Director of Gender Studies at Stonehill College in Easton, Massachusetts. She is the author, coauthor, or editor of 40 nonfiction and fiction books, which have received numerous awards and have been translated into multiple languages. She has served as the creator and editor of 10 book series and is cofounder of the journal *Art/Research International*. For her work in the field of research methods, Dr. Leavy has received honors including the Distinguished Service Outside the Profession Award from the National Art Education Association, the New England Sociologist of the Year Award from the New England Sociological Association, the Special Achievement Award from the American Creativity Association, the Significant Contribution to Educational Measurement and Research Methodology Award from Division D of the American Educational Research Association (AERA), the Outstanding Achievement in Arts and Learning Award from the Arts and Learning Special Interest Group of the AERA, and the Special Career Award from the International Congress of Qualitative Inquiry. The School of Fine and Performing Arts at the State University of New York at New Paltz has established the Patricia Leavy Award for Art and Social Justice in her honor. Dr. Leavy delivers invited lectures and keynote addresses at universities and conferences. Her website is www.patricialeavy.com.

An abstract graphic of a paintbrush with a yellow and orange handle, a green and blue ferrule, and a tip that is a vibrant, multi-colored splatter of paint in shades of blue, green, yellow, and red. The paintbrush is angled diagonally across the frame. The background is black with some scattered paint splatters.

RE INVENTION

Methods of Social Fiction

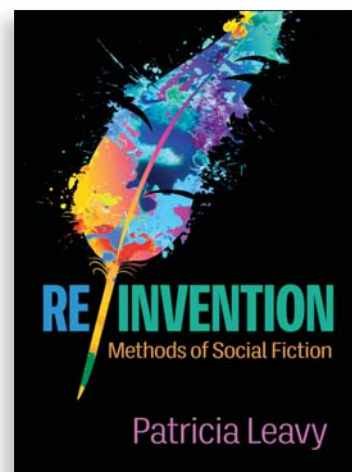
Patricia Leavy

Re/Invention

Methods of Social Fiction

Patricia Leavy, PhD

- This is the first comprehensive guide to social fiction—or writing fiction as a research practice.
- Explores the unique contribution that creative writing—such as novels, series, and short stories—can make to addressing qualitative research questions.
- Includes in-depth chapters on writing structures and techniques with excerpts from the author's published social fiction, as well as her reflections on those extracts.
- Patricia Leavy is a leader in arts-based research.



September 2022 | 224 pages | 6 x 9

1. Writing as Inquiry
2. Historical and Contemporary Context for Social Fiction
3. The Method: How to Write Social Fiction
4. Traditional Three-Act Structures
5. Sequels: More on Traditional Three-Act Structures
6. Series and Open Form Structures
7. Alternative Structures
8. Short Stories
9. Practical Advice for Publishing and Evaluating Social Fiction

AUDIENCE Qualitative researchers interested in using arts-based methods in their work; graduate students and instructors in education, sociology, psychology, creative arts therapies, communications, nursing, social work, and fine arts.

Patricia Leavy, PhD, is an independent sociologist, novelist, and former Chair of Sociology and Criminology and Founding Director of Gender Studies at Stonehill College in Easton, Massachusetts. She is the author, coauthor, or editor of 40 nonfiction and fiction books, which have received numerous awards and have been translated into multiple languages. She has served as the creator and editor of 10 book series and is cofounder of the journal *Art/Research International*. For her work in the field of research methods, Dr. Leavy has received honors including the Distinguished Service Outside the Profession Award from the National Art Education Association, the New England Sociologist of the Year Award from the New England Sociological Association, the Special Achievement Award from the American Creativity Association, the Significant Contribution to Educational Measurement and Research Methodology Award from Division D of the American Educational Research Association (AERA), the Outstanding Achievement in Arts and Learning Award from the Arts and Learning Special Interest Group of the AERA, and the Special Career Award from the International Congress of Qualitative Inquiry. The School of Fine and Performing Arts at the State University of New York at New Paltz has established the Patricia Leavy Award for Art and Social Justice in her honor. Dr. Leavy delivers invited lectures and keynote addresses at universities and conferences. Her website is www.patricialeavy.com.



THIRD EDITION

Evaluation ROOTS

Theory Influencing Practice

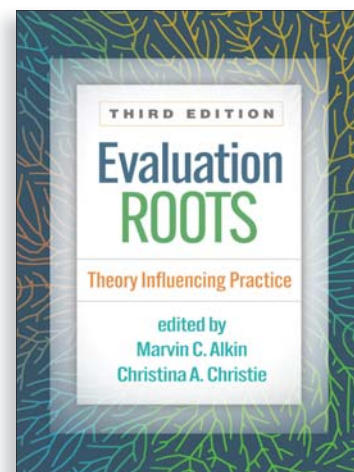
edited by
Marvin C. Alkin
Christina A. Christie

Evaluation Roots, Third Edition

Theory Influencing Practice

Edited by Marvin C. Alkin, EdD and Christina A. Christie, PhD

- Shows how evaluation practice looks when guided by theory with a greater focus on equity and theories over theorists.
- Increased attention to practical applications.
- Unscrambles the various approaches to evaluation in a consistent way by explaining the goals of each theory, what is prescribed by that theory, and under which conditions the theory is applicable.
- Readers are given the tools to choose the best approach for a project.
- Author is known internationally and gives workshops internationally.



