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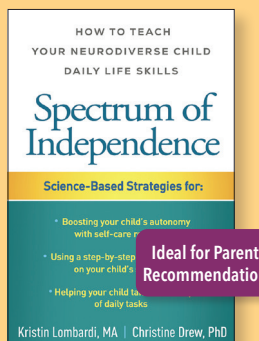
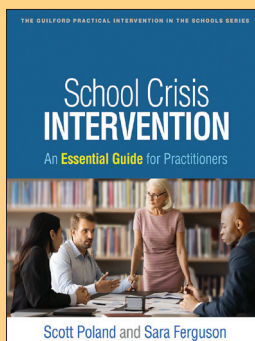
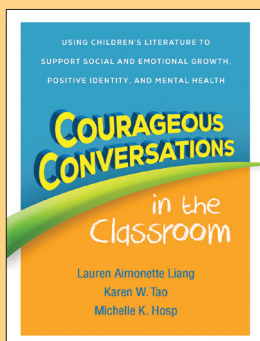
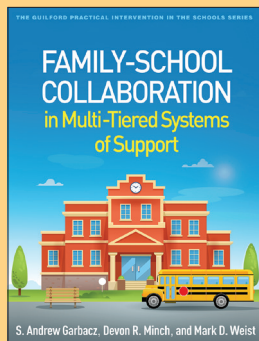
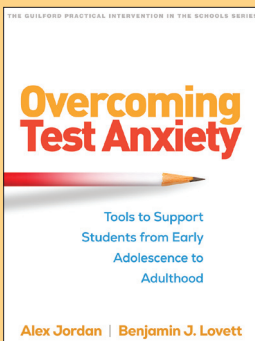
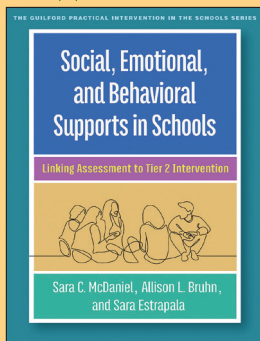
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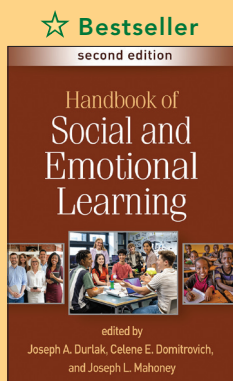
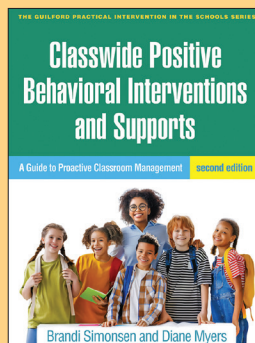
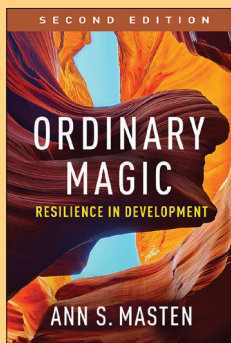
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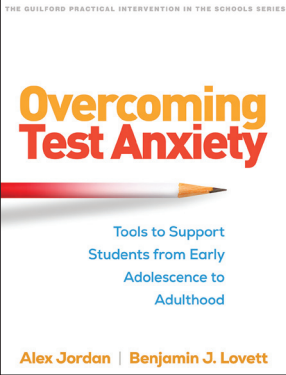
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New

Overcoming Test Anxiety

Tools to Support Students from
Early Adolescence to Adulthood

Alex Jordan, PhD and Benjamin J. Lovett, PhD

This state-of-the-art resource offers school and clinical professionals a comprehensive approach to addressing test anxiety in students from sixth grade through college and beyond (ages 11 to adulthood). The book uniquely combines acceptance-based behavior therapy interventions with practical strategies for improving study skills and enhancing test performance. By learning to disengage from unhealthy worries, students can decrease avoidance and unlock their academic potential. In a convenient large-size format, the book features sample dialogues and scripts, concrete test-taking guidance, and 27 reproducible handouts that can be downloaded and printed.

“In an accessible and engaging style, the book seamlessly integrates available assessment and treatment options. This is an authoritative, up-to-date guide.”
—Sybille Bruun Moss, PhD, Director of Student Success Services, The Elisabeth Morrow School, Englewood, NJ

“Jordan and Lovett offer science-backed strategies that not only ease students’ test anxiety, but can actually change their mindsets about testing and stress.... This book is a valuable aid for clinicians and educators.”
—Carol S. Dweck, PhD, Stanford University

ABOUT THE AUTHORS

Alex Jordan, PhD, is a psychologist in private practice in Belmont, Massachusetts, and at McLean Hospital, and is Lecturer in Psychiatry at Harvard Medical School.

