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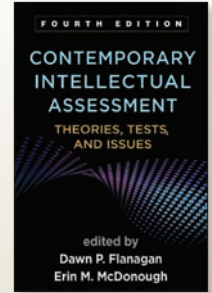
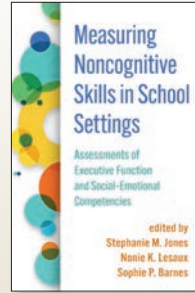
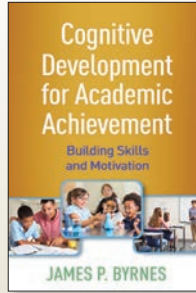
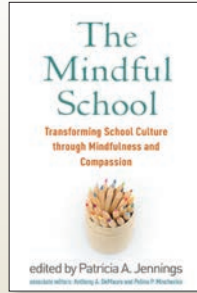
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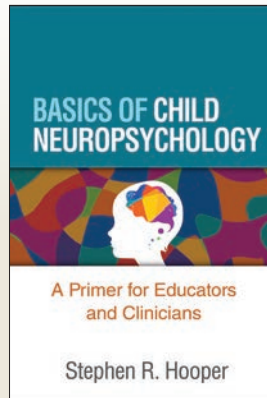
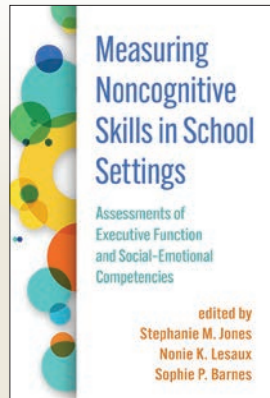
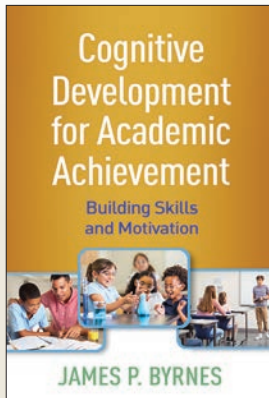
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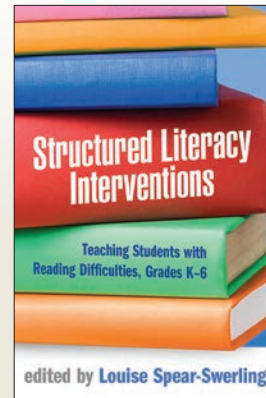
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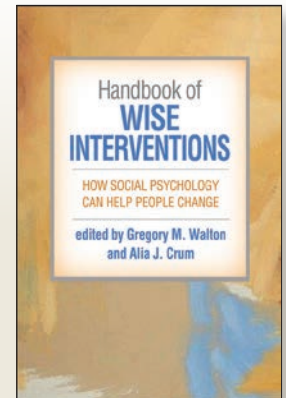
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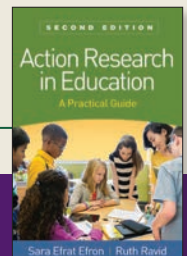
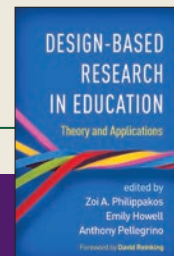


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New

Measuring Noncognitive Skills in School Settings

Assessments of Executive Function and Social-Emotional Competencies

Edited by **Stephanie M. Jones, PhD**

Nonie K. Lesaux, PhD

Sophie P. Barnes, EdM

Foreword by **Timothy P. Shriver, EdD**

Children's social-emotional and self-regulation skills are critical for success in school and, ultimately, in the workplace. How can educators determine the most effective approaches for measuring students' interpersonal competencies? And how can they use the data to improve their own practice? Relevant for school leaders, educators, researchers, and other stakeholders, this book brings together leading experts from multiple disciplines to discuss the current state of measurement and assessment of a broad range of noncognitive skills and present an array of innovative tools. Chapters describe measures targeting the individual student, classroom, whole school, and community; highlight implications for instructional decision making; examine key issues in methodology, practice, and policy; and share examples of systematic school- and districtwide implementation.