February 2023 | 342 pages | 7 x 10

I. Introduction

1. Evaluation Roots: Theory to Practice
2. Evaluation Theory
3. An Evaluation Theory Tree

II. Methods

4. Randomized Field Experiments
5. Evaluation: Multiple Paths to Evaluation Influence and Social Betterment
6. Theory-Driven Evaluation Approaches

III. Valuing

7. Valuing Science: Theory as a Guide to Practice
8. Responsive Evaluation
9. Deliberative Democratic Evaluation
10. Values-Engaged Democratic Evaluation
11. Culturally Responsive Evaluation
12. Transformative Lens in Evaluation
13. Culturally Responsive Indigenous Evaluation

IV. Use

14. Practical Policy Evaluation
15. Context Sensitive Evaluation
16. The Ongoing Evolution of Utilization-Focused Evaluation
17. Empowerment Evaluation: It Works in Practice
18. The Curious Case of Practical Participatory Evaluation
19. Learning-Centered Evaluation
20. The "Theory" of Interactive Evaluation Practice
21. Developmental Evaluation

V. Other Theories

22. Evaluation Theory Synopses

VI. Conclusion

23. Theory Influencing Practice
24. Evaluation Policy as a Bridge Between Evaluation Theory and Practice

AUDIENCE Applied researchers who do evaluations; instructors and graduate students in education, psychology, sociology, social work, nursing, management, public health, and public policy.

Marvin C. Alkin, EdD, is Professor Emeritus in the Social Research Methodology Division of the School of Education and Information Studies at the University of California, Los Angeles (UCLA). Dr. Alkin is a founder and former Director of the UCLA Center for the Study of Evaluation. He is a recipient of the Lazarsfeld Evaluation Theory Award and the Research on Evaluation Award from the American Evaluation Association.

Christina A. Christie, PhD, is Wasserman Dean and Professor in the School of Education and Information Studies at the University of California, Los Angeles. Dr. Christie is a recipient of the Marcia Guttentag Early Career Award and the Research on Evaluation Award from the American Evaluation Association (AEA), as well as the Distinguished Scholar Award from the Research on Evaluation Special Interest Group of the American Educational Research Association.



COLLABORATIVE QUALITATIVE RESEARCH

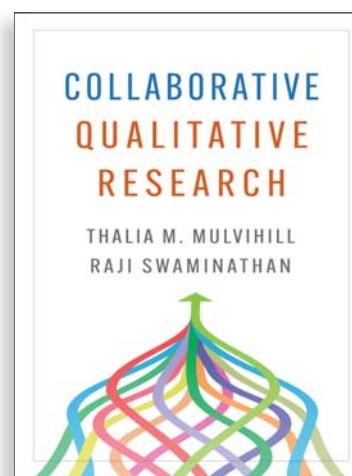
THALIA M. MULVIHILL
RAJI SWAMINATHAN



Collaborative Qualitative Research

Thalia M. Mulvihill, PhD and Raji Swaminathan, PhD

- Practical tools for creating productive partnerships and managing each phase of a collaborative project.
- Provides guidelines for working across disciplines, status differentials (such as professor and student), and geographical locations.
- Shows how to build research teams, formulate research questions, gather and analyze data, and assess how collaborations are working.
- Collaboration within particular qualitative traditions is described and illustrated with exemplars of published studies.



