FALL RIGHTS LIST 2025

# PSYCHOLOGY PARENTING PARENTING

HEALTH RELATIONSHIPS



### Frankfurt Book Fair • Hall 6.0 C95

15 - 19 October 2025

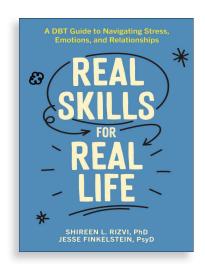
### Welcome to Our Fall 2025 Foreign Rights List

We're pleased to share our newest titles for both General Readers and Professional Psychologists, featuring engaging references, timely topics, and trusted experts. Our psychology list spans the full field—from adult and child psychology to school psychology and education—alongside accessible resources for the general public.

For more information, sample materials, or rights inquiries, please contact us at rights@ guilford.com.

Kathy Kuell Milena Urroz Angela Whalen

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### **Real Skills for Real Life**

A DBT Guide to Navigating Stress, Emotions, and Relationships

### Shireen L. Rizvi, PhD and Jesse Finkelstein

NOV 2025 | 158 PAGES | 7 X 10

- Teaches 26 core DBT skills along with guidance on which ones to try first and what to do next.
- Developed by two leading experts in Dialectical Behavior Therapy (DBT), this guide presents skills to general readers for managing anxiety, building healthier relationships, and coping with crisis.
- Each skill is presented step by step, including realistic examples, and sets readers on the path to a more confident, balanced, and fulfilling life.

### Shireen L. Rizvi, PhD, is

Professor of Psychiatry and Behavioral Sciences at Montefiore Einstein Medical Center in New York. Dr. Rizvi received her doctorate under the mentorship of Marsha M. Linehan.

### Jesse Finkelstein, PsyD,

is a clinical psychologist, educator, and creator of innovative DBT-based interventions. He is Instructor in Clinical Psychology at Columbia University Irving Medical Center's Day Program.

#### **CONTENTS**

Introduction

Pathways through Problems

The Skills

Mindfulness Skills: An Overview

Interpersonal Effectiveness Skills: An Overview

Emotion Regulation Skills: An Overview

Model for Describing Emotions

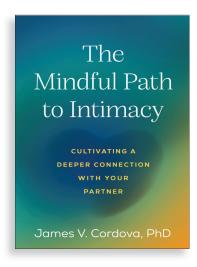
Distress Tolerance Skills: An Overview

Behavior Assessment: An Overview

The End Is Just the Beginning

#### **AUDIENCE**

Interested general readers and therapy clients; also of interest to mental health professionals.



### is Distinguished Professor of Psychology at Clark University, Dr. Cordova

James V. Cordova, PhD,

University. Dr. Cordova is a longtime teacher of Zen meditation who is passionate about enriching couples' connections through both psychological insights and mindfulness.

### Mindful Path to Intimacy

Cultivating a Deeper Connection with Your Partner

### James V. Cordova, PhD

FEB 2025 | 230 PAGES | 6 X 9

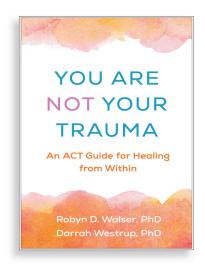
- Cordova reveals how mindfulness can support stronger, more vibrant intimate relationships.
- This title is a culmination of what Dr. Cordova has learned over 15 years: couples struggle as excitement wears off and how to recapture the joy and strength of becoming one.
- Through guided exercises, journaling prompts, and heartfelt stories, this text teaches one how to be truly present with your partner, resolve conflicts, and connect on a deeper level—both physically and emotionally.

#### **CONTENTS**

- I. Preparing for the Journey
- 1. Paying Mindful Attention: The Most Basic Form of Love
- 2. Turning Toward Vulnerability: Strength in Openheartedness
- II. Walking the Intimate Path
- 3. Being and Seeking a Safe Harbor: The Attachment Teeter-Totter
- 4. Acting Intentionally: Everything You Do Matters
- 5. Listening Deeply: May I Only Seek to Understand
- 6. Waking Up to Interconnectedness: The Illusion of Separateness
- 7. Loving Your Partner Skillfully: May You Know That I Adore You

- 8. The Red Thread: Sex and the Path of Physical Intimacy
- III. Overcoming Obstacles on the Path
- 9. Burning Intimacy Bridges: Practicing with Intense Emotions
- 10. Awakening to Relationship Patterns: The Practice of Co-Creation
- 11. Encountering the Arising of Conflict: Only by Love Alone
- 12. Repairing Ruptures: To Mend What Has Been Broken
- 13. Facing Impermanence: Intimacy with Aging, Illness, and Death
- 14. Walking the Intimate Path: The Whole World Is Medicine

AUDIENCE Couples interested in deepening their intimacy and connection, whether or not they are having relationship difficulties.



#### **RIGHTS SOLD**

Turkish

Robyn D. Walser, PhD, is assistant Clinical Professor at the University of California, Berkeley. Internationally known for her compassionate, client-centered approach, Dr. Walser has been working in the field of trauma and conducting the ACT training internationally since the 1990s.

Darrah Westrup, PhD, has conducted ACT trainings and workshops worldwide since 2001 and is the author of books on ACT for professionals and general readers.

### You Are Not Your Trauma

An ACT Guide for Healing from Within

Robyn D. Walser, PhD and Darrah Westrup, PhD

JULY 2025 | 260 PAGES | 6 X 9

- Grounded in mindfulness-based cognitive therapy (MBCT).
- Revised throughout, the second edition features fresh insights on coping with the challenges of our ever-changing world; the latest scientific data; and four additional audio tracks.
- Through vivid stories and downloadable audio meditations, the book shows how to break the mental habits that lead to despair—and recover a sense of joy, aliveness, and possibility.
- Frst edition is Guilford's best selling translation with more than 450,000 copies sold in print and has been licensed in over 25 different languages.

#### **CONTENTS**

Stage 1. Safety and Skills Building: Living More Fully in the Here and Now

- 1. What Is Trauma Fallout?
- 2. What Is Acceptance and Commitment Therapy?
- 3. Identifying Your Values
- 4. Identifying Your Barriers
- 5. Opening to Emotional Experience
- 6. Cultivating Mindfulness and Present-Moment Awareness
- 7. Creating Distance from Traumatic Thoughts
- 8. Getting to Know Your Self

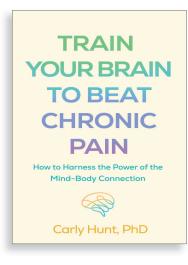
Stage 2. Planned Exposure to the Trauma: Facing Your Trauma to Regain Control of Your Life

- 9. Preparing for Exposure Work
- 10. Completing a Written Exposure

Stage 3. Reconnection to the Here and Now through Values: Building Resilience, Overcoming Obstacles, and Engaged Living

- 11. Taking Committed Action
- 12. Building Resilience
- 13. Overcoming Life's Obstacles
- 14. Maintaining Long-Term Healing

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



Carly Hunt, PhD, is a Maryland-based health and performance psychologist and expert in chronic pain self-management. She is also a Research Psychologist in the Johns Hopkins Department of Psychiatry and Behavioral Sciences.

# Train Your Brain to Beat Chronic Pain

How to Harness the Power of the Mind-Body Connection

Carly Hunt, PhD

NOV 2025 | 196 PAGES | 6 X 9

"Accessible, warm, and compassionate, this book combines personal and clinical experience with up-to-date scientific research to offer a comprehensive toolkit for moving beyond chronic pain. The book is filled with information and clearly presented exercises that can help anyone suffering from chronic pain to lead a fuller, more meaningful, less painful life."

-Ronald D. Siegel, PsyD, author of The Extraordinary Gift of Being Ordinary

- 20% of the world's population suffers chronic pain; this concise, practical guide offers brain training techniques to help make lifestyle changes that target inflammation and other pain triggers.
- Includes resources for self-care and support, and conventional and complementary medicine approaches that readers can weave into their own integrative care plan.
- Dr. Hunt shows how a range of proven interventions can help sufferers both cope with pain and actively reduce.

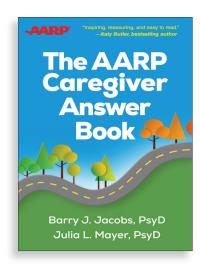
**CONTENTS** highlighted chapters

Introduction

- I. Understanding Your Pain
- II. Reducing Threats and Finding Safety
- III. Finding Joy and Living Meaningfully
- IV. Lowering Inflammation to Heal Chronic Pain
- V. Widening the Lens: Building a Holistic Pain Self-Management Plan

My Integrative Pain Care Plan: For My Providers

AUDIENCE Anyone living with chronic pain; also of interest to mental health and medical professionals.



Barry J. Jacobs, PsyD, is a clinical psychologist and has written extensively about caregiving, including a long-running selfhelp column for caregivers on AARP.org, and is a sought-after speaker and workshop presenter.

Julia L. Mayer, PsyD, is a clinical psychologist in Media, Pennsylvania, who specializes in working with women and has a growing focus on supporting caregivers.

### The AARP Caregiver Answer Book

### Barry J. Jacobs and Julia L. Mayer

JULY 2025 | 227 PAGES | 6 X 9

- The American Association of Retired Persons (AARP) is an organization with international outreach as a global leader on aging and drive systems change so that everyone has the opportunity to live a longer, healthier, and more productive life.
- Written in a Q&A format, this easy-to-navigate guide is packed with information, problem-solving and coping ideas.
- Offers resources, stories, and communication tips to address the emotional and practical challenges of caregiving, grief, aging, and relationships.
- · From managing family conflicts to hiring aides to optimizing end-of-life care, this is a book to return to at every step of the journey.

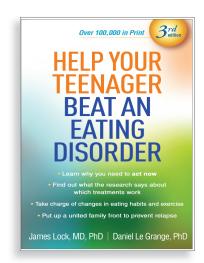
#### **CONTENTS**

Introduction

- Welcome to Caregiving
- 2. Assessing Your Situation sample
- 3. Taking Care of Yourself, Too
- 4. Communicating with Dignity
- 5. Caring for a Parent
- 6. Caring for a Partner
- 7. Caring for Someone with Cognitive **Impairment**

- 8. Day-to-Day Caregiving at Home
- 9. Caregiving in a Facility and from a Distance
- 10. The High Cost of Caregiving
- 11. Collaborating with Siblings and Other Relatives
- 12. Partnering with Helping Professionals
- 13. When the End is in Sight—and Afterward

**AUDIENCE** Anyone who is caring for an ill, aging, or disabled family member; also of interest to health care professionals.



# Help Your Teenager Beat an Eating Disorder, Third Edition

### James Lock, PhD and Daniel Le Grange, PhD

MAY 2025 | 286 PAGES | 6 X 9

- What parents need to know about anorexia nervosa, bulimia nervosa, binge-eating disorder, and avoidant/restrictive food intake disorder (ARFID).
- Practical guide from experts James Lock and Daniel Le Grange helps readers separate fact from myth and play an active role in their child's recovery.
- Provides tips on finding the right care, monitoringteens' eating and exercise habits, managing family meals, and ending weight-related power struggles.
- This edition has been substantially revised, providing updates on clinical factors and treatment research related to eating disorders in youth.

#### James Lock, MD, PhD,

is Professor of Child Psychiatry and Pediatrics at Stanford University and Director of the Stanford Child and Adolescent Eating Disorders Program. He is a Distinguished Fellow of the American Psychiatric Association.

Daniel Le Grange, PhD, is Benioff UCSF Professor in Children's Health in the Department of Psychiatry and UCSF Weill Institute for Neurosciences and Director of the Eating Disorders Program at the University of California, San Francisco.

#### **CONTENTS**

A Life Well Lived.First Steps toward Helping Food Intake Disorder

Your Child with an Eating Disorder

1. Act Now

2. Get Together

3. Don't Waste Time on "Why?"

II. Understanding Eating Disorders

4. Know What You're Dealing With: The Complexity of Eating Disorders

5. Get Into Your Child's Head: The Distorted Eating Disorders Thinking Behind Your Teenager's Behavior

6. Understand Your Options: What the
Research Says about the Best Ways to Treat to Help Your Child
Anorezia Nervosa, Bulimia Nervosa, Binge
Eating Disorder, and Avoidant/Restrictive

III. Making Treatment Work

7. Taking Charge of Change: How to Apply Family Based Treatment to Help with Eating Disorders

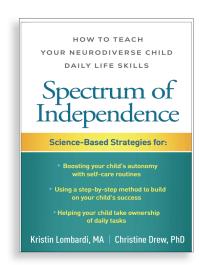
8. Playing a Supporting Role: Other Ways You Can Be a Part of Your Child's Recovery

9. Harnessing the Power of Unity: How to Stay on the Same Page in Your Fight against Fating Disorders

10. Staying Empowered and Informed: How to Work with Professionals Who Are Trying to Help Your Child

### AUDIENCE

Parents who are concerned about their teen's eating habits or dieting, or who have already received an eating disorder diagnosis. Also of interest to health care professionals working with 10- to 19-year-olds and their families.



Kristin Lombardi, MA, BCBA, has a background in special education, psychology, and behavior analysis, she works with preschoolers through young adults with varying support needs.