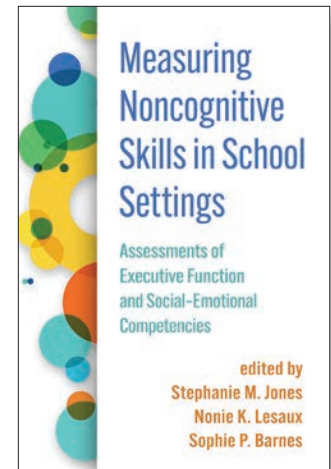
CRITICAL ACCLAIM

"Contributors are highly regarded experts in social, emotional, and behavioral assessment. The volume addresses student-level questions along with classroom-, school-, and system-level considerations, including ways to contend with structural inequities. Chapters hold your attention with interesting analogies and authentic case scenarios. This seminal resource for practitioners and researchers alike takes a topic that has too often been an afterthought and ushers it to the fore."

—**Laura Feuerborn, PhD, NCSP, University of Washington Tacoma**

"The editors and authors of this splendid volume are helping the SEL field chart its course via scientifically rigorous, culturally valid measurement and assessment. How can measuring and assessing children's noncognitive skills improve teaching and learning? This volume points the way!"

—**J. Lawrence Aber, PhD, New York University**



GRADE RANGE: PreK-12

2022, 6" x 9" Paperback, 342 Pages
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ISBN 978-1-4625-4867-5, \$88.00

ABOUT THE EDITORS



Stephanie M. Jones, PhD, is the Gerald S. Lesser Professor in Child Development and Education at the Harvard Graduate School of Education, where she also serves as Director of the Ecological Approaches to Social and Emotional Learning Lab.



Nonie K. Lesaux, PhD, is the Juliana W. and William Foss Thompson Professor of Education and Society at the Harvard Graduate School of Education.



Sophie P. Barnes, EdM, is a doctoral candidate in the Human Development, Learning and Teaching concentration at the Harvard Graduate School of Education.

CONTENTS

Foreword, *Shriver*

Introduction, *Jones et al.*

I. From Physiology to Character Virtues

1. Direct Assessment of Students' Executive Functions and Motivation in Elementary Classroom Settings, *Obradović & Steyer*
2. The Fidget Spinner Effect, *McKown*
3. Defining and Measuring Young Children's Social-Emotional Development in Global Contexts, *McCoy*
4. Stress Physiology in Context, *Leneman & Berry*
5. Measuring Noncognitive Skills Using Ambulatory Psychophysiology, *Saunders Wilder & Palumbo*
6. Conceptualizing and Measuring Character Virtues and Related Attributes Using the Bornstein Specificity Principle, *Chase et al.*

II. In the Classroom

7. Behavior and Discipline, *Chafouleas & Briesch*
8. Using Behavior Incident Data for Program and Classroom Decision Making, *Fox et al.*

9. Defining and Measuring Quality of Early Childhood Education in Low- and Middle-Income Countries, *Raikos*
10. Capturing the Social and Emotional Classroom, *Barnes et al.*

III. Population-Level Tools to Guide Practice and Policy

11. Cross-Cutting Issues for Measuring Social-Emotional Competency in Context, *Gordon & Davidson*
12. Measuring and Monitoring Children's Social and Emotional Competence and Well-Being in Schools, Families, and Communities at the Population Level, *Schonert-Reichl*

IV. Cross-Cutting Methodological and Policy Issues

13. Cross-Cutting Methodological Considerations for Measuring and Assessing Noncognitive Skills, *Hamilton*
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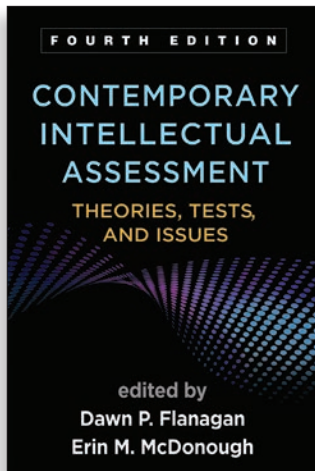
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ABOUT THE EDITORS



Dawn P. Flanagan, PhD, is Professor of Psychology at St. John's University in Jamaica, New York, and Affiliate Clinical Professor at Yale Child Study Center, Yale University School of Medicine.