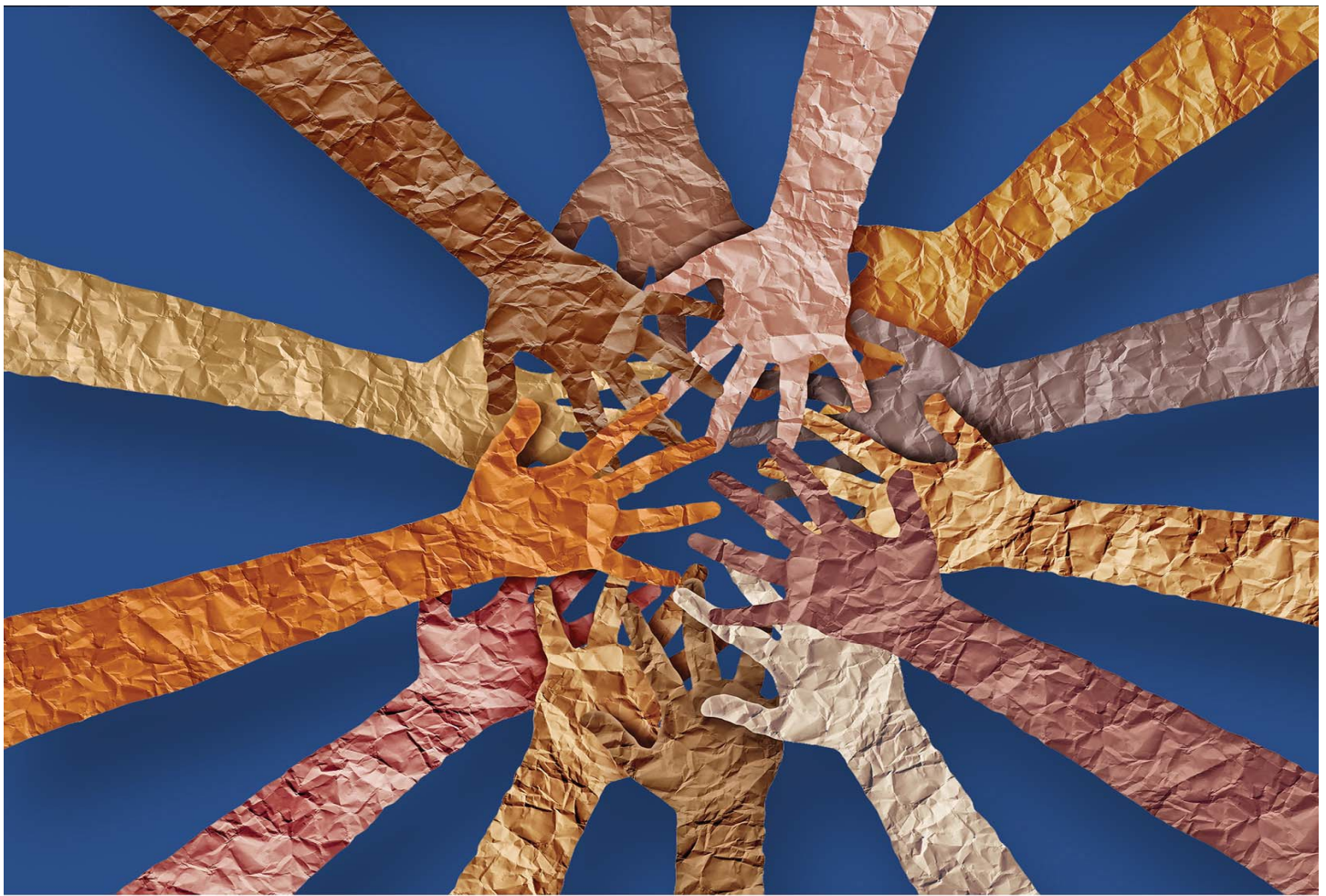
August 2022 | 274 pages | 6 x 9

1. Epistemologies of Collaboration
 2. Collaborative Ecologies: Creating Collaborative Teams
 3. Thinking and Designing for Collaborative Research
 4. Methodologies and Methods of Collaborative Research
 5. Collective Activism: Participatory Action Research
 6. Collaborative Encounters: Study Circles, Communities of Practice, and Learning Communities
 7. Photographic Collaborations and Digital Storytelling
 8. Performance Collaborations
 9. Evaluating Collaborative Research
 10. Writing, Presenting, and Publishing Collaborative Research
 11. Next Steps for Qualitative Researchers Engaged in Collaborative Projects
- References

AUDIENCE Professors and doctoral students in education, social sciences, nursing, and allied health fields; practicing researchers and evaluators.

Thalia M. Mulvihill, PhD, is Professor of Higher Education and Social Foundations and Provost Faculty Fellow at Ball State University. She has served as Director of two doctoral programs, as well as Director of the Certificate Program in Qualitative Research and Education and the Certificate Program in College and University Teaching. Dr. Mulvihill is coeditor of *The Teacher Educator* journal and has published over 85 peer-reviewed articles and book chapters related to qualitative research and innovative pedagogies, as well as eight books. The recipient of numerous teaching, research, and mentoring awards, she is engaged in the study of history and sociology of higher education, qualitative inquiry, innovative pedagogies, and educational leadership.

Raji Swaminathan, PhD, is Professor in the Department of Educational Policy and Community Studies in the School of Education at the University of Wisconsin–Milwaukee. She has served as Director of Doctoral Studies and Chair of the Department and is a recipient of the university's Faculty Teaching and Faculty Research Awards. Dr. Swaminathan has published over 40 peer-reviewed articles and book chapters and seven books, six on qualitative research methods and one on the narratives of immigrant women. She is interested in and works in the areas of qualitative research, youth resilience, urban and alternative schools, creative pedagogies, and school leadership.



Empowerment Evaluation and Social Justice

**Confronting
the Culture
of Silence**

David M. Fetterman

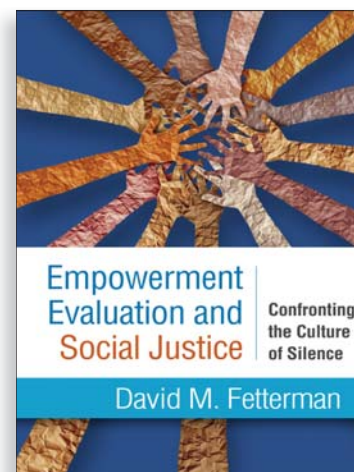


Empowerment Evaluation and Social Justice

Confronting the Culture of Silence

David M. Fetterman, PhD

- This book explains the theories, principles, and steps of conducting Empowerment Evaluation (EE): a framework uniquely suited to advancing social justice causes, from scratch or within a preexisting evaluation or work plan.
- The practical text also presents various technological tools for conducting EE in-person versus remotely, as well as frequently asked questions for doing EE, including when to use the techniques and how.
- Author is known internationally and gives workshops worldwide.