Christine Drew, PhD, BC-BA-D, is Assistant Professor of Special Education at Auburn University, where she teaches graduate and undergraduate courses and works with Auburn's inclusive higher education program for students with intellectual disabilities

### **Spectrum of Independence**

How to Teach Your Neurodiverse Child Daily Life Skills

### Kristin Lombardi and Christine Drew, PhD

MARCH 2025 | 214 PAGES | 6 X 9

- 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.
- By breaking down tasks like getting dressed, brushing teeth, and making a sandwich into manageable "micro steps," parents learn to phase out assistance gradually and systematically as kids take ownership of their routines.
- The book takes an affirming stance on neurodiversity, celebrating a child's strengths and making positive reinforcement the cornerstone of their independent living.

#### **CONTENTS**

Foreword, Peter Gerhardt

I. Creating a New Future

1. "Why Aim for Independent Living?": Your Child's Reality Now and in the Future 7. "How Do I Start?": How to Create a Task

2. "How Am I Supposed to Do This?": Leveraging the Power of Task Analysis

II. Assessment

3. "Is My Child Ready for This?": Evaluating Your Child's Readiness

4. "Are You Ready for This?": Evaluating Your Own Readiness

III. How to Teach Life Skills

5. "What Do I Need to Know before I Start?": Understanding Behavior

6. How Am I Going to Teach?": Empowering versus Enabling

IV. Let's Do This!

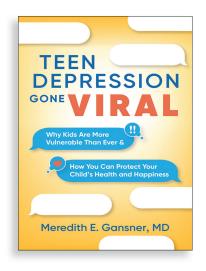
8. "How Do I Get Myself Out of the Routine?": Fading Prompts to Build Independence

V. Maximizing Independence

9. "When Do I Modify the Goal?": Accommodating the Child versus Modifying the

Epilogue: "How Do I Keep Moving Forward?": Expanding Your Child's Independence

Parents of kids and teens who need support with daily life skills; also of interest to special educators, behavior specialists, and occupational therapists.



#### **RIGHTS SOLD**

Romanian

Meredith E. Gansner,
MD, is an attending child
psychiatrist at Boston
Children's Hospital and
Instructor of Psychiatry at
Harvard Medical School.
Her award-winning research focuses on adolescent mental health and
problematic digital media
use. Dr. Gansner lives in
the Boston area with her
husband and two children.

### **Teen Depression Gone Viral**

Why Kids Are More Vulnerable Than Ever and How You Can Protect Your Child's Health and Happiness

### Meredith E. Gansner, MD

FEB 2025 | 262 PAGES | 6 X 9

- This realistic and practical guide provides the latest information about depression in teens, with a special focus on digital media use.
- Dr. Gansner explores myths and facts about internet addiction, dangerous viral trends, and cyberbullying, and describes actionable steps for curbing them.
- The book helps parents understand teen mental health problems and self-harm; find an accurate diagnosis; work with their child to develop healthier habits; and make informed treatment decisions.

#### **CONTENTS**

#### Introduction

### I. The Whats and Whys of Adolescent Depression

- 1. Getting to Know Depression: Definitions and Diagnosis
- 2. Understanding How Episodes of Depression Develop

### II. The Treatment Landscape

- 3. Evaluating Your Teen's Treatment Options
- 4. Making Lifestyle Changes: Sleep, Supplements, and Exercise
- 5. Starting Psychotherapy
- 6. Trying Medications

#### **III. Risky Behaviors**

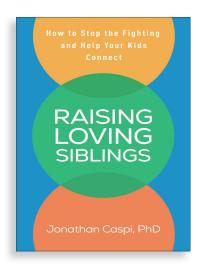
- 7. Keeping Your Teen with Depression Safe
- 8. Managing Addictive, Impulsive, and Reward-Seeking Behavior
- 9. Tackling Irritability and Aggression
- 10. Understanding Nonsuicidal Self-Injury
- 11. Navigating Suicidal Thinking

#### IV. Stabilization and Recovery

- 12. Recognizing When Your Teen Needs a Higher Level of Care
- 13. Supporting Recovery and Moving Forward

#### **AUDIENCE**

Parents seeking concrete guidance and support on screen time and teen mental health; also of interest to health care professionals.



### RIGHTS SOLD

Hungarian

Jonathan Caspi, PhD,
MSW, is Professor of Family Science and Human
Development at Montclair
State University in New
Jersey. Dr. Caspi is an
internationally recognized
sibling expert. In addition
to researching, writing,
and teaching about families and siblings, he has
been a family therapist
for over 30 years, and has
a private practice in New
Jersey.

### **Raising Loving Siblings**

How to Stop the Fighting and Help Your Kids Connect

### Jonathan Caspi, PhD

DEC 2024 | 192 PAGES | 6 X 9

- In this practical guide, Caspi leads parents into effective planning for managing conflicts by understanding why kids fight as the first essential step to restoring peace.
- Featuring clear principles, this book shines a spotlight on family dynamics and guides parents on how to quell sibling struggles without taking sides, when to intervene (and when to step back), and what to do when parents aren't on the same page.

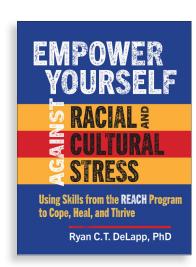
#### **CONTENTS**

- 1. "Can't You Two Just Get Along?": Going from Sibling Conflict to Sibling Closeness
- 2. "Time for a Family Meeting!":8. "But I LowPreparing for Sibling Conflict Before ItCown BiasesErupts"Leave III"
- 3. "Stop Fighting Right This Instant!": Managing Sibling Conflict When It Erupts
- 4. "I Love All My Children the Same": Dealing with Perceived Favoritism
- 5. "This Is My Angel and This Is My Devil": Avoiding Sibling Comparisons
- 6. "You're Just Like Your Father!": Dissolving Rigid Parent—Child Teams

- 7. "This Is My Athletic Child": Helping Children Find Their Special Talent without Hurting Their Siblings
- 8. "But I Love Baseball": Curbing Your Own Biases
- "Leave Him Alone! Your Brother Has an Issue": Spotting Crafty Attention-Getting Behaviors
- 10. "Can't You Two Find Something To Do?!": Addressing Boredom and Providing Structure

**AUDIENCE** 

Parents of preschoolers through teens; also of interest to mental health professionals and pediatricians.



# **Empower Yourself Against Racial and Cultural Stress**

Using Skills from the REACH Program to Cope, Heal, and Thrive

### Ryan C. T. DeLapp, PhD

MARCH 2025 | 294 PAGES | 8 X 10.5

- This empowering practical book gives readers tools to safely navigate painful emotions while undoing the deep, often hidden impact of society's negative messages.
- Teens and young adults of color are guided to identify their own cultural stressors, explore their strengths, stand up for their values, and uncover who they truly want to be, from a place of self-love and cultural pride.
- DeLapp has devoted his career to helping young people understand racial and cultural stress and build skills for coping with it.

Ryan C. T. DeLapp, PhD, is a psychologist who works with children, adolescents, and adults in New York City and the Washington, D.C., area. He is the founding director of the Racial, Ethnic, and Cultural Healing (REACH) program at The Ross Center. Dr. DeLapp publishes and presents widely on topics related to healing from cultural stress and empowering individuals of color.

#### **CONTENTS**

I. Getting Started

II. How to Heal and Cope with Emotional Stress

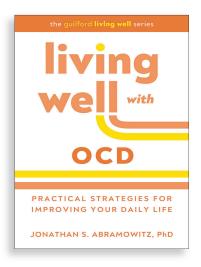
III. How to Boost Your Sense of Agency and Control

IV. How to Cope with Identity Stress

V. Putting the Pieces of Empowered Coping Together!

Conclusion: Continuing Your Empowered Coping Journey

**AUDIENCE** Teens and young adults of color; also of interest to parents, mental health professionals, and educators.



#### **RIGHTS SOLD**

Korean, Polish, Ukrainian

Jonathan S. Abramowitz, PhD, ABPP, is Professor of Psychology and Neuroscience and Research Professor of Psychiatry at the University of North Carolina (UNC) at Chapel Hill. He is also Director of the UNC Clinical Psychology PhD Training Program. He is Founding Editor-in-Chief of the Journal of Obsessive-Compulsive and Related Disorders and serves on the editorial boards of several other scientific journals.

### **Living Well with OCD**

Practical Strategies for Improving Your Daily Life

### Jonathan S. Abramowitz, PhD

DEC 2024 | 208 PAGES | 6 X 9

"Dr. Abramowitz provides skills to help you push back against OCD and live the life you want. Family members will find insight, too. A 'must read!'"

-Eric A. Storch, PhD, Baylor College of Medicine

- This book provides problem-solving strategies and support that people prone to OCD can turn to any time, any place.
- Short, engaging chapters for navigating important relationships, structuring everyday routines, enhancing productivity, coping with intrusive thoughts and urges, developing self-compassion, and much more.

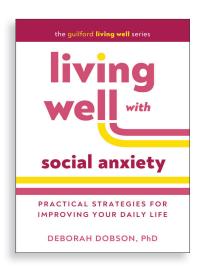
#### **CONTENTS**

Introduction

- 1. Charting a Path to Living Well
- 2. Replacing Shame and Guilt with Self-Compassion
- 3. Quieting Obsessional Fears and Doubts
- 4. Riding Out Compulsive Urges
- 5. Taking Control of Your Time
- 6. Finding a Balance between Privacy and Disclosure

- 7. Getting the Healthy Support You Deserve
- 8. Maintaining Family Harmony
- 9. Thriving in Romantic Relationships
- 10. Navigating Work and School
- 11. Surviving a Crisis
- 12. Rethinking Treatment

AUDIENCE Adults with OCD; also of interest to family members and mental health professionals.



### **Living Well with Social Anxiety**

Practical Strategies for Improving Your Daily Life

### Deborah Dobson, PhD

NOV 2025 | 227 PAGES | 6 X 9

"Do you get anxious in social situations, or care about someone who does? This invaluable book helps you understand this common difficulty and lays out concrete steps you can take to overcome it."

—Judith S. Beck, PhD, Beck Institute for Cognitive Behavior Therapy

- For anyone struggling with extreme shyness or self-consciousness, this guide provides tools and tips for getting out into the world with more confidence
- Drawing on the strategies of Cognitive-Behavioral Therapy (CBT), anxiety expert Dr. Dobson shares tips for approaching frequently avoided situations one manageable step at a time.
- Concise, encouraging chapters and downloadable practical tools help readers understand social anxiety and open up new pathways to socializing without fear.

### Deborah Dobson, PhD,

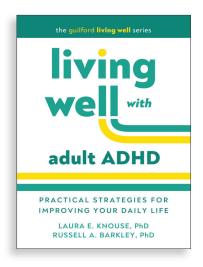
specialized in treatment of people with social anxiety disorder in her decades-long career as a clinical psychologist. Since retiring from clinical practice in 2023, she continues to provide training and consultation in cognitive-behavioral therapy (CBT), and is Adjunct Professor in the Department of Psychology at the University of Calgary.

#### **CONTENTS**

- I. Taking Charge of Social Anxiety
- 1. How Is Social Anxiety Limiting Your Life?
- 2. How Can You Interrupt the Social Anxiety Cycle?
- 3. Gearing Up for Change—and Making It Stick
- II. Daily-Life Strategies for Change in Social Anxiety
- 4. How to Respond Planfully to Your Feel-
- 5. How to Get to the Root of It All—Your Thoughts

- 6. How to Avoid the Temptation of Avoidance
- III. Living Your Best Life
- 7. How to Make the Connections You Want
- 8. Navigating Your Personal Life—Friends and Family
- 9. Navigating Your Professional Life—School and Work
- 10. Keep It Going

**AUDIENCE** Anyone who feels held back by social anxiety or shyness; also of interest to mental health professionals.



**Laura E. Knouse,** PhD, is Professor of Psychology at the University of Richmond.

Russell A. Barkley, PhD, served on the faculties of multiple universities. He has worked with children, adolescents, and families since the 1970s and is the author of numerous bestselling books for both professionals and the public, including Taking Charge of ADHD and Your Defiant Child.

### **Living Well with Adult ADHD**

Practical Strategies for Improving Your Daily Life

Laura E. Knouse, PhD and Russell A. Barkley, PhD

OCT 2025 | 226 PAGES | 6 X 9

"Unlike the many ADHD books that focus on neurobiology, this book gives you excellent, immediate help for dealing with common challenges. In an engaging, humorous style, Drs. Knouse and Barkley offer skillful suggestions for addressing specific issues, as well as practical strategies to improve life overall."

-Peg Dawson, EdD, coauthor of Smart but Scattered

- Practical toolbox for ADHD deficits in abilities to organize, memory, mental flexibility, impulse control, time-management, and motivation.
- Offers readers 27 short, engaging chapters with a menu of science-based strategies and resources for getting organized, completing tasks regulating emotions and impulses, and addressing common relationship problems associated with ADHD.
- Part of the Living Well series, this book is designed to be ready to use in daily life, without background reading.
- Ideal companion to Dr. Barkley's bestselling Taking Charge of Adult ADHD,
   Second Edition, which takes a deeper dive into the disorder and its treatment.