Erin M. McDonough, PhD, is Clinical Assistant Professor in the School Psychology Program of the Graduate School for Applied and Professional Psychology at Rutgers, The State University of New Jersey, and serves as Director of the Rutgers School Psychology Internship Consortium.

Contemporary Intellectual Assessment, FOURTH EDITION *Theories, Tests, and Issues*

Edited by **Dawn P. Flanagan, PhD** and **Erin M. McDonough, PhD**

Foreword by **Alan S. Kaufman, PhD**

This leading practitioner reference and text provides the knowledge needed to use cognitive tests with individuals of all ages, from preschoolers to adults. The volume examines major theories and tests of intelligence (in chapters written by the theorists and test developers themselves) and presents research-based approaches to test interpretation. Contributors address critical issues in evaluating culturally and linguistically diverse students, gifted students, and those with intellectual disability, sensory-motor impairments, traumatic brain injuries, and learning difficulties and disabilities. The fourth edition highlights the use of cognitive test results in planning school-based interventions.

CRITICAL ACCLAIM

"Flanagan and McDonough have assembled an impressive, comprehensive volume. The book includes the major scholars within the field across a continuum of expertise. It will no doubt serve as an excellent resource for those who want to assess intelligence in clinical or educational settings or analyze the psychometric properties of commonly used measures. A 'go-to' guide for understanding intellectual assessment."

—H. Lee Swanson, PhD,

University of California, Riverside; University of New Mexico

"The fourth edition keeps up an excellent tradition of providing students, researchers, and clinicians with a text that is unrivaled in its breadth and depth.... Clinicians will appreciate this outstanding reference work written and edited by the field's best experts." —Elaine Fletcher-Janzen, EdD, NCSP, ABPdN,

The Chicago School of Professional Psychology

"This is a remarkably content-rich book on intellectual assessment broadly defined.... As one who develops academic interventions for children with serious learning problems, I found the book helpful for thinking about individual differences in cognition and how they may influence construction of training programs to strengthen both cognitive processes and academic skills."

—Douglas Fuchs, PhD, Vanderbilt University

"This edition brings together dozens of the most well-known theorists and test authors in the field of intellectual assessment to dig deep into theories of human cognition and neuropsychology. Not only are cognitive, achievement, and neuropsychological tests reviewed in thorough detail, but ways to link assessment to intervention are outlined. Assessment applications for specific populations are highlighted in detail.... As an applied practitioner, I suspect this volume will become a constantly used and worn reference for report writing that will stay on my desk, not my bookshelf."

—John M. Garruto, DEd, NCSP,

Oswego City School District, New York

SECTIONS

Foreword, *Alan S. Kaufman*

- I. The Origins of Intellectual Assessment
- II. Contemporary Theoretical Perspectives
- III. Contemporary Intelligence, Cognitive, and Neuropsychological Batteries, and Associated Achievement Tests

- IV. Relevance of Tests of Intelligence, Cognitive Abilities, and Neuropsychological Processes in Understanding Individual Differences
- V. Linking Assessment Data to Intervention
- VI. Contemporary and Emerging Issues in Intellectual, Cognitive, and Neuropsychological Assessment

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New

Cognitive Development for Academic Achievement

Building Skills and Motivation

James P. Byrnes, PhD

This integrative text spotlights what educators need to know about children’s cognitive development across grade levels and content areas. The book provides a concise introduction to developmental neuroscience and theories of learning. Chapters on general cognitive abilities probe such crucial questions as what children are capable of remembering at different ages, what explains differences in effort and persistence, and how intelligence and aptitudes relate to learning. Domain-specific chapters focus on the development of key academic skills in reading, writing, math, science, and history. Multiple influences on academic achievement and motivation are explored, including school, family, cultural, and socioeconomic factors.