April 2023 | 146 pages | 6 x 9

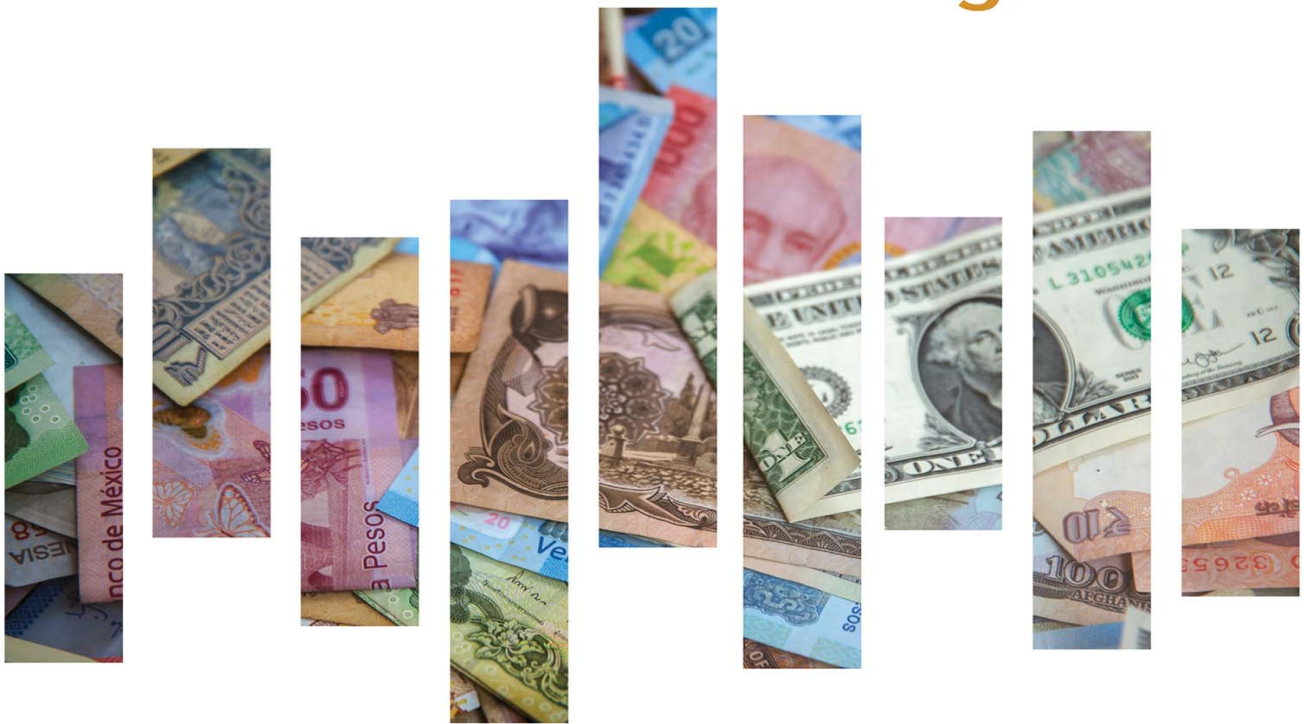
1. Introduction: From Inception to Institutionalization
2. Essential Features: Theories, Concepts, Principles, and Steps
3. Integrating Empowerment Evaluation within a Pre-existing Evaluation and Recognizing Donors as Change Agents: Feeding America's Fight for Food Justice in the United States
4. Integrating Empowerment Evaluation within a Pre-existing Workplan and Celebrating Donors as Change Agents: USAID/REACH's Initiative to Eliminate Tuberculosis in India
5. Tech Tools: Conducting Empowerment Evaluation Remotely
6. Empowerment Evaluation: Frequently Asked Questions
7. Conclusion: Commitments to Social Justice

AUDIENCE Evaluators; program administrators across the social and health sciences; policymakers; instructors and graduate students in education, psychology, sociology, management, human services, social work, nursing, public health, and public policy.

David M. Fetterman, PhD, is president and CEO of Fetterman and Associates, an international evaluation consulting firm, and the founder of empowerment evaluation. Dr. Fetterman has worked in more than 17 countries—in South African townships and Native American reservations, as well as in Silicon Valley tech firms, including Google and Hewlett-Packard—and has 25 years of experience at Stanford University, serving as a School of Education faculty member, the School of Medicine director of evaluation, and a senior member of the University administration. He currently serves as a faculty member at Pacifica Graduate Institute and Claremont Graduate University. Dr. Fetterman is past president of the American Evaluation Association (AEA) and the Council on Anthropology and Education of the American Anthropological Association (AAA). He is a recipient of honors including the Paul F. Lazarsfeld Evaluation Theory Award and the Alva and Gunnar Myrdal Evaluation Practice Award from the AEA; the President's Award from the AAA; the Distinguished Scholar Award from the Research on Evaluation Special Interest Group of the American Educational Research Association; and the Award for Excellence in Research from the Mensa Foundation. He is the author or editor of numerous books.

Cost-Inclusive Evaluation

Planning It, Doing It,
Using It



NADINI PERSAUD

BRIAN T. YATES

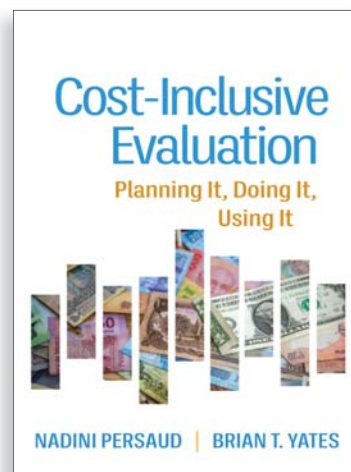
Cost-Inclusive Evaluation

Planning It, Doing It, Using It

Nadini Persaud, PhD, CPA, CGA and Brian T. Yates, PhD

Foreword by Michael Scriven

- A roadmap for measuring program costs and outcomes and analyzing cost-effectiveness, cost-benefit, and cost-utility.
- In accessible language and without complex formulas, this book provides the missing link between an evaluation plan with the cost-effectiveness, cost-benefits, and cost-utility analysis tools to carefully measure the costs of program activities.
- Using examples from actual programs, the book includes reading aids such as helpful boxes, procedure steps, end of chapter discussion questions, and more.
- Authors are well known internationally and do workshops nationally and internationally.



January 2023 | 252 pages | 6 x 9

I. Types and Tools of Cost-Inclusive Evaluation

1. Cost-Inclusive Evaluation
2. Types of Costs and Outcomes That Need to Be Considered in Cost-Inclusive Evaluations
3. Tools for Identifying and Measuring Costs and Outcomes and Other Issues for Consideration

