

This is a chapter excerpt from Guilford Publications
Cognitive-Behavioral Interventions for Emotional and Behavioral Disorders: School-Based Practice.
Edited by Matthew J. Mayer, Richard Van Acker, John E. Lochman, and Frank M. Gresham.
Copyright © 2009. Purchase this book now: www.guilford.com/p/mayer

Preface

This book was developed as an outgrowth of The Guilford Press's *Handbook of Research in Emotional and Behavioral Disorders*. Credit for the idea to launch this project belongs to the late Dr. Robert B. Rutherford Jr. of Arizona State University, who proposed the creation of a text to discuss cognitive-behavioral interventions (CBIs) for youth with emotional or behavioral disorders (EBD), including content specific to special education. Dr. Rutherford was a leader in special education for more than 30 years, addressing issues pertaining to students with EBD, with particular attention to the needs of youth with disabilities involved with, or at risk for involvement with, the juvenile justice system. Dr. Rutherford played an instrumental role in the maturation of the field of EBD within special education, facilitating the well-known annual Teacher Educators for Children with Behavioral Disorders (TECBD) conference, which has been a cornerstone of the profession over the past 31 years. It is at this conference that researchers and faculty who train professionals in education and allied disciplines are able to meet and share ideas within a uniquely intimate and collaborative environment. The TECBD conference under the stewardship of Dr. Rutherford helped to advance the field in many ways, including fostering increased interdisciplinary work to address the needs of students with EBD. Thus it is fitting that this text is dedicated to the memory of Dr. Rutherford, who provided great leadership and inspiration to many in the field and in so many ways helped to change the lives of countless at-risk young people for the better.

Although there have been numerous texts addressing various CBIs and related interventions, there has been limited collaboration in this area among special education, school psychology, and clinical psychology. That began to change in 2005 with a special edition of the peer-reviewed research journal *Behavioral Disorders*, which addressed CBIs with the collaboration of many authors across these three disciplines. That trajectory continues with this text. Researchers and practitioners in multiple disciplines face similar challenges with service delivery to young people who experience a variety of social, emotional, and behavioral problems. Many of these professionals incorporate one another's disciplines to some degree, and tools that they use often share a common professional heritage. Yet at times, these disciplines have remained somewhat insular.

This text examines research and practice in CBIs across multiple areas of need. Related discussions of the research base are sometimes varied as a result of the population under consideration. When we consider categorical and dimensional models of mental health that may relate more or less to psychological and psychiatric perspectives, versus an educational framework, questions emerge as to exactly whom we are talking about when we refer to the clientele. Further muddying the waters are issues of research project-based and existing school-based, university-based, and community-based clinics and the groups they may serve. The terminology *emotional or behavioral disorders* is closely aligned with the research and service delivery professionals in special education, yet there is significant overlap in group membership for the young people receiving CBIs through any of the venues just mentioned, and those formally identified under the Individuals with Disabilities Education Act as emotionally disturbed. Any examination of CBIs for children and adolescents *necessarily* needs to address the multiple disciplines and venues where such service delivery exists, with particular attention to schools in general and in concert with the special education system. This text represents a significant advance in that direction, with increased attention to a combination of school-related and disability-related issues in the provision of CBIs. We hope that this text marks a milestone in a path of increasing interdisciplinary collaboration across special education, school psychology, and clinical psychology to help better address the mental health needs of young people.

Purchase this book now: www.guilford.com/p/mayer

Copyright © 2009 The Guilford Press. All rights reserved under International Copyright Convention. No part of this text may be reproduced, transmitted, downloaded, or stored in or introduced into any information storage or retrieval system, in any form or by any means, whether electronic or mechanical, now known or hereinafter invented, without the written permission of The Guilford Press.

Guilford Publications, 72 Spring Street, New York, NY 10012, 212-431-9800.