Benjamin J. Lovett, PhD, is Professor of Psychology and Education at Teachers College, Columbia University.

CONTENTS

Preface I. Understanding Test Anxiety 1. The Nature of Test Anxiety 2. Test Anxiety Matters—But Not in the Way Students Think 3. Clinical Assessment 4. Intervention Research II. Treating Test Anxiety 5. Treatment Overview 6. Learning about Test Anxiety 7. Mastering Bodily Anxiety 8. Focusing the Mind 9. Studying for Success 10. Doing Your Best on Tests

HANDOUT 7.3

Practicing Exposure to Anxiety Sensations

At least five times weekly, ideally on separate days, practice most uncomfortable for you. Within each “workout,” practice break between exercises to take notes and let your body rest. exercise more than once in a single workout, use separate r

Date	Exercise	Duration (seconds)	Notes

HANDOUT 9.3

Planning for Studying

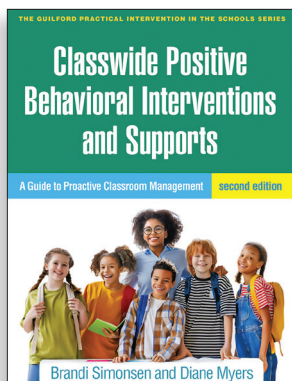
Use this form to plan your studying in advance, to be sure you spread out your learning (see Handout 9.2) and use highly effective methods for studying (see Handout 9.1). Check your calendar to make sure you’re scheduling your studying for times of day that are practical for you. Use the last column to record notes on how different study methods went for you, for different subjects. This will help you keep refining your plan for future studying.

Date	Time of day	Study topics and methods	How did it go? Anything you noticed?

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★ **New Edition of a Bestseller—Revised & Updated!**

Classwide Positive Behavioral Interventions and Supports, SECOND EDITION

A Guide to Proactive Classroom Management

Brandi Simonsen, PhD and **Diane Myers, PhD**

Now in a revised and updated second edition addressing the evolving needs of today's K–12 educators, this established classroom resource is written by leaders in positive behavioral interventions and supports (PBIS). Brandi Simonsen and Diane Myers provide a vital classroom management and behavior support toolkit with a primary focus on universal (Tier 1) support. **In a convenient large-size format**, the book provides step-by-step guidelines for structuring the classroom environment, actively engaging students in instruction, setting clear expectations, and implementing a continuum of strategies to reinforce positive behavior and respond to inappropriate behavior. Teacher-friendly features include classroom vignettes, bulleted chapter objectives, end-of-chapter learning activities, and **reproducible forms that can be downloaded for repeated use.**

NEW TO THIS EDITION

- ✓ Expanded focus on culturally responsive and inclusive practice.
- ✓ Increased attention to connecting with students and families and engaging them in designing, implementing, and monitoring practices.
- ✓ More coverage of integrating Tier 2 and Tier 3 interventions into a classwide PBIS model.
- ✓ Updated research, resources, tools, and examples throughout the chapters.

“Presents a state-of-the-art approach that is user friendly and resource rich, and that will help to inform the daily practice of both veteran and aspiring educators. This is an ideal text for classroom management coursework.”

—**Tim Knoster, EdD, EdS, Commonwealth University-Bloomburg;**
Executive Director Emeritus, Association for Positive Behavior Support

ABOUT THE AUTHORS

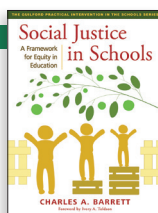
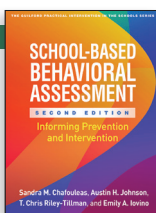
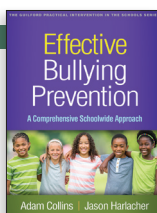
Brandi Simonsen, PhD, is Professor in the Department of Educational Psychology and Co-Director of the Center for Behavioral Education and Research at the University of Connecticut.

Diane Myers, PhD, is Senior Vice President of Special Education for Specialized Education Services, Inc.