#### **CONTENTS** highlighted chapters

I. Your ADHD Toolb
--------------------

1. Tools for Organizing Time and Tasks

2. Tools for Starting, Stopping, and Finishing

II. Menu of Moves for Living Well

4. Show Up on Time

6. Keep Track of Your Stuff

8. Complete Tasks Accurately

10. Stick with It and Wrap Up

14. Manage Restlessness

16. Make Thoughtful Decisions

17. Reduce the Impact of ADHD on Your Relationships

18. Organize Stuff and Space

22. Watch Your Substance Use

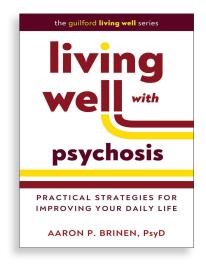
III. Principles for Living Well with ADHD

26. What Are Your Whys?

27. Principles for Living Well with ADHD

#### **AUDIENCE**

Adults who have ADHD; also of interest to family members and mental health professionals.



#### **RIGHTS SOLD**

Portuguese

### Aaron P. Brinen, PsyD,

is Assistant Professor of Psychiatry and Behavioral Sciences at Vanderbilt University Medical Center in Nashville, Tennessee. Dr. Brinen is a codeveloper of recovery-oriented cognitive therapy (CT-R), and has been active in adapting CT-R for different settings and training therapists from around the world.

### **Living Well with Psychosis**

Practical Strategies for Improving Your Daily Life

### Aaron P. Brinen

JUNE 2025 | 260 PAGES | 6 X 9

"Superb. This is a wonderfully encouraging book with a big heart. It is packed full of helpful information and never fails to recognize the uniqueness of each person's journey."

-Daniel Freeman, PhD, DClinPsy, University of Oxford, United Kingdom

- Step-by-step guidance for becoming a strong self-advocate, navigating treatment options, managing symptoms that cause distress, and coping with stigma.
- Leading psychologist Aaron P. Brinen uses an empowering, encouraging; refers to "obstacles" instead of symptoms or delusions, to underscore how these experiences interfere with life, instead of how they make people "different."
- Helps individuals learn crucial ways to connect with others, pursue their goals at school or work, and keep their body healthy.

#### **CONTENTS**

I. Preparing to Live Well Again

1. The Lay of the Land: Treatment

2. The Shadow Obstacles

3. Medications

4. Families

II. Specific Obstacles to Living Well

5. Motivation

6. Connection

7. Distressing Voices and Visions

8. Threat Beliefs about Others

9. Beliefs of Exceptionality

10. Anger

11. Communication Disturbance

12. When the Past Haunts You

13. When Hopelessness Preys

III. Living Life

14. Friends and Lovers

15. Work and School

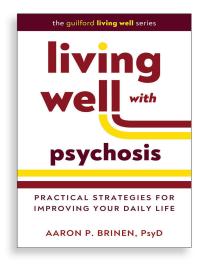
16. Your Temple, the Body

17. Living Your Best Life

**AUDIENCE** Adults with psychosis; also of interest to family members and mental health professionals.

### FORTHCOMING

# These titles are part of the Guilford Living Well series



LIVING WELL WITH PSYCHOSIS, AARON P. BRINEN

**SUMMER 2025** 

LIVING WELL WITH ADHD, VALERIE L. GAUS

**FALL 2025** 

LIVING WELL WITH SOCIAL ANXIETY, DEBORAH DOBSON

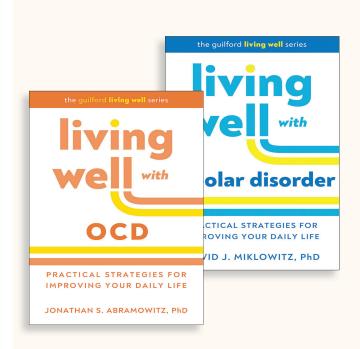
**FALL 2025** 

LIVING WELL WITH DEPRESSION, CHRISTOPHER R. MARTELL

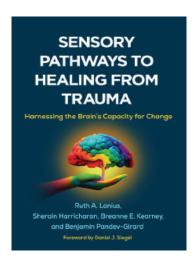
**COMING SOON** 

LIVING WELL WHEN FOOD IS AN ISSUE, RHONDA M. MERWIN

**COMING SOON** 



The series is designed for individuals with common psychological conditions, to help them solve everyday problems and improve their quality of life. Written by leading experts on each disorder, books in the series are concise, practical, and empowering. Readers get advice for stress-proofi ng daily routines; navigating work, family, and relationship issues; managing symptoms effectively; and finding answers to treatment questions.



#### **RIGHTS SOLD**

Italian

"A comprehensive, useful, and fascinating tour of the impact of trauma on the sensory systems of the brain and what we can do to support the journey to healing these deep developmental wounds. Our tour guides offer not only clear, in-depth, and cutting-edge scientific views into the eight senses that shape our experience of being alive, but also practical clinical steps any therapist can harness to catalyze deep and lasting change toward well-being."

—from the Foreword by Daniel. J. Siegel, MD, Executive Director, Mindsight Institute

# Sensory Pathways to Healing from Trauma

Harnessing the Brain's Capacity for Change Ruth A. Lanius, PhD; Sherain Harricharan, PhD; Breanne E. Kearney; and Benjamin Pandev-Girard

### Foreword by Daniel J. Siegel

JUNE 2025 | 192 PAGES | 7 X 10

- After trauma, sensory experience has a profound impact on the way individuals perceive themselves and the world around them.
- This book demonstrates how utilizing the senses can be a powerful means of restoring the sense of self.
- Neurobiological research and case examples from survivors illustrate the brain–body disconnect that is part of the lived experience of trauma, and what happens in all eight sensory systems when an individual is under threat.
- Working with sensory pathways can engage the whole brain, promote neuroplasticity, and optimize the effectiveness of standard psychotherapies.

#### **CONTENTS**

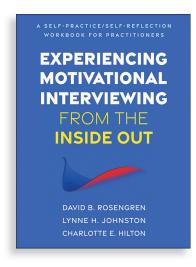
- 1. Introduction to the Senses and the Sections of the Brain
- 2. A Sensational Journey: How Sensory Information Travels through the Brain
- 3. Feeling Safe or under Threat: The Diverging Roads of Sensory Experience
- 4. The Defense Cascade: How Sensory Experience Informs the Line of Defense
- 5. Understanding the Vestibular System: Balance, Center of Gravity, and Seeking

Safety after Trauma

- 6. Interoception and Visceral Sensations after Trauma: The War Within
- 7. Feeling the World Through the Senses: The Shattered Universe after Trauma
- 8. The Hijacked Self: Overcoming the Compulsion to Repeat the Trauma
- 9. Becoming Whole: Synchronizing the Mind, Brain, and Body

### AUDIENCE

Trauma specialists (psychologists, psychiatrists, social workers, counselors, and psychiatric nurses); trauma researchers; expressive arts therapists; occupational therapists.



#### **RIGHTS SOLD**

Korean, Polish

David B. Rosengren, PhD, helped to establish the Motivational Interviewing Network of Trainers, an international association representing more than 1,500 MI trainers spread across more than 40 countries and six continents.

**Lynne H. Johnston, PhD**, is member of the MINT and a founding member of MINT UK and Ireland.

Charlotte E. Hilton, PhD, is a Chartered Psychologist in the United Kingdom and is an active member of the MINT and MINT UK and Ireland.

# **Experiencing Motivational Interviewing from the Inside Out**

A Self-Practice/Self-Reflection Workbook for Practitioners

David B. Rosengren, PhD; Lynne H. Johnston, PhD; and Charlotte E. Hilton, PhD

FEB 2025 | 376 PAGES | 8 X 10.5

- This training workbook invites therapists to broaden and strengthen their motivational interviewing (MI) skills through engagement with MI theory and techniques.
- From leading MI researchers and trainers, step-by-step modules guide readers to apply MI to a personal or professional challenge and systematically reflect on the experience.

Part of the Self-Practice/Self-Reflection Guides for Psychotherapists.

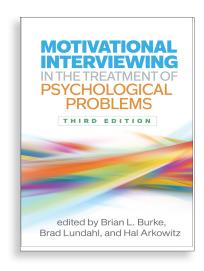
Through practicing therapeutic techniques on themselves (self-practice/SP) and reflecting on the experience (self-reflection/SR), therapists enhance their effectiveness "from the inside out". Other guides in the series include CBT, ACT, Schema Therapy, and Compassion Focused Therapy.

#### **CONTENTS**

- I. The Journey Ahead
- 1. An Introduction to Experiencing MI from the Inside Out
- 2. The Conceptual Framework
- 3. MI and SP/SR
- 4. Guidance for Participants
- 5. Guidance for Facilitators
- 6. MI Companions for SP/SR Travel
- II. MI from the Inside Out

Modules 1 - 22

**AUDIENCE** Therapists of all levels of experience; also of interest to physicians and coaches.



# Motivational Interviewing in the Treatment of Psychological Problems, Third Edition

Edited by Brian L. Burke, PhD; Brad Lundahl, PhD; and Hal Arkowitz, PhD

JAN 2025 | 330 PAGES | 6 X 9

- With 75% new material, this clinical describes ways to integrate motivational interviewing (MI) into evidence-based psychotherapy and counseling.
- Readers learn how MI concepts and tools can enhance their foundational skills as helpers—and can be tailored for clients with depression, anxiety disorders, addictions, posttraumatic stress disorder, and other frequently encountered problems.
- New chapters on culturally responsive MI, trauma-informed practices, MI in child welfare, and treating chronic pain and serious mental illness.

Brian L. Burke, PhD, is Professor of Psychology at Fort Lewis College and is a member of the MI Network of Trainers.

Brad Lundahl, PhD, MSW, is Associate Professor in the College of Social Work at the University of Utahand is a member of the MI Network of Trainers.

Hal Arkowitz, PhD, until his death in 2019, was Emeritus Associate Professor of Psychology at the University of Arizona.

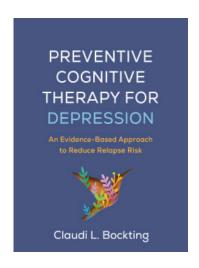
#### **CONTENTS**

- 1. Understanding and Applying MI for Psychological Problems
- 2. Incorporating Culture into the Delivery of MI
- 3. A Role for MI in the Treatment of Obsessive—Compulsive Disorder
- 4. Integrating MI into the Treatment of Anxiety
- 5. Enhancing Motivation in Individuals with Posttraumatic Stress Disorder and Comorbid Substance Use Disorders
- 6. MI in the Treatment of Depression
- 7. MI to Address Suicidal Ideation

- 8. MI in Treating Addictions
- 9. MI for Gambling Problems
- 10. MI for Smoking Cessation
- 11. MI Spirit and Skills in the Trauma-Informed Movement
- 12. MI and Child Welfare: Rights-Focused Practice
- 13. Integrating MI into Pain Management Interventions
- 14. MI in the Treatment of Schizophrenia
- 15. MI in the Treatment of Psychological Problems: What We Know Now

#### **AUDIENCE**

Practitioners, trainees, and graduate students in clinical psychology; clinical social work; psychiatric nursing; mental health, substance use, and pastoral counseling; psychiatry; medicine; and allied health fields.



### **Preventive Cognitive Therapy for Depression**

An Evidence-Based Approach to Reduce Relapse Risk **Claudi L. Bockting PhD** 

OCT 2025 | 166 PAGES | 8 X 10.5

- Preventive Cognitive Therapy (PCT) is a brief (8-weeks) rigorously tested approach to preventing relapse.
- · Practical text for practitioners already familiar with CBT, this book also discusses how PTC compares to other depression relapse prevention strategies.
- Grounded in cognitive therapy, PCT has been shown to reduce the likelihood of relapse in patients who have undergone depression treatment, whether with psychotherapy or antidepressant medications.

is Professor of Clinical Psychology in the Department of Psychiatry at Amsterdam University Medical Center, The Netherlands. She offers international intervention workshops, including digital interventions, for depression, anxiety, and relapse prevention. Dr. Bockting was a visiting professor in the Department of Global Health and Social Medicine at Harvard Medical School in 2023.

Claudi L. Bockting, PhD,

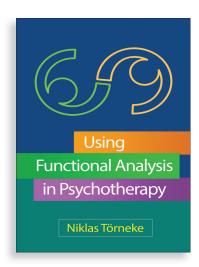
#### **CONTENTS**

- I. PCT and Relapse Prevention
- 1. Prevalence and Risk Factors for Relapse 3: Evaluating Dysfunctional Beliefs in Major Depressive Disorder
- 2. Rationale and Supporting Evidence for PCT
- II. PCT Application
- 3. Preparing for PCT
- 4. General Delivery Issues
- III. The 8-Week Treatment Program
- 1: Understanding and Managing Relapse

- 2: Negative Thoughts and Beliefs
- 4: Dream Beliefs and Positive Feelings
- 5: Activating the Positive Network
- 6: Helpful Beliefs and Behavioral Experiments
- 7: Personal Prevention Plan
- 8: Consolidating and Moving Ahead
- IV. Future Directions
- 5. Conclusions and Future Developments

**AUDIENCE** 

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



### **ONLY AVAILABLE FOR:**

Dutch, French, German, and Korean

Niklas Törneke, MD, is a Swedish psychiatrist and licensed psychotherapist with more than 30 years of clinical experience. He has extensive experience training psychotherapists worldwide, focusing on the use of basic behavioral principles.