CRITICAL ACCLAIM

“I recommend this book as a text for educational psychology courses and a resource for anyone interested in reducing the achievement gap between low- and high-income students.”

—Marla R. Brassard, PhD, Columbia University (Emerita)

“No other book has the combination of depth, breadth, and accessibility. It would be appropriate for classes in cognitive development, educational psychology, curriculum and instruction, and many more. Byrnes’ discussion of the neural foundations of cognition, development, and education is superb.”

—David H. Uttal, PhD, Northwestern University

CONTENTS

I. Foundations

- 1. Introductory Issues
- 2. Brain Development and Cognitive Neuroscience

II. Domain-General Theories of Cognitive Skills and Motivation

- 3. Domain-General Theories of Learning
- 4. Memory Development
- 5. The Nature and Development of Motivation
- 6. Executive Function and Self-Regulation
- 7. The Development of Intelligence, Aptitude, and Expertise

- 8. The Development of Spoken Language Competence

III. Domain-Specific Academic Skills

- 9. The Development of Beginning Reading Skills
- 10. The Development of Reading Comprehension Skills
- 11. The Development of Writing Skills
- 12. The Development of Mathematical Competence
- 13. The Development of Scientific Reasoning Skills
- 14. The Development of Historical Understanding

IV. Conclusions

- 15. Putting It All Together

Language and Literacy Development, SECOND EDITION

What Educators Need to Know

James P. Byrnes, PhD

Barbara A. Wasik, PhD, Temple University

This established text reveals how spoken language skills are acquired and how they affect children’s later reading and writing achievement. Implications of developmental knowledge for classroom instruction are highlighted, and effective practices reviewed. Revealing vignettes, clear explanations of research, and lists of “main ideas” enhance the text’s accessibility for preservice teachers.

“Byrnes and Wasik are recognized experts who translate research in a meaningful way to help transform readers’ understanding of the remarkable task of language and literacy acquisition in children.”

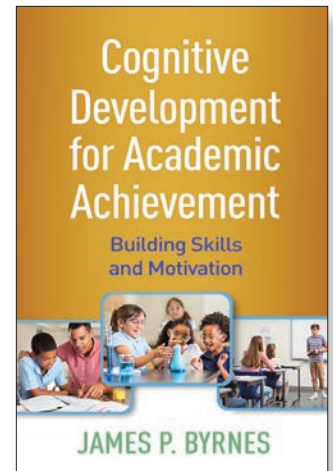
—Laura M. Justice, PhD, The Ohio State University

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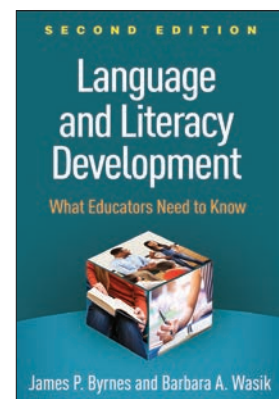


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ABOUT THE AUTHOR



James P. Byrnes, PhD, is Professor of Educational Psychology and Applied Developmental Science in the College of Education at Temple University.