II. Adapting Economic Methods to Enhance Cost-Inclusive Evaluation

4. Economic Appraisal Methodologies
5. Considerations When Using Economic Appraisal

III. Adapting Concepts and Tools from Accounting to

Improve Cost-Inclusive Evaluation

6. Financial Accounting Concepts and Tools
7. Cost and Management Accounting Concepts and Tools

IV. Cost-Inclusive Evaluation for the Scientist? Manager? Practitioner

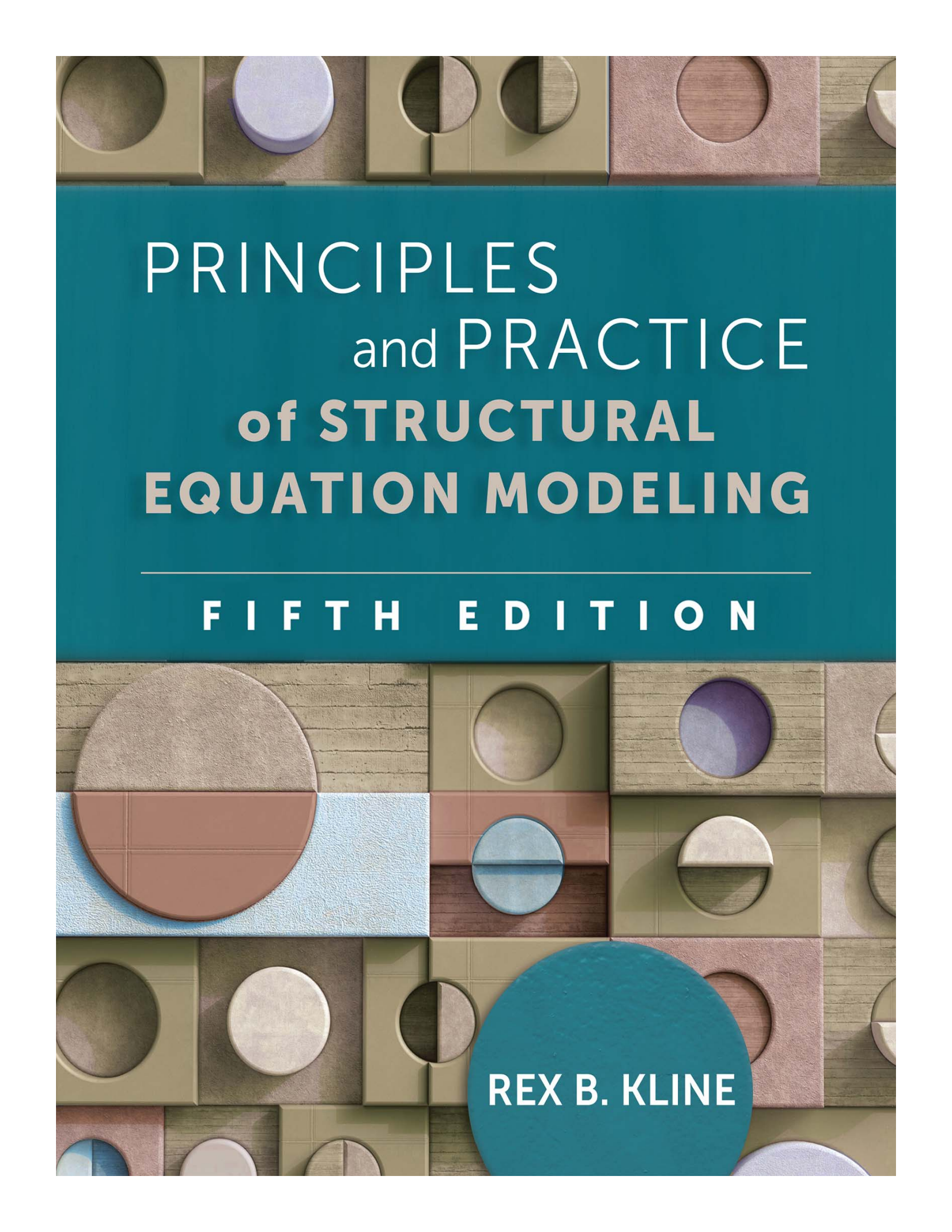
8. Breaking Down Cost by Activity for Better Cost-Inclusive Evaluations
9. Completing the Model with Activity -> Process and Process -> Outcome Analyses

AUDIENCE

Evaluators; program administrators across the social and health sciences; policymakers; instructors and graduate students in education, psychology, sociology, management, human services, social work, nursing, public health, and public policy.

Nadini Persaud, PhD, CPA, CGA, Dr. Persaud is an Advisory Council member for the Barbados Chapter of Chartered Professional Accountants Canada and a board member of Caribbean Evaluators International and the Faster Forward Fund. She also serves on several committees of the American Evaluation Association.

Brian T. Yates, PhD, is Professor in the Department of Psychology at American University in Washington, DC. He has 100 publications, including many peer-reviewed articles, book chapters, a National Institute on Drug Abuse manual on cost-inclusive evaluation, and six books. He has served as board member and Treasurer of the American Evaluation Association.



PRINCIPLES and PRACTICE of **STRUCTURAL** **EQUATION MODELING**

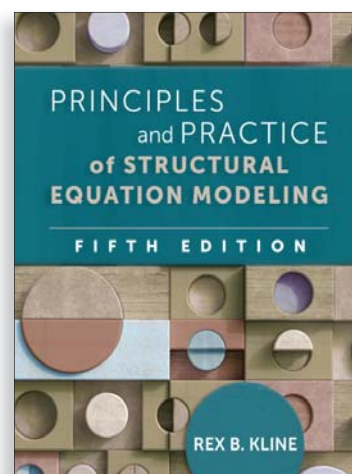
F I F T H E D I T I O N

REX B. KLINE

Principles and Practice of Structural Equation Modeling, Fifth Edition

Rex B. Kline, PhD

- Significantly revised edition with the most complete and accessible text which covers all three approaches to structural equation modeling (SEM).
- Text uses exercises, a new self-test, rules to remember, and data examples from multiple disciplines to provide a comprehensive understanding of all SEM phases.
- Author is internationally known and gives workshops throughout Europe.