# Using Functional Analysis in Psychotherapy

### Niklas Törneke

Foreword by Stefan G. Hofmann

JAN 2025 | 144 PAGES | 6 X 9

- This book shows how psychotherapists from any orientation can use functional analysis (FA) to better understand their clients and specifically target the changes that clients seek.
- FA is a core component of such evidence-based treatments as dialectical behavior therapy, acceptance and commitment therapy, and behavioral activation, and is central to the growing movement toward process-based therapies in general.
- This is the English edition of Vägledning i klinisk funktionell analys, published in Swedish in 2023 and translated and revised by the author.

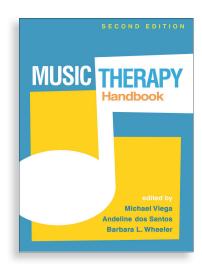
#### **CONTENTS**

Foreword, Stefan G. Hofmann

- 1. Historical Notes and a Few Definitions
- 2. Theory as a Tool
- 3. Building Cooperation
- 4. Observational Distancing
- Finding and Naming the Problematic Strategy
- 6. Finding and Naming an Alternative Strategy
- 7. Switching between the Two Arenas
- 8. Experimentation
- 9. The Use of Metaphor

**AUDIENCE** 

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



### Music Therapy Handbook, Second Edition

Edited by Michael Viega, PhD; Andeline dos Santos; and Barbara L. Wheeler, PhD

JUNE 2025 | 565 PAGES | 7 X 10

- The Handbook explores using music to foster clients' well-being and recovery, in a broad range of mental health, medical, and community settings.
- With 85% new material, this text has been thoroughly revised with many new contributing authors.
- The second edition has a heightened focus on diversity, equity, inclusion, accessibility, and cultural humility with expanded coverage of working with marginalized communities.

Michael Viega, PhD, LCAT, MT-BC has published and presented internationally on wide ranging topics in the Music Therapy field.

Andeline dos Santos, **DMus, MA** is Senior Lecturer in Music Therapy and Research Coordinator for the School of the Arts at the University of Pretoria, South Africa.

Barbara L. Wheeler, PhD is Professor Emeritus at Montclair State University and presents and teaches in the United States and internationally.

#### **CONTENTS** highlighted chapters

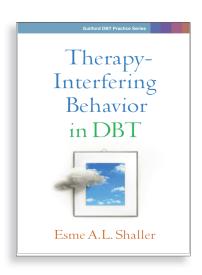
- I. Foundational Overview
- 1. Overview of Music Therapy as a Profession
- 2. Aesthetics in Music Therapy: Support- 12. Music Therapy, Children, and Coming the Creative Impulse to Flourish
- II. Approaches to Practice
- 7. A Framework for Conceptually Locating Music Therapy Practice
- 8. Outcomes in Music Therapy Practice
- III. Music Therapy Practices
- Section A. Development, Identity, and

#### **Facets of Human Diversity**

- 11. Music Therapy and Childhood Development
- plex Trauma
- Section B. Music Therapy and Mental
- 18. Music Therapy as a Resource for Mental Health
- 19. Music Therapy and Substance Use Disorders

**AUDIENCE** 

Music, movement, art, and play therapists; clinical psychologists, social workers, counselors, and psychiatrists, including those working or consulting in health care settings; nurses; graduate students in these fields.



# Therapy-Interfering Behavior in DBT

Esme A. L. Shaller, PhD

JAN 2025 | 178 PAGES | 6 X 9

- Therapy-interfering behavior (TIB) is a key treatment target in dialectical behavior therapy (DBT).
- This book gives clinicians everything they need to assess, understand, and address TIB both in clients and in themselves.
- Therapists learn how to orient clients to TIB and work with it effectively whenever it shows up, using a combination of validation, contingency management, and dialectics.

### Esme A. L. Shaller, PhD,

is Clinical Professor in the Department of Psychiatry and Behavioral Sciences at the University of California, San Francisco (UCSF). She helped build the Wavefront Dialectical Behavior Therapy (DBT) Clinic. for which she serves as Clinical Director, Both Dr. Shaller and the Wavefront DBT Clinic are certified by the DBT-Linehan Board of Certification. Dr. Shaller is past president of the International Society for the Improvement and Teaching of DBT (ISITDBT)

#### **CONTENTS**

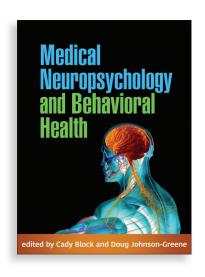
- 1. Destigmatizing and Demystifying Therapy-Interfering Behavior: Guiding Principles
- 2. What Behaviors are Therapy-Interfering Behaviors?
- 3. The Skills and Principles Needed to Address Therapy-Interfering Behavior
- 4. Assessing Therapy-Interfering Behavior
- 5. How to Address Therapy-Interfering Behavior in Your Client
- 6. Addressing Therapy-Interfering Behavior in Skills Class, Coaching Calls, and

**Family Sessions** 

- 7. Using Contingency Management to Address Therapy-Interfering Behavior
- 8. When and How to Address Therapy-Interfering Behavior in Yourself
- 9. The Dialectics of Therapy-Interfering Behavior

**AUDIENCE** 

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



### Medical Neuropsychology and **Behavioral Health**

Edited by Cady Block, PhD and Doug Johnson-Greene, PhD **Foreword by Kenneth Adams** 

MAY 2025 | 398 PAGES | 7 X 10

- This volume provides a comprehensive overview of key body systems and behavioral health and lifestyle issues that can impact neuropsychological functioning.
- Chapters organized around major bodily systems examine neurocognitive impairments associated with prevalent health conditions and their treatments.
- Chapters on lifestyle behaviors and habits explore the neurocognitive impact of sleep and fatigue, nutrition and weight, acute and chronic pain (and the use of opioid analgesics), personality and temperament, and substance misuse.

Cady Block, PhD, ABPP-

**CN** has held leadership roles in national and international neuropsychological societies. She is a member of the board of KnowNeuropsychology, an international neuropsychology education/ training initiative, and serves as Co-Director of New2Neuropsychology.

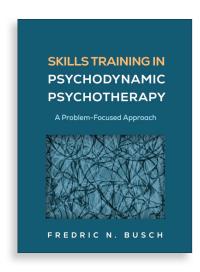
Doug Johnson-Greene, **PhD** is a Diplomate of the American Board of Professional Psychology in the areas of Clinical Psychology, Rehabilitation Psychology, and Clinical Neuropsychology, and is a Fellow of the National Academy of Neuropsychology.

#### **CONTENTS**

- I. Bodily Systems
- 1. Cardiovascular
- 2. Respiratory
- 3. Endocrine and Metabolic
- 4. Digestive, Renal, and Hepatic
- 5. Immune/Lymphatic I—Autoimmune
- 6. Immune/Lymphatic II—Infectious

- II. Behavioral Health and Lifestyle
- 7. Arousal, Sleep, and Fatigue
- 8. Weight and Nutrition
- 9. Acute and Chronic Pain
- 10. Alcohol and Substance Use
- 11. Personality and Temperament

**AUDIENCE** Neuropsychologists; clinical, rehabilitation, and health psychologists; psychiatrists; gerontologists; nurses; and allied health professionals.



### **Skills Training in Psychodynamic Psychotherapy**

### A Problem-Focused Approach

### Fredric N. Busch

NOV 2025 | 177 PAGES | 8 X 10.5

- A practical, hands-on therapist's guide to doing Problem-Focused Psychodynamic Psychotherapy-devoting significant time and effort to the client's specific problems is valuable, and in fact will move therapy forward more efficiently.
- Provides a framework for treatment and guiding questions for targeting quickly on core problems that clients want to address.
- Extensive case examples illustrate how to use the worksheets to clarify problems, collaboratively explore dynamics that contribute to problems, and teach clients skills to better manage their emotions and behavior

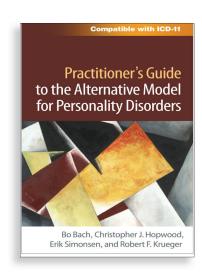
#### Fredric N. Busch, MD,

is Clinical Professor of Psychiatry at Weill Cornell Medical College and a faculty member of the Columbia University Center for Psychoanalytic Training and Research. Dr. Busch was involved in developing panic-focused psychodynamic psychotherapy, the first psychodynamic treatment of a DSM anxiety disorder to demonstrate efficacy.

#### **CONTENTS**

- 1. Core Psychodynamic Concepts and Models
- 2. Identifying Problems
- 3. Identifying and Addressing the Situations, Emotions, Thoughts, and Develop- lation and Using It as a Framework of mental Factors Contributing to Problems Interventions
- 4. Identifying and Addressing Self and Other Representations
- 5. Addressing Intrapsychic Conflicts and Defenses
- 6. Developing Mentalization Skills
- 7. Clarifying the Psychodynamic Formu-
- 8. Working Through
- 9. Termination

Practitioners and students in clinical psychology, psychiatry, clinical social work, psychiatric nursing, and mental health counseling.



#### **RIGHTS SOLD**

Portuguese

Bo Bach, PhD, is Clinical Professor at Univ. of Copenhagen, and leads the Center for Personality Disorder Research in Slagelse Psychiatric Hospital, Denmark.

Christopher J. Hopwood, PhD, is Professor at the Univ. of Zurich, Switzerland.

Erik Simonsen PhD, MD, is Professor Emeritus at Univ. of Copenhagen.

Robert F. Krueger, PhD, is Distinguished McKnight Univ.Professor at the University of Minnesota.

### Practitioner's Guide to the **Alternative Model for Personality Disorders**

Bo Bach, PhD; Christopher J. Hopwood, PhD; Erik Simonsen, PhD; and Robert F. Krueger, PhD

JAN 2025 | 302 PAGES | 6 X 9

- The Alternative Model of Personality Disorders (AMPD) is a model for diagnosing personality disorders in the (DSM-5).
- This book offers the first comprehensive guide to using the AMPD) in clinical practice.
- The authors explain how the AMPD weaves together evidence-based assessment of personality functioning and traits to provide a dimensional understanding of the client, and makes it easier to personalize care.

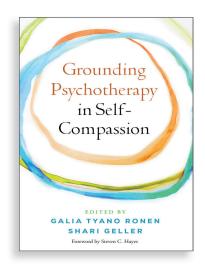
#### **CONTENTS**

- I. Understanding the Client's Personality
- 1. How Can the Alternative Model of Personality Disorders Support Our Clinical III. Specific Clinical Applications of the Work?
- 2. Levels of Personality Functioning
- 3. Personality Traits
- 4. General Human Factors and Whole-Person-Assessment
- II. Psychological Treatment Informed by the AMPD
- 5. Assessment and Reporting in Clinical
- 6. Providing Feedback and Forming Alli-

- 7. Treatment planning, Psychotherapy, and Evaluation
- **AMPD**
- 8. Application with Neurotic and Restrictive Patterns
- 9. Application with Dramatic and Negativistic Patterns
- 10. Application with Impulse-Control Problems and Addictions
- 11. Application with Psychopathy and Forensic Evaluation
- 12. Application with Other Persistent Mental Disorders

**AUDIENCE** 

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



#### **RIGHTS SOLD**

Korean, Portuguese

### Galia Tyano Ronen, MA,

LCP, a licensed clinical psychologist in private practice in Israel. She is responsible for the translation of the MSC program into Hebrew and for creating a bilingual MSC course for Arabs and Jews.

Shari Geller, PhD, is founder and co-director of the Centre for MindBody Health in Toronto. She is chair of the Membership and Networking Committee of the International Society for Emotion Focused Therapy.

# **Grounding Psychotherapy in Self-Compassion**

## Edited by Galia Tyano Ronen and Shari Geller, PhD Foreword by Steven C. Hayes

FEB 2025 | 406 PAGES | 6 X 9

- This book presents innovative ways to infuse self-compassion into psychotherapy.
- The chapters in this book discuss what self-compassion is, evidence for its effectiveness in mental health treatment, and how to integrate it into clinical work focused on specific psychological problems.
- The contributors to the book include some of the most prominent and authoritative writers on this topic in the field: Germer, Gilbert, Pollak, Hickman, Shapiro, Siegel, Roemer, and Geller.

#### **CONTENTS** highlighted chapters

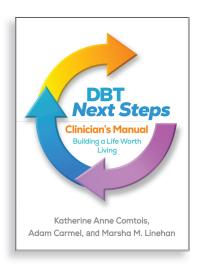
- I. Self-Compassion as a Change Process
- 1. A Model of Self-Compassion-Based Therapy
- 2. Compassion and Self-Compassion: A Biopsychosocial and Evolutionary Approach
- II. A Self-Compassion-Based Clinician: What Shapes and Informs Practice
- 6. Exploring the Interplay between Therapeutic Presence and Self-Compassion in Psychotherapy
- 7. The Power of a Self-Compassionate

#### Mindset

- III. Applications of Self-Compassion in Psychotherapy
- 11. Self-Compassion for Shame in Psychotherapy
- 12. Alcoholism, Addictions, and Self-Compassion
- 13. Compassion and Self-Compassion for Depression
- 19. Mindfulness and Self-Compassion for Chronic Pain

#### **AUDIENCE**

Professionals interested in mindfulness-based approaches in mental health, including clinical psychologists, psychiatrists, clinical social workers, mental health and pastoral counselors, and psychiatric nurses.