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Preface 1. Foundations of Classwide PBIS **I. PBIS Foundations and Basic Principles** 2. Behavioral Principles at Work in PBIS 3. Tier 1 Schoolwide PBIS 4. Introduction to Classwide PBIS **II. Classwide PBIS Practices** 5. Create an Inclusive, Predictable, Safe, and Engaging Classroom 6. Establish and Teach Positively Stated Norms or Expectations 7. Implement a Continuum of Strategies to Increase Contextually Appropriate Behavior 8. Implement a Continuum of Strategies to Decrease Contextually Inappropriate Behavior **III. Additional Tiers of Support for Students** 9. Overview of Tier 2 Supports in Your School and Classroom 10. Overview of Tier 3 Supports in Your School and Classroom 11. Conclusion

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★ **New Edition of a Bestseller—A Major Revision!**

Handbook of Social and Emotional Learning

SECOND EDITION

Edited by **Joseph A. Durlak, PhD,**
Celene E. Domitrovich, PhD, and **Joseph L. Mahoney, PhD**

Foreword by **Maurice J. Elias, PhD** • Afterword by **The Weissberg Scholars**

The definitive work on social and emotional learning (SEL) research and practice is **now in an extensively revised second edition**, featuring all-new and thoroughly updated chapters. The world's leading SEL scholars describe state-of-the-art interventions that build students' competencies for managing emotions, showing empathy for others, forming supportive relationships, and making responsible decisions.

NEW TO THIS EDITION: ✓ Reflects a decade of significant advances in research, policy, and implementation.
✓ New and expanded topics—equity, culturally responsive practice, multi-tiered systems of support, adult SEL, technology tools and applications, mental health, scaling up successful interventions, and more. ✓ Six chapters on international SEL efforts, discussing both developed and developing countries.
✓ Every chapter concludes with Key Takeaway Points.

"I recommend this book for SEL implementers at all levels...as well as graduate students in school psychology, school counseling, and social work."

—**Brian C. McKevitt, PhD, NCSP, University of Nebraska Omaha**

ABOUT THE EDITORS

Joseph A. Durlak, PhD, is Professor Emeritus of Psychology at Loyola University Chicago.

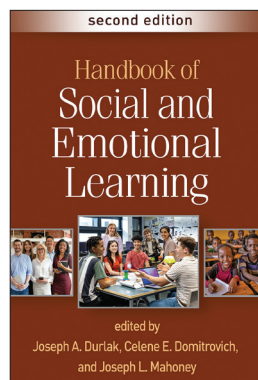
Celene E. Domitrovich, PhD, is Research Professor in the Department of Psychiatry at Georgetown University Medical Center.

Joseph L. Mahoney, PhD, is Research and Evaluation Analyst at Big Brothers Big Sisters of America.

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Family-School Collaboration in Multi-Tiered Systems of Support

S. Andrew Garbacz, PhD,

University of Wisconsin-Madison

Devon R. Minch, PhD,

University of North Carolina at Chapel Hill

Mark D. Weist, PhD, University of South Carolina

This timely resource provides an equity-focused, culturally responsive framework for embedding family collaboration within multi-tiered systems of support (MTSS). The field-leading authors present best practices for involving families in data-based decision making and problem solving at Tiers 1, 2, and 3. Chapters from guest experts address key issues in implementation, including detailed case studies.

“Provides practical insights to foster authentic collaboration between schools and historically marginalized families, making it an indispensable tool for cultivating inclusive educational environments.”

—Janine Jones, PhD, NCSP, University of Washington



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Social, Emotional, and Behavioral Supports in Schools

Linking Assessment to Tier 2 Intervention

Sara C. McDaniel, PhD,

American Institutes for Research, Arlington, VA

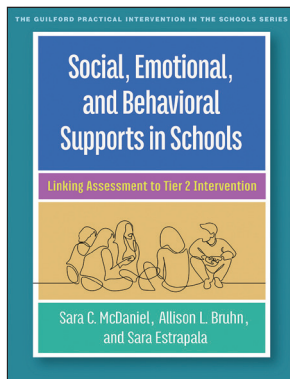
Allison L. Bruhn, PhD, University of Iowa

Sara Estrapala, PhD, University of Missouri-Columbia

Meeting a critical need, this accessible guide addresses the “whats,” “whys,” and “how-tos” of developing and implementing effective Tier 2 social, emotional, and behavioral supports. The book provides explicit steps for identifying K–12 students who could benefit from Tier 2, matching evidence-based interventions to student needs, and making individualized, data-based decisions regarding adapting, fading, or intensifying supports.

“I love the accessibility of this book and the straightforward guidance it provides.... This hopeful book allows us to see Tier 2 supports as uplifting and preventive—the way they are meant to be.”