May 2023 | 550 pages | 7 x 9

Introduction

I. Concepts, Standards, and Tools

1. Promise and Problems
2. Background Concepts and Self-Test
3. Steps and Reporting
4. Data Preparation
5. Computer Tools

II. Specification, Estimation, and Testing

6. Nonparametric Causal Models
7. Parametric Causal Models
8. Local Estimation and Piecewise SEM
9. Global Estimation and Mean Structures
10. Model Testing and Indexing
11. Comparing Models

12. Comparing Groups

III. Multiple-Indicator Approximation of Concepts

13. Multiple-Indicator Measurement
14. Confirmatory Factor Analysis
15. Structural Regression Models
16. Composite Models

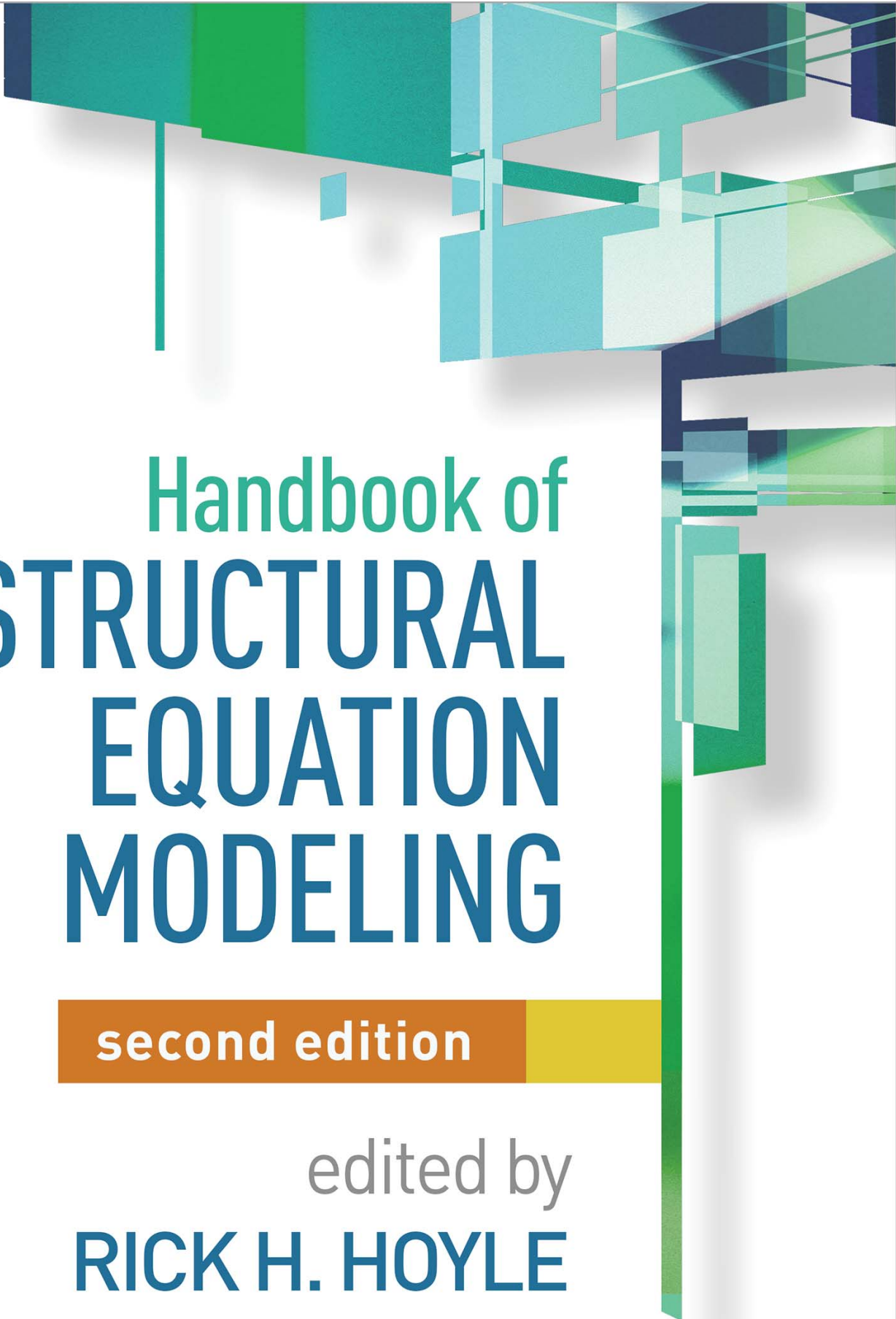
IV. Advanced Techniques

17. Analyses in Small Samples
18. Categorical Confirmatory Factor Analysis
19. Nonrecursive Models with Causal Loops
20. Enhanced Mediation Analysis
21. Latent Growth Curve Models
22. Measurement Invariance
23. Best Practices in SEM

AUDIENCE

Graduate students, instructors, and researchers in psychology, education, human development and family studies, management, sociology, social work, nursing, public health, criminal justice, and communication.

Rex B. Kline, PhD, is Professor of Psychology at Concordia University in Montréal, Quebec, Canada. Since earning a doctorate in clinical psychology, he has conducted research on the psychometric evaluation of cognitive abilities, behavioral and scholastic assessment of children, structural equation modeling, training of researchers, statistics reform in the behavioral sciences, and usability engineering in computer science. Dr. Kline has published a number of chapters, journal articles, and books in these areas.



Handbook of **STRUCTURAL EQUATION MODELING**

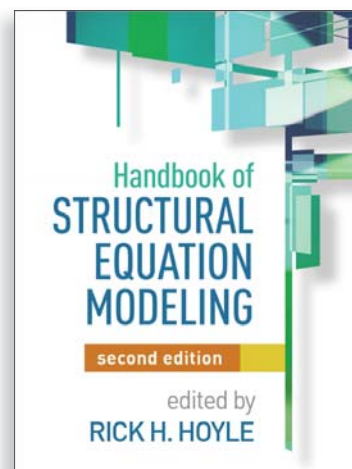
second edition

edited by
RICK H. HOYLE

Handbook of Structural Equation Modeling, Second Edition

Edited by Rick H. Hoyle, PhD

- Singular resource by acclaimed methodologists that offers broad coverage of both the mechanics of Structural Equation Modeling (SEM) and specific SEM strategies and applications.
- Presents fundamental SEM topics, as well as specific model types and more complex, specialized applications.
- Each chapter provides conceptually oriented descriptions, fully explicated analyses, and examples for modeling possibilities for use with the reader's data.