### Katherine Anne Comtois, PhD; Adam Carmel, PhD;

**DBT Next Steps Clinician's Manual** 

AUGUST 2025 | 236 PAGES | 8 X 10.5

**Building a Life Worth Living** 

and Marsha M. Linehan, PhD

#### **RIGHTS SOLD**

Korean, Polish, Portuguese

Katherine Anne Comtois, PhD, MPH, is Professor in the Department of Psychiatry and Behavioral Sciences and Adjunct Professor in the Department of Psychology at the University of Washington.

Adam Carmel, PhD, is Clinical Professor in the Department of Psychiatry and Behavioral Sciences at the University of Washington.

Marsha M. Linehan, PhD, ABPP, the developer of Dialectical Behavior Therapy (DBT).

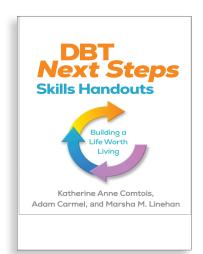
- An expansion of standard Dialectical Behavior Therapy (DBT): for clients who have moved beyond crisis behaviors, but haven't achieved their goals in such areas as employment, school, and relationships.
- Targets quality-of-life—interfering behavior by combining skills training with exposure, contingency management, cognitive modification, and didactic strategies.
- Practical clinician's manual that provides detailed lesson plans for new skills modules: Perfectionism versus Reinforcement, Establishing and Reevaluating Relationships, Time Management, Managing Emotions Effectively, Succeeding after DBT, and Applications of Mindfulness.
- Shows how Next Steps can be incorporated into an existing DBT program or used as a follow-up treatment.

#### **CONTENTS** highlighted chapters

III. Integrating DBT Next Steps into a

I. Setting the Stage	Comprehensive DBT-ACES Program
1. What Is Beyond the Crisis?	11. The Structure and Logistics of
2. Structural Differences between Stan-	DBT-ACES
dard DBT and DBT Next Steps	IV. The DBT-ACES Skills Curriculum
II. DBT Next Step Strategies	14. Overview of DBT Next Steps Skills
4. Recovery Goals: Bringing Clarity and	Format and Strategies
Precision to Quality-of-Life Targets	15. Module: Perfectionism versus Rein-
III Integrating DRT Next Stans into a	forcement

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



### **DBT Next Steps Skills Handouts**

**Building a Life Worth Living** 

Katherine Anne Comtois, PhD; Adam Carmel, PhD; and Marsha M. Linehan, PhD

AUGUST 2025 | 202 PAGES | 8 X 10.5

**RIGHTS SOLD** 

Korean, Polish

Katherine Anne Comtois, PhD, MPH, is Professor in the Department of Psychiatry and Behavioral Sciences and Adjunct Professor in the Department of Psychology at the University of Washington.

Adam Carmel, PhD, is Clinical Professor in the Department of Psychiatry and Behavioral Sciences at the University of Washington.

Marsha M. Linehan, PhD, ABPP, the developer of Dialectical Behavior Therapy (DBT).

- Provides all the handouts and assignments for the six skills modules of DBT Next Steps, focused on what comes next in recovery for people who have stabilized in DBT.
- These essential skills modules fill the gap for the client who is stable yet not living a fulfilling life.
- DBT Next Steps guides clients to take concrete steps for success in work or school, relationships, and self-sufficiency.

**CONTENTS** highlighted chapters

I. DBT Next Steps Overview

- Skills-Training Syllabus

- DBT Next Steps Skills Group Participation Guidelines

- Practice Professional Behavior in DBT Next Steps

II. DBT Next Steps Skills-Training Handouts

Perfectionism versus Reinforcement

Establishing and Re-Evaluating Relationships

Time Management

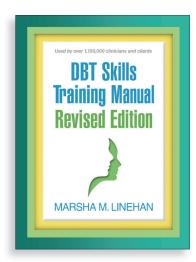
**Managing Emotions Effectively** 

Succeeding after DBT

Applications of Mindfulness

**AUDIENCE** 

Clients who have stabilized in DBT but haven't achieved their "life worth living" goals; DBT skills trainers and therapists.



#### **RIGHTS SOLD**

Japanese, Korean, Portuguese

Marsha M. Linehan, PhD, **ABPP**, the developer of Dialectical Behavior Therapy (DBT), is Professor **Emeritus of Psychology** and Director Emeritus of the Behavioral Research and Therapy Clinics at the University of Washington. Dr. Linehan was featured in TIME Great Scientists: The Geniuses and Visionaries Who Transformed Our World. She is founder of the Linehan Institute.

### **DBT Skills Training Manual**, **Revised Edition**

### Marsha M. Linehan PhD

AUGUST 2025 | 502 PAGES | 8.5 X 11

"You don't have to be a DBT practitioner to benefit from this book. Cognitive behavior therapists, for example, using individualized treatment plans based on their cognitive conceptualization of the client, should integrate DBT skills when applicable (along with skills from any evidence-based treatment). If you are a practicing mental health professional or student of any psychotherapeutic modality, you should read this book. It will make you a more effective clinician."

-Judith S. Beck, PhD, Beck Institute for Cognitive Behavior Therapy

- The definitive skills training manual embraced by Dialectical Behavior Therapy (DBT) practitioners worldwide is now in a revised edition, reflecting shifts in language, technology, and daily life.
- Provides complete instructions for orienting clients to DBT, structuring group sessions, troubleshooting common problems, and tailoring skills training curricula for different settings and populations.
- Includes detailed teaching notes for the full range of mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance skills, and describes how to use the associated handouts and worksheets.

#### **CONTENTS**

I. An Introduction to DBT Skills Training

Part I Appendices

1. Rationale for Dialectical Behavior Thera- II. Teaching Notes for DBT Skills Modules py Skills Training

2. Planning to Conduct DBT Skills Training

6. General Skills: Orientation and Analyzing

7. Mindfulness Skills

Behavior

4. Skills Training Treatment Targets and

8. Interpersonal Effectiveness Skills

**Procedures** 

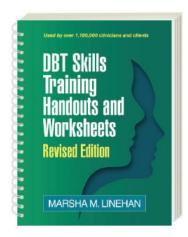
3. Structuring Skills Training Sessions

9. Emotion Regulation Skills

5. Application of Fundamental DBT Strategies in Behavioral Skills Training

10. Distress Tolerance Skills

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



#### **RIGHTS SOLD**

Japanese, Korean

Marsha M. Linehan, PhD, ABPP, the developer of Dialectical Behavior Therapy (DBT), is Professor Emeritus of Psychology and Director Emeritus of the Behavioral Research and Therapy Clinics at the University of Washington. Dr. Linehan was featured in TIME Great Scientists: The Geniuses and Visionaries Who Transformed Our World. She is founder of the Linehan Institute.

# DBT Skills Training Handouts and Worksheets, Revised Edition

### Marsha M. Linehan PhD

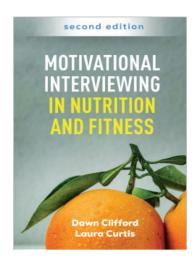
AUGUST 2025 | 387 PAGES | 8.5 X 11

- The revised edition of this indispensable resource presents the tools clients need to learn and practice any Dialectical Behavior Therapy (DBT) skill or set of skills.
- All DBT skills modules are included—mindfulness, interpersonal effectiveness, emotion regulation, and distress tolerance—each with a brief introduction written expressly for clients.
- Clients get quick access to the materials recommended for a particular skills training program, with more than 230 reproducible handouts and worksheets in all.
- In the revised edition, handouts and worksheets for each skill are grouped together, making the book even easier to use.

#### **CONTENTS**

- Introduction to This Book
- General Skills: Orientation and Analyzing Behavior
- Mindfulness Skills
- Interpersonal Effectiveness Skills
- Emotion Regulation Skills
- Distress Tolerance Skills

AUDIENCE Clients in therapy for any emotional or psychological difficulty that involves emotional dysregulation, and those who treat them.



### Dawn Clifford, PhD, RD, is Professor in the Health Sciences Department at Northern Arizona University and a member of the Motivational Interviewing Network of Trainers.

Laura Curtis, MS, RD, is Lecturer of Nutrition and Food Science and Director of the Didactic Program in Dietetics at California State University, Chico,

### **Motivational Interviewing in Nutrition and Fitness Second Edition**

### Dawn Clifford, PhD and Laura Curtis

AUGUST 2025 | 321 PAGES | 6 X 9

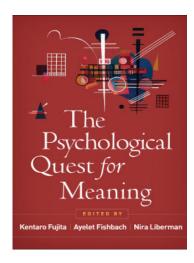
- 70% new material; this practical guide shows how to use Motivational Interviewing (MI) to enhance conversations about nutrition and fitness.
- A compassionate, respectful, collaborative approach to counseling clients about meal planning and preparation, exercise, body image, disordered eating, and more.
- MI offers simple yet powerful tools, easily to incorporated to help clients work through ambivalence, break free of diets and quick-fix solutions, and overcome barriers to change.
- This title is part of the Applications of Motivational Interviewing Series, edited by Stephen Rollnick, William R. Miller, and Theresa B. Moyers.

#### **CONTENTS**

- I. Motivational Interviewing (MI) Basics
- 1. The Complexities of Change sample
- 2. The Spirit of MI
- II. Mastering the Skills of MI
- 3. Open Questions
- 4. Reflective Practice
- 5. Affirmations
- III. The Four Tasks of MI
- 6. Engaging
- 7. Focusing
- 8. Evoking
- 9. Planning

- 10. When Clients Aren't So Sure about Change
- IV. Putting MI to Work
- 11. MI in Medical Nutrition Therapy
- 12. MI in Nutrition Counseling
- 13. MI to Address Weight Concerns
- 14. MI in Fitness Counseling
- 15. MI in Health Coaching
- V. Beyond the Basics
- 16. Follow-Up Sessions
- 17. Counselor Health and Boundaries

AUDIENCE Dietitians, health and wellness coaches, fitness counselors, exercise and sport psychologists, kinesiologists, occupational and physical therapists, and hospital social workers; students and instructors in these areas. Also of interest to nurses, physicians, and diabetes educators.



### The Psychological Quest for Meaning

Edited by Kentaro Fujita, PhD; Ayelet Fishbach, PhD; and Nira Liberman, PhD

NOV 2025 | 399 PAGES | 6 X 9

- Examines the psychological forces behind meaning-making, weaving together insights from perception, motivation, and emotion.
- · Leading authorities from multiple subdisciplines of psychology explore the mechanisms by which humans figure out the world around them, find direction in personal striving, and make sense of the self and one's life.
- Cutting-edge theories, methods, and findings are clearly explained, as is the key role of meaning-making in the functioning of both individuals and societies.

Kentaro Fujita, PhD, is Professor of Psychology at The Ohio State University (OSU).

Ayelet Fishbach, PhD, is Proffessor of Behavioral Science and Marketing at the University of Chicago, **Booth School of Business** and is past president of the Society for the Science of Motivation and the International Social Cognition Network.

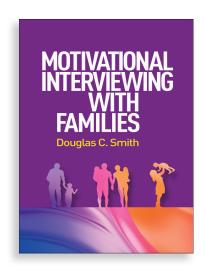
Nira Liberman, PhD, is Professor of Social Psychology at Tel Aviv University in Israel and an International Faculty member in the area of Behavioral **Economic Engineering** and Social Cognition at the University of Cologne, Germany.

#### **CONTENTS**

- 1. Introduction: The Psychology of Creat- 9. On Control Readiness ing Meaning
- I. Creating Meaning to Understand the World
- 2. The Idiosyncratic Nature of Evaluation
- 4. From Words to Bonds: The Science of Meaningful Conversations
- 5. Constructing Meaning through Commu-through Nostalgia nication
- II. Creating Meaning to Find Direction in **Personal Striving**
- 6. Making Meaning through Motivated Perception
- 7. The Meaning of Multitasking
- 8. Goals Shape Meaning

- 10. What People Understand about **Expanding and Contracting Regulatory** Scope
- III. Creating Meaning in Life
- 3. Means and Meanings in Measurement 11. Changing Views of Implicit Cognition and Conscious Thinking
  - 12. From Self-Discontinuity to Meaning
  - 13. Continuity in Psychological Space Creates a Sense of Meaning in Life
  - 14. Significance-Questing or Awe-Stricken: On Two Paradigms of Meaning
  - IV. Closing Remarks
  - 15. Meaning Making in the Mind and Society

**AUDIENCE** Researchers and students in social, cognitive, and personality psychology.



### **Motivational Interviewing** with Families

Douglas C. Smith, PhD

JUNE 2025 | 242 PAGES | 6 X 9

- The first comprehensive guide to adapting MI skills to engage families in therapy to help them change and grow.
- Makes best use of MI in providing therapy or other services to families that are struggling with any of a variety of problems or challenges
- Extensive annotated sample dialogues show how MI can be integrated with any therapy approach for families struggling with mental health problems, addictions, relationship challenges, difficult life transitions, or other concerns.