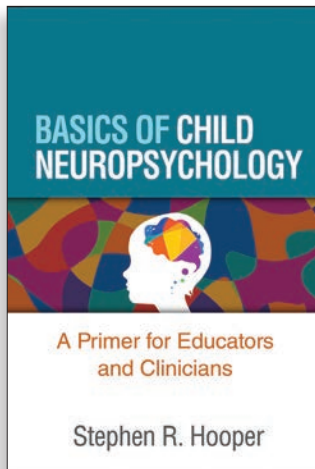


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New

Basics of Child Neuropsychology

A Primer for Educators and Clinicians

Stephen R. Hooper, PhD, University of North Carolina-Chapel Hill

Foreword by **George W. Hynd, PhD**

Written expressly for non-neuropsychologists, this book offers a concise, friendly introduction to the developing brain and its functions. Hooper renders complex concepts accessible as he describes the structure of the brain and the workings of the nervous system. The book explains how findings from neuropsychological assessments can help educators and clinicians to better understand and remediate children's difficulties. **Helpful features include key Take-Home Points distilled from the chapters and recommended print and online resources.**

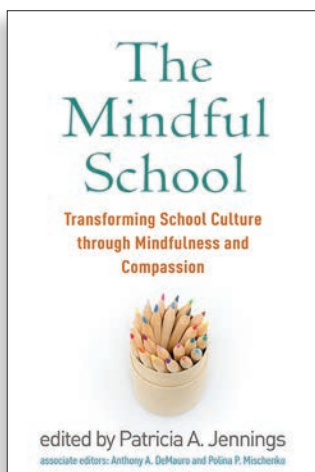
CRITICAL ACCLAIM

"Will become the standard go-to text for those seeking a basic understanding of children and adolescents who experience neurologically based challenges. This book provides an easy-to-follow primer on how the brain works, develops, and is affected by different types of damage, as well as how to address such challenges. It is a 'must-have' resource for teachers, clinicians, and allied health personnel, and a text that all special education teachers and those preparing to teach should count among their most valuable tools."

—**Steve Graham, EdD, Arizona State University**

"This book offers an easily accessible, straightforward overview of the rapidly developing field of child neuropsychology, and shows how to use insights from the field in work with children and their families....Hooper is wonderfully skilled at conveying sophisticated concepts in a very relatable manner!"

—**Kevin M. Antshel, PhD, Syracuse University**



GRADE RANGE: PreK-12

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The Mindful School

Transforming School Culture through Mindfulness and Compassion

Edited by **Patricia A. Jennings, PhD**, University of Virginia, Charlottesville

Associate Editors: **Anthony A. DeMauro, PhD** and **Polina P. Mischenko, PhD**

Demonstrating the benefits of mindfulness for both educators and students in PreK–12, this book presents flexible models for implementing and sustaining schoolwide initiatives. Compelling case studies show how mindfulness practices can enhance students' academic and social-emotional functioning as well as teacher effectiveness. Chapters review the evidence base for available programs, reflect on lessons learned in real schools, and provide guidance for planning and decision making. The roles of school leaders, teachers, counselors, and parents in creating a more supportive and compassionate school climate are discussed. Also described are innovative approaches to professional development and preservice teacher training.

CRITICAL ACCLAIM

"This is a jewel of a collection of practical, research-based tools for designing mindfulness-based programs for students as well as school staff. Evidence-based programs for a diversity of learners are presented by experts in the field. While acknowledging that mindfulness and compassion practices are not a panacea, the book shows how these programs can indeed make a significant contribution to meaningful school reform, shifting us toward a much-needed holistic educational approach."

—**Rebecca Alber, EdD, University of California, Los Angeles**

"In my more than 20 years in school leadership, I have never run across a book with so much information on school transformation through the lens of mindfulness. This book is chock-full of research, case studies, and strategies. It is a guidepost that I will return to again and again."