February 2023 | 785 pages | 7 x 9

I. Foundations

1. Structural Equation Modeling
2. A Brief History
3. The Causal Foundations
4. Visualizations
5. Latent Variables
6. Simulation Methods
7. Assumptions
8. On the Estimation of Structural Equation Models with Latent Variables
9. Structural Equation Modeling as a Framework for Power Analysis
10. Model Fit
11. Model Selection

12. Fitting Structural Equation Models with Missing Data

13. Structural Equation Modeling with the Mplus and lavaan Programs

II. Basic Models and Applications

14. Confirmatory Factor Analysis
15. Confirmatory Measurement Models
16. Item Parceling in SEM
17. Using Factor Scores
18. Bifactor Measurement Models
19. Multitrait-Multimethod Models

III. Specialized and Advanced Models and Applications

27. Exploratory SEM
28. SEM with Small Samples

AUDIENCE

Graduate students, instructors, researchers, administrators, and evaluators in psychology, education, human development and family studies, management, sociology, social work, nursing, public health, criminal justice, and communication. Readers will have had at least two graduate statistics course, such as multiple regression and factor analysis.

Rick H. Hoyle, PhD, is Professor of Psychology and Neuroscience and Director of the Center for the Study of Adolescent Risk and Resilience at Duke University. He is a Fellow of the Association for Psychological Science, the American Psychological Association (Divisions 1, 5, 8, and 9), and the Society for Experimental Social Psychology. Dr. Hoyle has written extensively on structural equation modeling and other statistical and methodological strategies for the study of complex social and behavioral processes.

SECOND EDITION

Writing a Proposal for Your Dissertation

Guidelines and Examples



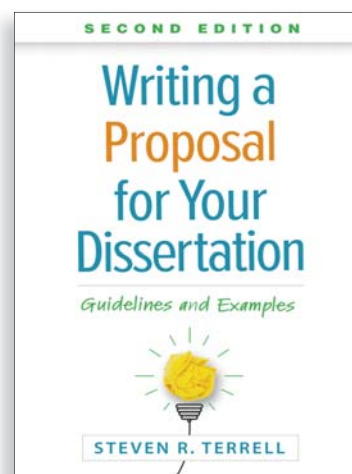
STEVEN R. TERRELL

Writing a Proposal for Your Dissertation, Second Edition

Guidelines and Examples

Steven R. Terrell, PhD

- Encouraging, step-by-step guide for students that demonstrates how to write each chapter of a dissertation proposal.
- Uses case study examples from a range of disciplines to show how to frame a research question, develop a hypothesis, choose a methodological approach, collect the data, and analyses based on that approach.
- Appendices present a proposal written three ways to demonstrate quantitative, qualitative, and mixed methods approaches.



October 2022 | 320 pages | 7 x 10

Introduction: Your Dissertation Proposal

1. Developing the Problem Statement for Your Dissertation Proposal
 2. Writing Purpose Statements, Research Questions, and Hypotheses
 3. Writing the Review of Literature for Your Dissertation Proposal
 4. The First Part of Your Dissertation Research Method
 5. Quantitative Research Methods
 6. Qualitative Research Methods
 7. Mixed Methods Research Designs
- Epilogue: Have We Accomplished What We Set Out to Do?

Appendix A. Progress Check for Chapter 1 of a Dissertation Proposal: The Introduction

Appendix B. Progress Check for Chapter 2 of a Dissertation Proposal: The Review of Literature

Appendix C. Progress Check for Chapter 3 of a Quantitative Dissertation Proposal

Appendix D. Progress Check for Chapter 3 of a Qualitative Dissertation Proposal

Appendix E. Progress Check for Chapter 3 of a Mixed Methods Dissertation Proposal

Appendix F. Sample Proposal for a Four-Chapter Dissertation Answers to Review Questions

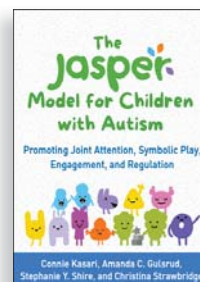
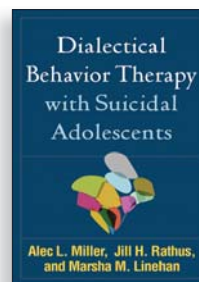
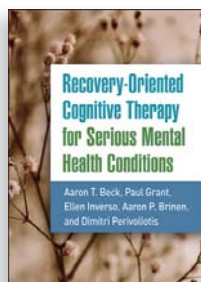
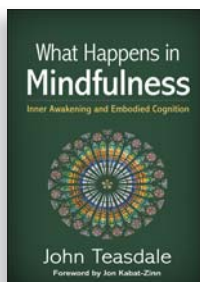
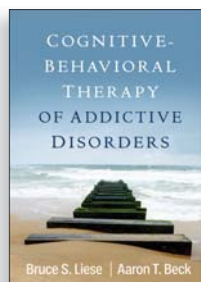
AUDIENCE

Graduate students in education, psychology, geography, sociology, social work, health sciences, business, information systems, and other behavioral, social, and health sciences.

Steven R. Terrell, PhD, is Professor Emeritus at Nova Southeastern University. He has taught quantitative and qualitative research methods since the 1980s and is the author of over 150 journal articles, book chapters, conference papers, and presentations. Dr. Terrell is a member of the American Counseling Association and the American Psychological Association, and served as Chair of the American Educational Research Association's Online Teaching and Learning Special Interest Group. He is on the editorial boards of several national and international journals and was recently named a Fellow and Distinguished Scholar of the International Institute for Applied Knowledge Management. He is currently serving as part-time faculty in the School of Computing at Middle Georgia State University.