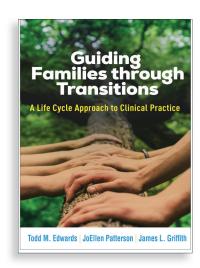
Douglas C. Smith, PhD, **LCSW**, is Professor of Social Work at the University of Illinois at Urbana-Champaign. He is a member of the Motivational Interviewing Network of Trainers (MINT) and co-chair of MINT's **Professional Development** Committee.

#### **CONTENTS**

- I. The Basics
- 1. Introduction
- 2. Overview of Motivational Interviewing
- 3. The Spirit of Motivational Interviewing
- 4. ROARS Skills
- 5. Working with Ambivalence
- II. Using Motivational Interviewing with Families
- 6. Moving toward Integration of Motivational Interviewing and Family Work
- 7. Advanced Issues in Using ROARS with **Families**

- 8. Change Talk among Families
- 9. Engaging Families with Motivational Interviewing
- 10. Focusing, Evoking, and Planning in Family Work
- 11. Motivational Sendoffs
- III. Family-Centered Motivational Interviewing Research
- 12. Families Raising and Launching Children, with Alex Lee
- 13. Families with Established and Older Adults

**AUDIENCE** Clinical psychologists, social workers, couple and family therapists, mental health and pastoral counselors, psychiatrists, and psychiatric nurses; graduate students and instructors.



### **Guiding Families through Transitions**

A Life Cycle Approach to Clinical Practice

Todd M. Edwards, PhD; JoEllen Patterson, PhD; and James L. Griffith

MARCH 2025 | 312 PAGES | 6 X 9

- A clinical resource that offers therapists strategies to support families through life's changes involving biological, psychological, interpersonal, social, and intergenerational processes.
- Chapters explore typical life cycle stages—couple formation, parenthood, adolescence, young adulthood and midlife, and later life—and describe treatment principles for common family challenges.
- The book normalizes developmental strains and underscores the significance of flexibility, adaptability, and resilience through adversity.

Todd M. Edwards, PhD is Professor at the Univ of San Diego and Editor of the International Journal of Systemic Therapy.

JoEllen Patterson, PhD, LMFT, is Professor at the University of San Diego.

James L. Griffith, MD, is Professor of Psychiatry and Neurology at the George Washington University (GW) School of Medicine and Health Science.

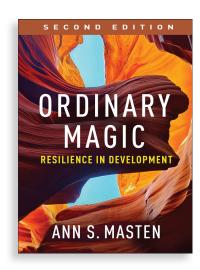
#### **CONTENTS**

- I. Conceptual Foundations
- 1. The Contexts of Time and System
- 2. The Family as an Interactive System
- II. Life Cycle Transitions
- 3. Committed and Marital Relationships
- 4. The Transition to Parenthood
- 5. Risk And Resilience in Childhood: The Impact of Family Life
- 6. Adolescents and Their Parents in a Highly Connected World
- 7. Emerging Adults and Their Parents at

Midlife

- 8. Elderhood
- III. Life Cycle Disruptions and Diverse Family Forms
- 9. Separation and Divorce
- 10. Single-Parent Families and Stepfam-
- 11. Coping with a Chronic Illness
- 12. Loss, Death, and Grief

**AUDIENCE** Clinical psychologists, social workers, couple and family therapists, mental health and pastoral counselors, psychiatrists, and psychiatric nurses; graduate students and instructors.



Ann. S. Masten, PhD is an internationally known expert on resilience in human development. Dr. Masten is an elected member of the American Academy of Arts and Sciences, a past president of the Society for Research in Child Development.

### Ordinary Magic, Second Edition

Resilience in Development

#### Ann S. Masten, PhD

MAY 2025 | 438 PAGES | 6 X 9

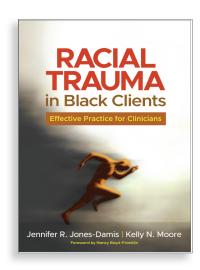
- Masten provides new evidence on resilience in the contexts of ongoing threats to human development, such as the pandemic; intergenerational trauma and resilience in the context of structural injustice; climate change; and, threats posed by war, disaster, and poverty.
- Masten updates coverage on neurobiology as well as the crucial ways that families, schools, cultures, and communities foster resilience for children.
- Using vivid case examples from global research, Masten illuminates the multisystem protections and processes that nurture and protect human development despite adversity.

#### **CONTENTS**

- 1. Introduction
- 2. Models and Methods of Research on Resilience
- II. Studies of Individual Resilience
- 3. Resilience in a Community Sample: The Project Competence Longitudinal Study
- 4. Overcoming Disadvantage and Economic Crisis: Children Experiencing Homelessness
- 5. Mass Trauma and Extreme Adversities: Resilience in War, Terrorism, and Disaster
- III. Adaptive Systems in Resilience

- 6. The Short List and Implicated Adaptive Systems
- 7. The Neurobiology of Resilience
- 8. Resilience in the Context of Families and Family Resilience
- 9. Resilience in the Context of Schools
- 10. Resilience in the Context of Culture and Community
- IV. Moving Forward: Implications for Action and Future Research
- 11. A Resilience Framework for Action
- 12. Conclusions: Takeaways, Controversies, and New Horizons

**AUDIENCE** Researchers, students, and practitioners in developmental, child clinical, counseling, and educational psychology; human development and family science; social work; nursing; psychiatry; and education.



# Jennifer R. Jones-Damis,

PsyD, is Director of the Counseling Center at Rutgers, The State University of New Jersey.

Kelly N. Moore, PsyD, is Director of the Center for Psychological Services in the Graduate School of Applied and Professional Psychology at Rutgers

### **Racial Trauma in Black Clients**

Effective Practice for Clinicians

### Jennifer R. Jones-Damis and Kelly N. Moore

MARCH 2025 | 188 PAGES | 6 X 9

- For clinicians working with a diverse client population, this book provides guidance and insights that will equip them to serve the needs of Black clients, particularly those who have been exposed to chronic racism and discrimination.
- Equipped with tools for approaching—rather than avoiding—the topic of race in individual therapy and in family, school, and community contexts.
- The book discusses how to incorporate aspects of racial trauma into assessment; validate clients' pain as well as their strengths; and adapt evidence-based treatments to overcome cultural gaps.

#### **CONTENTS**

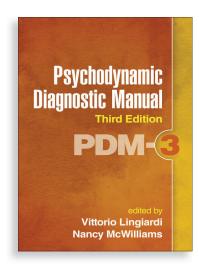
Foreword, Nancy Boyd-Franklin Preface

- I. Racial Trauma in Clinical Settings
- 1. Where Do We Begin?: Racial Trauma and Thinking Beyond Diagnosis
- 2. Thinking Outside the Box: Treatment Adaptations to Address Racial Trauma
- 3. Awareness in Action: Understanding the Barriers and Facilitators to Treatment Seeking
- 4. Preparing the Next Generation: Culturally Responsive Supervision
- II. Racial Trauma in Community Settings

- 5. Pen or Pencil: Addressing Racial Trauma in Schools
- 6. Black and Blue: Working with Law Enforcement
- 7. The Talk: Helping Parents and Children with Racial Trauma
- III. Healing from Racial Trauma
- 8. Healer, Heal Me: Healing Clients from Racial Trauma
- 9. Healer, Heal Thyself: Vicarious Racial Trauma and Self-Care

Conclusion: Summing It All Up

AUDIENCE Psychologists, psychiatrists, social workers, counselors, and psychiatric nurses; graduate students and trainees.



#### **RIGHTS SOLD**

Arabic

Vittorio Lingiardi, MD, is a psychiatrist and psychoanalyst. He is Full Professor of Dynamic Psychology and past Director of the Clinical Psychology Specialization Program in the Faculty of Medicine and Psychology of Sapienza University of Rome in Italy.

Nancy McWilliams, PhD,

ABPP, is Visiting Professor Emerita at the Graduate School of Applied and Professional Psychology at Rutgers. Dr. McWilliams's writings have been translated into 20 languages.

### **Psychodynamic Diagnostic** Manual, Third Edition

PDM-3

#### **Edited by Vittorio Lingiardi and Nancy McWilliams, PhD**

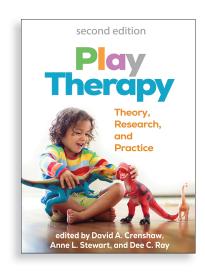
DEC 2025 | 1184 PAGES | 7 X 10

- 70% new material; this update presents important advances in diagnosis from a psychodynamic perspective, in dialogue with neuroscientific and cognitive-behavioral perspectives.
- This authoritative manual offers a useful alternative or supplement to DSM and ICD descriptive and symptom-oriented diagnoses.
- Guides the practitioner to develop a multilayered, dimensional understanding of each patient, leading to a rich case formulation and flexible treatment plan.
- Addresses personality functioning, mental capacities, and symptomatic impairment in infancy, childhood, adolescence, adulthood, and old age.
- New to This Edition: restructured to follow development chronologically, conceptual refinements, updated assessment tools, and expanded case material, chapters on the transition from infancy to childhood and from adolescence to adulthood, chapters on psychological experiences throughout the lifespan that are not captured by a diagnosis, but may require clinical attention.

#### **CONTENTS**

- I. Infancy and Early Childhood
- II. Childhood
- III. Adolescence
- IV. Adulthood
- V. Older Adults
- VI. Assessment and Clinical Illustrations

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



### Play Therapy, Second Edition

Theory, Research, and Practice

Edited by David A. Crenshaw, PhD; Anne L. Stewart, PhD; and Dee C. Ray, PhD

DEC 2024 | 587 PAGES | 7 X 10

"Play is nature's balm—it heals, builds, produces insights, and is the foundation for psychological resilience. Here we have an extraordinarily comprehensive, wonderfully written compendium of theory, practice, and research on the therapeutic uses of play."

-Peter Gray, PhD, Boston College

- 85% new material; this revision provides comprehensive coverage of the play therapy field, including theory, approaches, and clinical populations.
- Provides expert chapters on new, cutting- edge and 'cogent' topics, such as racial trauma, as well as new ways of doing therapy, such as telehealth.
- Brings together leading play therapists to describe clinical approaches and applications, and to summarizes the play therapy research base, including compelling findings from neuroscience.

David A. Crenshaw, PhD, is a Fellow of the American Psychological Association (APA), the APA Division of Child and Adolescent Psychology, and the American Academy of Clinical Psychology.

Anne L. Stewart, PhD, has written and presented worldwide, and has partnered with colleagues in government organizations, universities, and nongovernmental organizations.

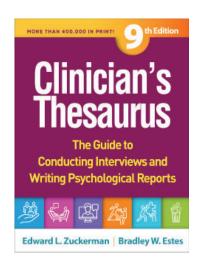
Dee C. Ray, PhD, is Co-Director of the Center for Play Therapy at the University of North Texas.

#### **CONTENTS**

Foreword, Stuart Brown

- I. Seminal Theories of Play Therapy
- II. Approaches to Play Therapy
- III. Cogent Issues in Play Therapy
- IV. Play Therapy with Special Populations

**AUDIENCE** Play, art, and other expressive therapists; clinical psychologists, social workers, and counselors working with children, adolescents, and families



Edward L. Zuckerman, PhD, worked as a psychiatric aide at New York's Bellevue Hospital in the 1960s.

Bradley W. Estes, PsyD, is a clinical neuropsychologist with a passion for serving others through diagnostics, psychotherapy, and professional consultation.

### Clinician's Thesaurus **Ninth Edition**

TThe Guide to Conducting Interviews and Writing **Psychological Reports** 

### Edward L. Zuckerman, PhD and Bradley W. Estes

JULY 2025 | 400 PAGES | 8 X 10.5

- Includes the latest terms and diagnostic codes for both DSM-5-TR and ICD-10-CM; covers nearly all areas of concern addressed in intakes, assessments, treatment plans, progress notes, and closing summaries.
- As the authors put it, this book is a "tool for wording all varieties of psychological reports by all mental health clinicians."
- · Provides interview questions for almost every symptomatic behavior, a huge collection of mental status questions, and hundreds of internet resources.
- New to This Edition: updated for DSM-5-TR and ICD-10-CM code changes for 2025, updated and new listings of assessment and screening tools, revised descriptors and terms pertaining to internet use, gender and sexuality, relationships, race and ethnicity, and more, updated treatment planning tips, web links, and psychiatric drug information.