—**Lana Penley, MEd, Principal, Marysville School, Portland**



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Handbook of Wise Interventions

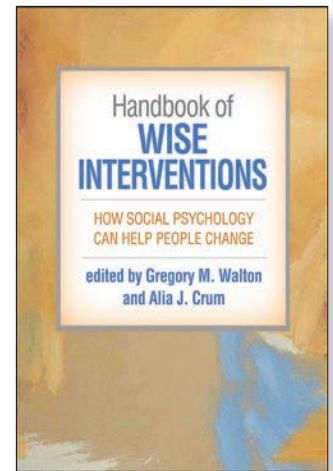
How Social Psychology Can Help People Change

Edited by **Gregory M. Walton, PhD** and **Alia J. Crum, PhD**

Precise shifts in the ways people make sense of themselves, others, and social situations can help people flourish. This compelling handbook synthesizes the research on wise interventions—brief, nonclinical strategies that are “wise” to the impact of social-psychological processes on behavior. Leading authorities describe how maladaptive or pejorative interpretations can undermine people’s functioning and how altering them can produce benefits in such areas as academic motivation, achievement, or teacher–student relationships.

“From leading researchers in the field, this is the kind of book that has the potential to change the lives of undergraduates, graduate students, and even faculty who yearn to make a difference in the world and who also want to discover new insights about people, institutions, and culture.”

—James W. Pennebaker, PhD, The University of Texas at Austin



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ABOUT THE EDITORS



Gregory M. Walton, PhD, is Associate Professor of Psychology and the Michael Forman University Fellow in Undergraduate Education at Stanford University.



Alia J. Crum, PhD, is Assistant Professor of Psychology at Stanford University and Primary Investigator of the Stanford Mind and Body Lab.

CONTENTS

Introduction, *Walton & Crum*

I. Education

1. A Growth Mindset about Intelligence, *Dweck & Yeager*
2. The Social-Belonging Intervention, *Walton & Brady*
3. Self-Affirmation Interventions, *Sherman et al.*
4. The Utility-Value Intervention, *Hulleman & Harackiewicz*
5. Difference-Education, *Stephens et al.*
6. The Pathways Intervention as a Model to Design Broader Systems of Equitable Student Support, *Destin & Hernandez*
7. The Strategic Resource Use Intervention, *Chen*

II. Health and Well-Being

8. Happiness Interventions, *Layous*
9. The Stress-Mindset Intervention, *Crum et al.*
10. Stress Reappraisal Interventions, *Jamieson & Hangen*

11. Values-Alignment Interventions, *Bryan*
12. The Taste-Focused-Labeling Intervention, *Turnwald & Crum*

III. Conflict and Relationships

13. The Incremental Theory of Personality Intervention, *Yeager & Lee*
14. The Empathic-Discipline Intervention, *Okonofua & Ruiz*
15. The Group-Malleability Intervention, *Goldenberg et al.*

16. The Couples Activity for Reappraising Emotions Intervention, *Slotter & Luchies*

17. The Abstract Reframing Intervention, *Marigold*

IV. Sustainability

18. The Social Norms Approach, *Nolan et al.*
19. Dynamic Norm Interventions, *Sparkman*

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★ **Bestseller**

Self-Determination Theory

Basic Psychological Needs in Motivation, Development, and Wellness

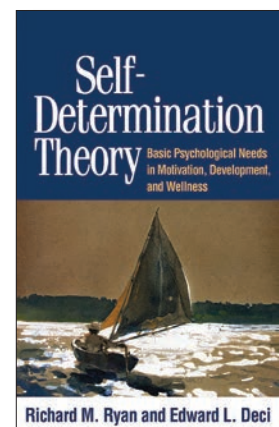
Richard M. Ryan, PhD, Australian Catholic University, Sydney; University of Rochester
Edward L. Deci, PhD, University of Rochester

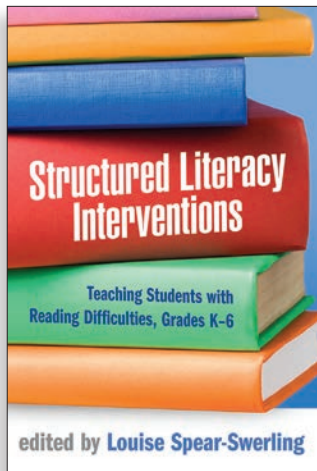
Self-determination theory (SDT) provides a framework for understanding the factors that promote motivation and healthy psychological and behavioral functioning. In this authoritative work, the codvelopers of the theory comprehensively examine SDT’s conceptual underpinnings, empirical evidence base, and practical applications across the lifespan.