—Rhonda N. T. Nese, PhD, University of Oregon



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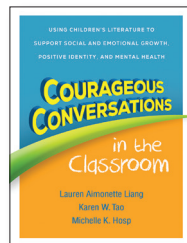
Using Children's Literature to Support Social and Emotional Growth, Positive Identity, and Mental Health

Lauren Aimonette Liang, PhD, Karen W. Tao, PhD,
and **Michelle K. Hosp, PhD**

A complete classroom toolkit for grades 3–6, this book empowers teachers to leverage high-quality children's literature to boost emotional well-being, positive self-identities, social awareness, and civic engagement. Nine thematic instructional units are built around carefully curated book sets.

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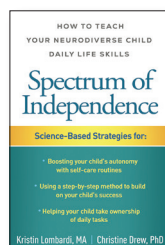
How to Teach Your Neurodiverse Child Daily Life Skills

Kristin Lombardi, MA, BCBA and **Christine Drew, PhD, BCBA-D**

This motivating, practical book gives worried parents concrete strategies for maximizing the independence of their child or teen with autism, intellectual disabilities, or other forms of neurodiversity. Exercises and downloadable worksheets are rooted in scientifically based behavioral principles.

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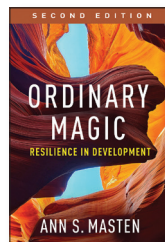
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Ann S. Masten, PhD

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■ Dr. Masten is the recipient of the 2024 Grawemeyer Award in Psychology for the idea of "ordinary magic."



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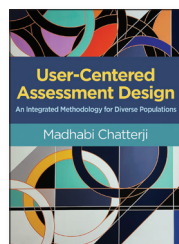
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Madhabi Chatterji, PhD

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School Crisis Intervention

An Essential Guide for Practitioners

Scott Poland, EdD and **Sara Ferguson, PsyD**

Providing vital tools to enhance preparedness in any school setting (K–12), this book is grounded in state-of-the-art research and real-world experience. Foremost authority Scott Poland and frontline clinician Sara Ferguson address all aspects of team-based crisis intervention and postvention. With a key focus on prevention, the book describes ways to identify risk factors and enhance students' mental health, connectedness, and resilience. Best practices are outlined for responding effectively to specific crises, including unexpected deaths in the school community, youth suicide, school violence, and natural disasters. **In a convenient large-size format**, the book includes firsthand perspectives from other experts in the field, hands-on strategies to support daily practice, and **23 reproducible forms that can be downloaded and printed**.

"An invaluable resource that will inform and strengthen school-based crisis intervention for years to come....I cannot wait to include this book as part of the behavioral threat assessment and management, suicide risk assessment, and crisis response and recovery courses we teach."

—Jane King, EdS, Green Hills Area Education Agency, Council Bluffs, IA

"Infused with the voices of educators and leaders in school crisis response, this is a valuable resource for educators, school leaders, and school mental health professionals who serve on crisis teams in schools."

—Katie Eklund, PhD, NCSP, University of Wisconsin–Madison

ABOUT THE AUTHORS

Scott Poland, EdD, is Professor in the College of Psychology and Director of the Suicide and Violence Prevention Office at Nova Southeastern University.

Sara Ferguson, PsyD, is a clinical psychologist who provides psychotherapy and psychological assessment services to at-risk youth in a South Florida private practice.

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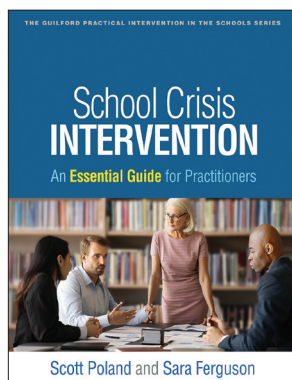
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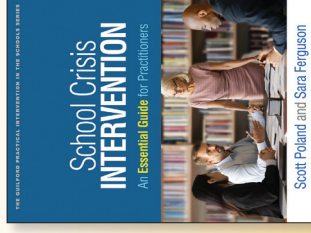
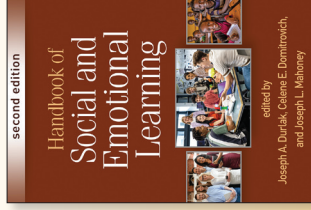
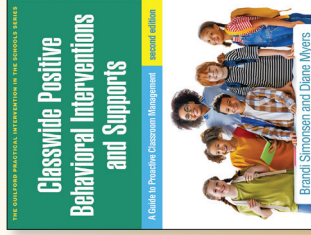
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