BACKLIST

NEW AND RECENT TITLES FOR PROFESSIONALS



Cognitive-Behavioral Therapy of Addictive Disorders

Bruce S. Liese and Aaron T. Beck

May 2022

RIGHTS SOLD

Portuguese, Russian, Spanish, Turkish

Mindfulness-Based Relapse Prevention for Addictive Behaviors, Second Edition

Sarah Bowen, Neha Chawla, Joel Grow, and G. Alan Marlatt

February 2021

RIGHTS SOLD

French, German

What Happens in Mindfulness

John Teasdale

May 2022

RIGHTS SOLD

Chinese-Simplified, Japanese, Portuguese, Spanish

Acceptance and Commitment Therapy, Second Edition

Steven C. Hayes, Kirk D. Strosahl, and Kelly G. Wilson

August 2016

RIGHTS SOLD

Chinese-Simplified, Danish, Dutch, German, Hebrew, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Ukrainian

Behavioral Activation for Depression, Second Edition

Christopher R. Martell, Sona Dimidjian, and Ruth Herman-Dunn

January 2022

RIGHTS SOLD

Korean, Swedish

Recovery-Oriented Cognitive Therapy for Serious Mental Health Conditions

Aaron T. Beck, Paul Grant, Ellen Inverso, Aaron P. Brinen, and Dimitri Perivoliotis

May 2022

RIGHTS SOLD

Chinese-Simplified, Dutch, Hungarian, Italian, Japanese, Portuguese, Russian, Spanish

Treating Trauma in Dialectical Behavior Therapy

Melanie S. Harned

April 2022

RIGHTS SOLD

Italian, Korean, Portuguese, Spanish

Dialectical Behavior Therapy with Suicidal Adolescents

Alec L. Miller, Jill H. Rathus, and Marsha M. Linehan

May 2017

RIGHTS SOLD

Chinese-Simplified, Japanese, Korean, Polish, Spanish

Teaching Social Communication to Children with Autism and Other Developmental Delays, Second Edition

Brooke Ingersoll and Anna Dvortcsak

July 2019

RIGHTS SOLD

Chinese-Complex, Chinese-Simplified, Dutch, Italian, Korean, Portuguese, Spanish, Vietnamese

The JASPER Model for Children with Autism

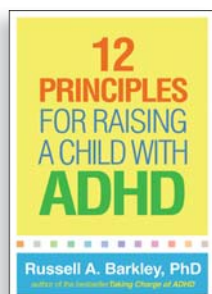
Connie Kasari, Amanda C. Gulsrud, Stephanie Y. Shire, and Christina Strawbridge

December 2021

RIGHTS SOLD

Chinese-Complex, Chinese-Simplified, Dutch, Italian, Japanese, Korean, Russian, Spanish

NEW AND RECENT TITLES FOR GENERAL READERS



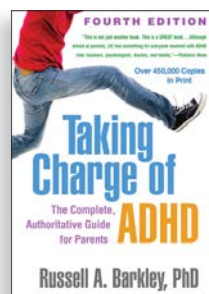
12 Principles for Raising a Child with ADHD

Russell A. Barkley

October 2020

RIGHTS SOLD

Chinese-Simplified, Dutch, Japanese, Portuguese, Russian



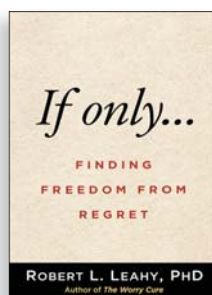
Taking Charge of ADHD, Fourth Edition

Russell A. Barkley

June 2020

RIGHTS SOLD

Chinese-Complex, Chinese-Simplified, German, Russian, Ukrainian



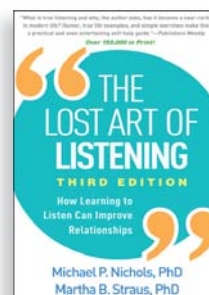
If Only...

Robert L. Leahy

June 2022

RIGHTS SOLD

Chinese-Simplified, Dutch, Italian, Japanese, Polish, Portuguese, Romanian, Russian, Ukrainian



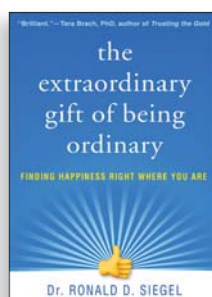
The Lost Art of Listening, Third Edition

Michael P. Nichols and Martha B. Strauss

March 2021

RIGHTS SOLD

Chinese-Simplified, Estonian, Greek, Vietnamese



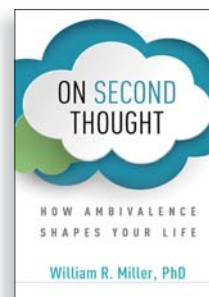
The Extraordinary Gift of Being Ordinary

Ronald D. Siegel

March 2022

RIGHTS SOLD

German, Portuguese, Spanish



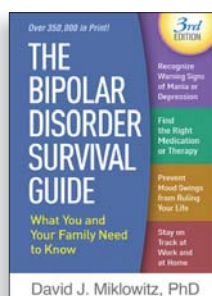
On Second Thought

William R. Miller

December 2021

RIGHTS SOLD

Portuguese, Romanian, Russian



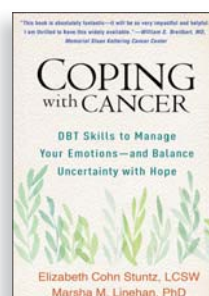
The Bipolar Disorder Survival Guide, Third Edition

David J. Miklowitz

February 2019

RIGHTS SOLD

Chinese-Simplified, Italian, Japanese, Lithuanian, Portuguese



Coping with Cancer

Elizabeth Cohn Stuntz and Marsha M. Linehan

February 2021

RIGHTS SOLD

Italian, Korean, Polish, Portuguese, Russian