“Explains SDT with a richness and clarity that will enable readers at all levels to understand and use this important and increasingly influential theory.... This book is essential reading for educational psychologists and those training for careers in education as it provides crucial information about setting up environments to maximize student motivation, learning, and adjustment.”

—Wendy S. Grolnick, PhD, Clark University

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Structured Literacy Interventions

Teaching Students with Reading Difficulties, Grades K-6

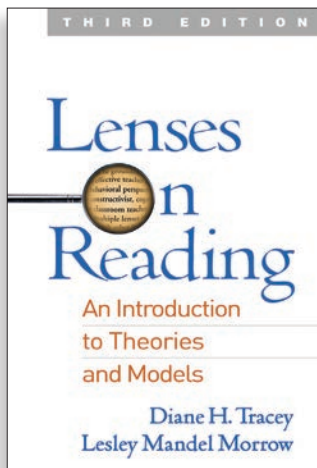
Edited by **Louise Spear-Swerling, PhD**, Southern Connecticut State University (Emerita)

Comprehensive and evidence-based, Structured Literacy (SL) approaches place a high value on explicit, systematic, and sequential instruction. This book brings together leading experts on key components of literacy to help K-6 teachers design and target SL interventions for particular student profiles. Chapters identify effective features of instruction for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression, especially for at-risk readers and those with disabilities. **Including case studies, sample intervention activities, lesson plans, and end-of-chapter application activities, the book contains several reproducible tools that can be downloaded and printed in a convenient 8½" x 11" size.**

CRITICAL ACCLAIM

"This is an exceptional book that bridges the research-to-practice divide. This is the seminal book every educator of struggling readers deserves." —**Pamela M. Kastner, EdD, Literacy Statewide Lead, Pennsylvania Training and Technical Assistance Network**

"I can see educators in myriad settings welcoming this work—from novices in university methods classes to veterans in master's programs and district professional learning communities. Educators will reach for this book time and again to expand their knowledge of best practices for helping struggling readers become successful." —**Kathleen J. Brown, PhD, Director, University of Utah Reading Clinic**



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Lenses on Reading

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An Introduction to Theories and Models

Diane H. Tracey, EdD

Lesley Mandel Morrow, PhD, Rutgers University, The State University of New Jersey

Widely adopted as an ideal introduction to the major models of reading, this work guides students to understand and facilitate children's literacy development. Coverage encompasses the full range of theories that have informed reading instruction and research, from classical thinking to contemporary cognitive, social learning, physiological, and affective perspectives. Readers learn how theory shapes instructional decision making and how to critically evaluate the assumptions and beliefs that underlie their own teaching. **Pedagogical features include framing and discussion questions, learning activities, teacher anecdotes, classroom applications, and examples of research studies grounded in each approach.**

CRITICAL ACCLAIM

"The balance of theoretical explanations, research ideas, classroom applications, and teacher anecdotes makes this an ideal text for introductory graduate courses in literacy research and methods."

—**Janice F. Almasi, PhD, University of Kentucky**

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Handbook of Social and Emotional Learning

Research and Practice

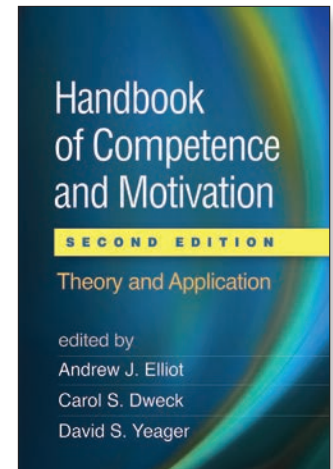
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Afterwords by **James P. Comer, MD**, and **Daniel Goleman, PhD**