#### **CONTENTS** highlighted chapters

Getting Oriented to the Clinician's Thesau- A. Introducing the Report rus

A Functional Guide to Report Construction mation

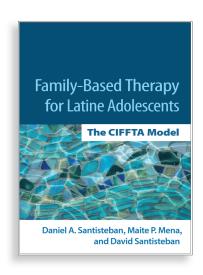
- I. Conducting a Mental Health Evaluation
- 1. Beginning and Ending the Interview
- 2. Mental Status Evaluation Questions/ Tasks
- 3. Questions about Signs, Symptoms, and Other Behavior Patterns
- II. Standard Terms and Statements for Wording Psychological Reports

4. Beginning the Report: Preliminary Infor-

- 5. Referral Reasons
  - 6. Background Information and History
  - III. Useful Resources
  - 25. Treatment Planning and Treatment Plan **Formats**
- 26. Formats for Reports, Evaluations, and **Summaries**

#### **AUDIENCE**

Clinicians, graduate students, interns, and residents in all mental health disciplines, including clinical psychology, psychiatry, social work, counseling, and psychiatric nursing.



### **Family-Based Therapy for Latine Adolescents**

The CIFFTA Model

### Daniel A. Santisteban, PhD; Maite P. Mena; and David Santisteban, PhD

JUNE 2025 | 254 PAGES | 6 X 9

- This book bridges the gap between evidence-based and culturally informed adolescent and family therapy by presenting Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA).
- · The authors explore the unique challenges facing Latine youth and families—including immigration- and acculturation-related stressors and minoritization—as well as culturally based sources of resilience.

Daniel A. Santisteban, PhD, is Cofounder and Director of Research at Training and Implementation Associates and Professor Emeritus at the University of Miami.

Maite P. Mena, is Research Assistant Professor in the School of Education and Human Development at the Univ. of Miami.

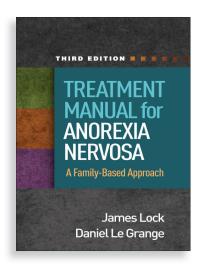
David Santisteban, PhD, is Cofounder of Training and Implementation Associates, which supports mental health professionals, treatment agencies, and funding agencies in meeting complex implementation challenges.

#### **CONTENTS**

- Treatment
- 1. The Treatment of Latine Youth and Families
- 2. The Latine Experience: Unique Stressors, Resilience, and Tools for Systematic Assessment
- 3. Foundations of Effective Treatment of Latine Youtt and Families
- II. CIFFTA Practice Guide
- 4. Preparing the Ground for CIFFTA Imple-tions for CIFFTA mentation
- 5. CIFFTA Individual Therapy with the Adolescent

- I. Foundations of Latine Youth and Family 6. CIFFTA Therapy with the Entire Family
  - 7. CIFFTA's Psychoeducational and Modular Component
  - 8. Case Examples Showing CIFFTA in Action
  - III. Broader Clinical Considerations
  - 9. Training, Implementation, and Sustainability
  - 10. Extensions to New Populations, Unique Applications, and Future Direc-

AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, counselors, and psychiatric nurses; leaders in health care or social service organizations; graduate students and trainees.



### **Treatment Manual for Anorexia Nervosa, Third Edition**

A Family-Based Approach

James Lock, PhD and Daniel Le Grange, PhD

NOVE 2025 | 330 PAGES | 6 X 9

- The leading empirically supported treatment approach for adolescents with anorexia nervosa (AN).
- · Strategies and procedures for family-based treatment are described in session-by-session detail.
- Gives practitioners a clear framework for mobilizing parents to promote their child's weight restoration and healthy eating; improving parent and child relationships; and getting adolescent development back on track.
- Many of the changes and additions in this latest version are related to new research findings being applied to the fundamental model, additional clinical clarifications, and suggestions for addressing specific clinical needs (e.g., gender diversity, co-morbidity, and developmental variability).

James Lock, MD, PhD, is Professor of Child Psychiatry and Pediatrics at Stanford University and Director of the Stanford Child and Adolescent Eating Disorders Program.

**Daniel Le Grange, PhD,** is Benioff UCSF Professor in Children's Health in the Department of Psychiatry and UCSF Weill Institute for Neurosciences and Director of the Eating Disorders Program at the University of California, San Francisco.

#### **CONTENTS**

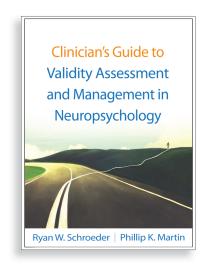
#### Preface

- 1. Introduction and Background Information on Anorexia Nervosa
- 2. Family Based Treatment for Anorexia
- 3. Phase I: Initial Evaluation and Setting Up 12. Phase II in Action
- Treatment
- 4. Session 1: The First Face to Face Meeting (Sessions 17–20)
- 5. Session 1 in Action
- 6. Session 2: The Family Meal
- 7. Session 2 in Action
- 8. The Remainder of Phase I (Sessions 3-10)

- 9. Intensive Parental Coaching to Improve Early Response in Phase I
- 10. Session 8 in Action
- 11. Beginning Phase II: Helping the Adolescent Eat on Her Own (Sessions 11–16)
- - 13. Starting Phase III: Adolescent Issues
  - 14. Phase III in Action
- 15. Summary of a Completed Case
- 16. Where Are We Going from Here?: Training, Dissemination, Clinical Practice, and Research

#### **AUDIENCE**

Clinical psychologists, psychiatrists, social workers, psychiatric nurses, and other health professionals who treat patients with eating disorders.



### Clinician's Guide to Validity **Assessment and Management** in Neuropsychology Clinician's **Guide to Validity Assessment and Management in Neuropsychology**

Ryan W. Schroeder and Phillip K. Martin, PhD

JUNE 2025 | 256 PAGES | 7 X 10

- Guides neuropsychologists through the process of validity assessment and management in real-world clinical settings.
- Step-by-step strategies are presented for managing potentially complicated referrals, using the clinical interview to gain awareness of possible concerns, choosing and administering performance and symptom validity tests, and providing feedback and treatment recommendations when invalidity is identified.

Ryan W. Schroeder, PsyD, ABPP-CN, is a board-certified neuropsychologist practicing both clinical and forensic neuropsychology.

Phillip K. Martin, PhD, **ABPP-CN**, is a board-certified clinical neuropsychologist and Associate Professor in the Department of Psychiatry and Behavioral Sciences at the University of Kansas School of Medicine-Wichita.

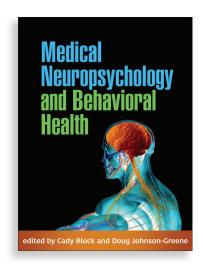
#### **CONTENTS**

- 1. Understanding Validity Assessment as a Clinical Guidance and Cutoffs Medically Necessary Standard of Practice
- 2. Reviewing Referrals: Managing Clinical Consults That Contain Forensic Elements
- 3. The Clinical Interview as a Foundational 8. Accurately Interpreting and Conceptual-Step: Considerations, Lines of Inquiry, and izing Noncredible Findings Methods
- 4. Using Stand-Alone Performance Validity Invalid: A Challenge Made Easy Tests: Clinical Guidance and Cutoffs
- 5. Employing Embedded Performance Validity Tests: Clinical Guidance and Cutoffs
- 6. Interpreting Symptom Validity Tests:

- 7. Elevating Validity Administration Practices and Making Confident Validity Determinations
- 9. Providing Feedback When Testing Is
- 10. Managing Invalidity in Clinical Reports: Strategies and Examples
- 11. Putting It All Together: A Case Demonstration

**AUDIENCE** 

Neuropsychologists, clinical psychologists, and psychiatrists; also of interest to forensic psychologists.



# Medical Neuropsychology and Behavioral Health

Edited by Cady Block, PhD and Doug Johnson-Greene, PhD

MAY 2025 | 391 PAGES | 7 X 10

- A comprehensive overview of key body systems and behavioral health and lifestyle issues that can impact neuropsychological functioning.
- Chapters are organized around major bodily systems—cardiovascular, endocrine, immune/lymphatic—and review neurocognitive impairments associated with prevalent health conditions and their treatments, including COVID-19.
- Chapters on lifestyle behaviors and habits explore the neurocognitive impact of sleep and fatigue, nutrition and weight, acute and chronic pain (and the use of opioid analgesics), personality and temperament, and substance misuse.

#### **CONTENTS**

Foreword, Kenneth Adams

- I. Bodily Systems
- 1. Cardiovascular
- 2. Respiratory
- 3. Endocrine and Metabolic
- 4. Digestive, Renal, and Hepatic
- 5. Immune/Lymphatic I—Autoimmune
- 6. Immune/Lymphatic II
- II. Behavioral Health and Lifestyle
- 7. Arousal, Sleep, and Fatigue
- 8. Weight and Nutrition
- 9. Acute and Chronic Pain
- 10. Alcohol and Substance Use
- 11. Personality and Temperament

#### Neuropsychology and Rehabilitation Psychology, and Associate Vice-Chair

Cady Block, PhD, ABPP-CN, is Senior Associate

Consultant in the Depart-

Psychology at Mayo Clinic

al and international neu-

ropsychological societies

Doug Johnson-Greene, PhD, MPH, ABPP-CN,

is Professor, Director of

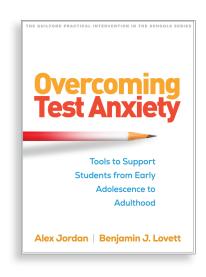
ment of Psychiatry and

in Florida and has held leadership roles in nation-

of Physical Medicine and Rehabilitation at the University of Miami Miller School of Medicine.

#### **AUDIENCE**

Neuropsychologists; clinical, rehabilitation, and health psychologists; psychiatrists; gerontologists; nurses; and allied health professionals.



### **Overcoming Test Anxiety**

Tools to Support Students from Early Adolescence to Adulthood

### Alex Jordan, PhD and Benjamin J. Lovett, PhD

FEB 2025 | 208 PAGES | 8 X 10.5

#### **RIGHTS SOLD**

Chinese-Simplified

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. Most of his research and clinical/consulting work revolves around testing and assessment, including the nature and management of test anxiety

- This book offers school and clinical professionals a comprehensive approach to addressing test anxiety in students from ages 11 to adulthood.
- Combines acceptance-based behavior therapy interventions with practical strategies for improving study skills and enhancing test performance.
- Helps with managing anxiety symptoms, improving study skills, and building adaptive academic functioning to improve test performance.

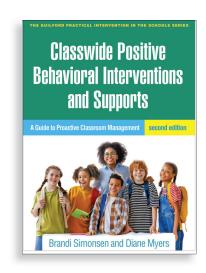
#### **CONTENTS**

- 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

#### **AUDIENCE**

School psychologists, counselors, and social workers; mental health professionals working with adolescents and young adults; also of interest to learning specialists, tutors, and test preparation professionals.



# Classwide Positive Behavioral Interventions and Supports, Second Edition

A Guide to Proactive Classroom Management

### Brandi Simonsen PhD, and Diane Myers, PhD

FEB 2025 | 242 PAGES | 8 X 10.5

- The established classroom resource, written by leaders in positive behavioral interventions and supports (PBIS).
- The authors provide a classroom management and behavior support toolkit with a primary focus on universal (Tier 1) support.
- The book provides step-by-step guidelines for structuring the classroom environment, actively engaging students in instruction, setting clear expectations, and implementing strategies to reinforce positive behavior.

#### 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.

#### **CONTENTS**

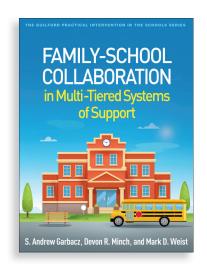
- 1. Foundations of Classwide Positive Behavioral Interventions and Supports
- I. PBIS Foundations and Basic Principles
- 2. Behavioral Principles at Work in PBIS
- 3. Tier 1 Schoolwide PBIS
- 4. Introduction to Classwide PBIS: Focus on Equity, Outcomes, Data, and Systems
- II. Classwide PBIS Practices
- 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: Where Do We Go from Here?

#### **AUDIENCE**

School psychologists, classroom teachers (general and special ed), administrators, PBIS trainers and coaches, behavior specialists, school counselors, school social workers; graduate students in these areas.



# Family-School Collaboration in Multi-Tiered Systems of Support

S. Andrew Garbacz, PhD; Devon R. Minch, PhD; and Mark D. Weist, PhD

Foreword by Kelly Henderson

FEB 2025 | 210 PAGES | 8 X 10.5

- This 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.
- Provides implementation guides, practitioner vignettes, candid parent quotations, and reproducible checklists, forms, and sample scripts.

# S. Andrew Garbacz, PhD, is Associate Professor in the Department of Educational Psychology at the University of Wisconsin–Madison.

Devon R. Minch, PhD, is Implementation Specialist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Mark D. Weist, PhD, is Professor of Clinical–Community and School Psychology at the University of South Carolina.

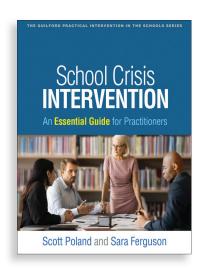
#### **CONTENTS**

- Core Features of Family–School Collaboration and Multi-Tiered Systems of Support
- 2. Equity in Family—School Collaboration
- 3. Fostering Equity-Oriented Family— School Collaboration toward Culturally Responsive MTSS
- 4. Assessment in Family–School Collaboration
- 5. Building Family–School–Community Partnerships within Tier 1 of Schools' MTSS

- 6. Embedding Family–School Collaboration in Tier 2 Systems and Practices
- 7. Family–School Partnerships at Tier 3
- 8. Overcoming Challenges to Family Engagement and Leadership in Schools' MTSS
- 9. District Considerations for Building Capacity to Increase Family–School Collaboration
- 10. From Theory to Practice: Successful Family–School Collaboration in Schools

#### **AUDIENCE**

Educators working with children ages 5–17 (K–12), including school psychologists, counselors, and social workers; classroom teachers and special educators; and school- and district-level MTSS team leaders and administrators.