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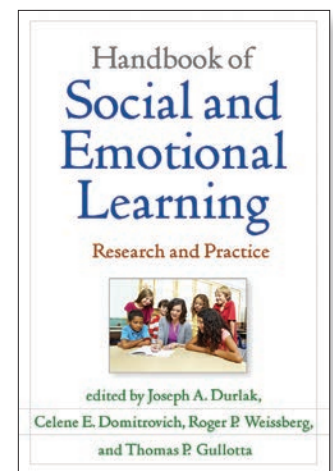
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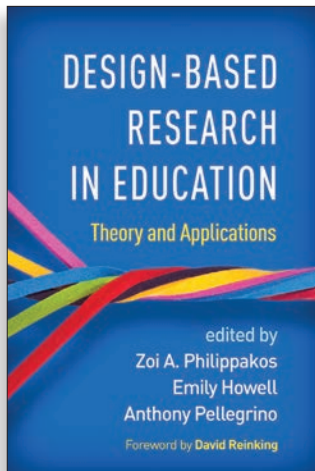
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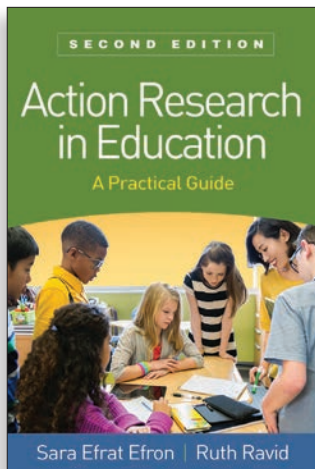
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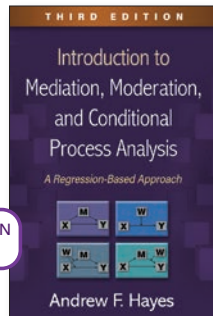
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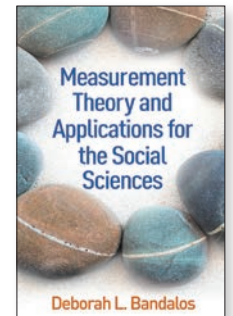
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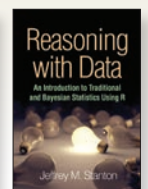
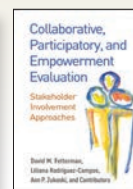
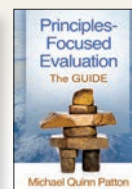
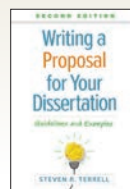
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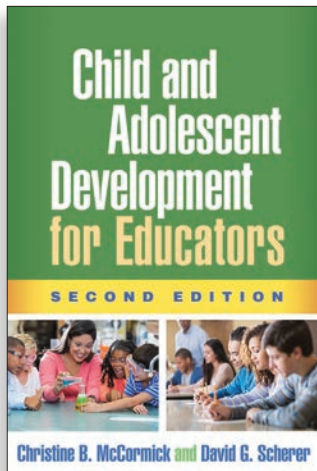
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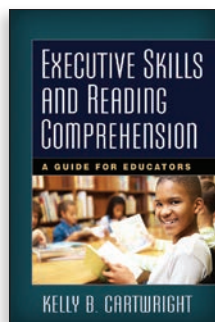
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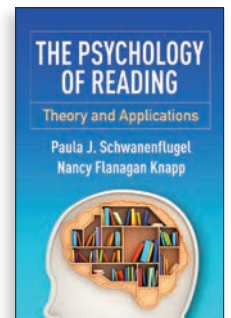
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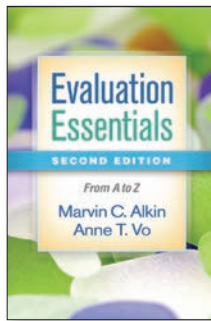
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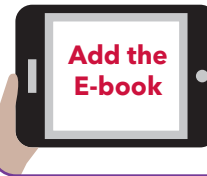
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