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.

### **School Crisis Intervention**

An Essential Guide for Practitioners

#### **Scott Poland and Sara Ferguson**

JAN 2025 | 282 PAGES | 8 X 10.5

- This resource brings together research, tools, and strategies to enhance school crisis prevention and intervention approaches.
- The authors address all aspects of team-based crisis intervention and postvention with a key focus on prevention, and describe 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.

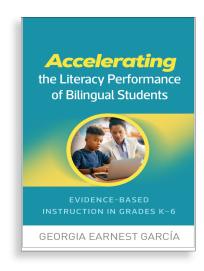
#### **CONTENTS**

- 1. Introduction
- I. Crisis Responses and Interventions
- 2. Crisis Preparedness: Getting Ahead of a Crisis
- 3. General Response for Serious Crises Right Supports at Your School 10. Diversity, Ed
- 4. Unexpected Death
- 5. Suicide
- 6. School Violence
- 7. Natural Disasters

- II. Considerations in Responding
- 8. The Aftermath and the Return to School
- 9. Ensuring Your Team Secures the Right Supports
- 10. Diversity, Equity, Inclusion, and Belonging
- 11. Ethical and Legal Issues
- 12. Final Thoughts and Future Directions

#### **AUDIENCE**

School psychologists, social workers, guidance counselors, and other school personnel working with children ages 5–17 (grades K–12); school administrators.



### Georgia Earnest García, PhD, is Professor Emerita in the Department of Curriculum and Instruction at the University of Illinois at Urbana-Champaign. Dr. García has authored or coauthored several books as well as numerous book chapters and journal articles. Dr. García was

inducted into the Reading

Hall of Fame in 2019.

### **Accelerating the Literacy Performance of Bilingual Students**

Evidence-Based Instruction in Grades K-6

#### Georgia Earnest García, PhD

JAN 2025 | 252 PAGES | 6 X 9

- This highly practical volume presents ways teachers and schools can accelerate literacy achievement with bilingual students, ages 6-12, in both English and their home languages.
- The author shares innovative instructional strategies for students with different language backgrounds in multiple settings—bilingual/ESL classrooms, dual-language classrooms, or all-English classrooms.
- The book guides teachers in choosing engaging texts, promoting reading comprehension, building vocabulary and academic language across disciplines, and using effective, unbiased assessments.

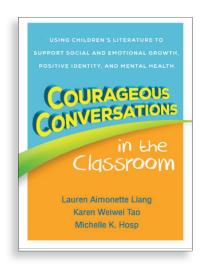
#### **CONTENTS**

- 1. Introduction to Teaching Emergent Bilingual and Dual-Language Students
- 2. Theories and Theoretical Insights Relevant to Bilingual Students and Bilingual Education
- 3. Second-Language (L2) Teaching Approaches to Advance Bilingual Students' Learning
- 4. Instructional Activities to Promote Bilingual Students' Oral Language and Literacy Performance
- 5. The Selection and Use of Texts with **Bilingual Students**
- 6. L1 Literacy Instruction and Early Reading Instruction in Spanish and Other

Languages

- 7. Bilingual Students' Beginning Reading Instruction in English
- 8. Reading Comprehension Instruction for **Bilingual Students**
- 9. Bilingual Students' Writing Instruction
- 10. Increasing Bilingual Students' Vocabulary and Academic Language Knowledge and Use
- 11. Disciplinary Literacy Instruction for **Bilingual Students**
- 12. The Language and Literacy Assessment of Bilingual Students

AUDIENCE Teachers working with children ages 5–11 (grades K–6), including ESL and bilingual instructors; literacy specialists and coaches; teacher educators and graduate students.



## **Courageous Conversations in the Classroom**

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

JULY 2025 | 352 PAGES | 8 X 10.5

- This practical resource for educators of students ages 8-12 explains how
  to use children's literature to open and facilitate challenging conversations
  that support students' mental well-being, positive self-identities, and social
  awareness and responsibility.
- The authors develop instructional units based on diverse text sets of children's books that engage students and encourage conversation on a range of tough topics—bullying; grief and loss; understanding diverse communities, including refugees; differences in race, ethnicity, gender identity, and (dis)ability; and mental health challenges, including anxiety and depression.

"Liang, Tao, and Hosp share a passion for the potential of literature to make a difference in children's lives. Their commitment to courageous conversations with real children in real classrooms is reflected in this valuable work. The volume provides suggested book sets, activities, discussion prompts, and other resources that are effective starting points for teachers."

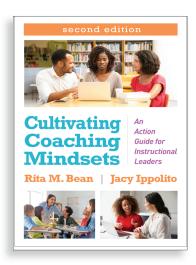
 Kathy G. Short, PhD, Regents Professor, Teaching, Learning, and Sociocultural Studies, and Director, Worlds of Words, University of Arizona

Lauren Aimonette Liang, PhD, is Associate Professor at the University of Utah. She has held leadership roles in international literacy and children's literature organizations.

Karen Weiwei Tao, PhD, is Associate Professor at the University of Utah. She has collaborated with PBS Utah to produce an award-winning digital series, "Let's Talk."

Michelle K. Hosp, PhD, is Senior Director of Assessment Innovations at Renaissance Learning and Associate Adjunct Professor of Special Education at the University of Massachusetts Amherst.

AUDIENCE Classroom teachers and other educators working with students ages 8–12 (grades 3–6); school psychologists and counselors.



### **Cultivating Coaching Mindsets**, Second Edition

An Action Guide for Instructional Leaders

### Rita M. Bean, PhD and Jacy Ippolito Foreword by Allison Swan Dagen

JAN 2025 | 284 PAGES | 7 X 10

- This text gives instructional coaches an innovative framework for building strong relationships and enacting positive change in schools.
- · The authors explain the multiple roles of the coach as change agent, facilitator, designer, and advocate.
- · Vivid examples show how effective coaches draw on these mindsets in working with individual teachers and groups and in developing, implementing, and sustaining schoolwide instructional programs.

Rita M. Bean, PhD, is Professor Emerita in the School of Education at the University of Pittsburgh. She is a member of the Reading Hall of Fame and a former board member of the International Literacy Association.

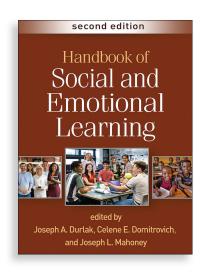
Jacy Ippolito, EdD, is Professor in the McKeown School of Education at Salem State University in Massachusetts

#### **CONTENTS**

- 1. Cultivating Coaching Mindsets to Sup- Learning and School Improvement port Systemwide Improvement
- 2. Exploring the Coaching Mindsets
- 3. Understanding and Shaping School Culture Through Systems Thinking
- 4. Introduction to Ways of Working with **Teachers**
- 5. Working with Individual Teachers to Analyze and Transform Practice
- 6. Working with Groups to Build a Culture of Adult Learning
- 7. Using Assessment to Guide Student

- 8. Developing, Implementing, and Sustaining Schoolwide Instructional Pro-
- 9. Working with Families and Communities
- 10. Coaches as Lifelong Learners
- 11. Coaching Cases: Stories of Coaches and Coaching

**AUDIENCE** Instructional and literacy coaches working with children ages 5–17 (K–12); literacy specialists; school administrators; teacher educators and graduate students.



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 has been Associate Professor of Psychology at Yale University and Professor of Education at the University of California.

### Handbook of Social and Emotional Learning, Second Edition

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

DEC 2024 | 650 PAGES | 7 X 10

- In this extensively revised second edition, the scientific underpinnings of social and emotional learning (SEL) are explored, as well as its impact on academic achievement and behavior.
- The Handbook discusses ways to assess SEL and design effective, developmentally and culturally informed programs for students in preschool through secondary school settings.
- 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.

**CONTENTS** highlighted chapters

Foreword: A Book Meant to Be Put into Action, Maurice J. Elias

I. Foundations

II. SEL through a Developmental Lens

III. SEL and Equity

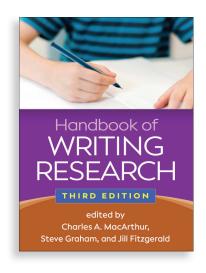
IV. Expanding Contexts and Applications of SEL

V. Toward Widespread Effective Practice

VI. International Perspectives on SEL

Afterword: An Invitation for Collaboration and Growth

AUDIENCE Teacher educators, school administrators, researchers, and education policymakers; school psychologists, educational psychologists, social workers, and counselors working with students ages 4–17; child and adolescent clinical psychologists.



### Handbook of Writing Research, **Third Edition**

Edited by Charles A. MacArthur, PhD; Steve Graham; and Jill Fitzgerald, PhD

MAY 2025 | 496 PAGES | 7 X 10

- Leading scholars—including many international voices—review major theories, developmental issues, and instructional approaches for students at all grade levels.
- · Cognitive and sociocultural aspects of writing are explored in depth, as are issues in teaching students with disabilities, multilingual students, and culturally diverse students are addressed.
- The third edition of this handbook has more than 90% new content.

#### Charles A. MacArthur, **PhD,** is Professor Emeritus of Special Education and Literacy in the School of Education at the University of Delaware.

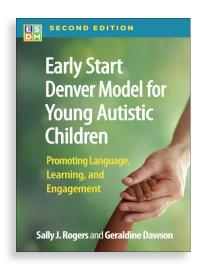
Steve Graham, EdD, is a Regents Professor and the Warner Professor in the Division of Leadership and Innovation at Mary Lou Fulton Teachers College, Arizona State University.

Jill Fitzgerald, PhD, is Research Professor and Professor Emerita in the School of Education at The University of North Carolina at Chapel Hill.

#### **CONTENTS**

- I. Theories and Models of Writing
- II. Cognitive and Social Aspects of Writing
- III. Instruction in Writing
- IV. Writing Assessment
- V. Writing and Special Populations

AUDIENCE Teacher educators, researchers, graduate students, and K-12 educators; educational and school psychologists.



Sally J. Rogers, PhD has been involved at the international level in major clinical and research activities on autism. She has served as president of the International Society for Autism Research (INSAR) and was a member of the DSM-5 Work Group on autism and other neurodevelopmental conditions.

Geraldine Dawson, PhD, is the William Cleland Distinguished Professor of Psychiatry and Behavioral Sciences, Professor of Pediatrics, and Professor of Psychology and Neuroscience at Duke University, and is founding Director of the Duke Center for Autism and Brain Development. She also directs the Duke NIH Autism Center of Excellence.

### **Early Start Denver Model for** Young Autistic Children, **Second Edition**

Promoting Language, Learning, and Engagement Sally J. Rogers, PhD and Geraldine Dawson, PhD

DEC 2025 | 325 PAGES | 7 X 10

- The Early Start Denver Model (ESDM) is a comprehensive developmental behavioral intervention specifically designed for young autistic children and infants displaying early signs of autism and.
- 50% new material, this text guides practitioners to assess and support all aspects of children's development—including social communication, language, cognition, imitation, and play—using enjoyable, interactive routines in everyday settings.
- New to This Edition: chapters on what to do when a child's progress is concerning, partnering with families, and implementation of ESDM in different countries and cultures, significant new research on brain development and how it differs in autism, updated and comprehensive approach to promoting language development, with increased attention to alternative and augmentative communication strategies, new and revised decision trees and expanded efficacy research, and focus on promoting autistic children's development from a neurodiversity-affirming perspective.

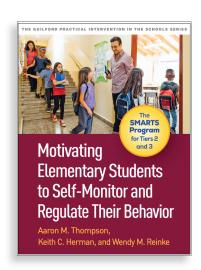
#### **CONTENTS**

- 1. What Brain Science Tells Us about How 8. Promoting Children's Language Develop-Young Autistic Children Learn
- 2. An Overview of the Early Start Denver Model
- 3. Setting Up the Early Start Denver Model Concerning
- 4. Developing Short-Term Learning Objec- 11. Partnering with Families tives
- 5. Formulating Daily Teaching Targets and Group Settings **Tracking Progress**
- 6. Developing and Conducting an Early Start Denver Model Session
- 7. Developing Intentional Communication vention Fidelity Coding Sheet

- 9. Developing Imitation and Play
- 10. When a Child's Rate of Progress Is
- 12. Using the Early Start Denver Model in
- 13. Using the Early Start Denver Model in Varying Cultures

Appendix. Early Start Denver Model Inter-

AUDIENCE Early intervention specialists, including early childhood professionals and special educators, clinical child psychologists, applied developmentalists, behavior analysts, child psychiatrists, speech-language pathologists, occupational therapists, and pediatric nurses.



# Motivating Elementary Students to Self-Monitor and Regulate Their Behavior

The SMARTS Program for Tiers 2 and 3

Aaron M. Thompson, PhD; Keith C. Herman, PhD; and Wendy M. Reinke, PhD

DEC 2025 | 235 PAGES | 8 X 10.5

- Practical manual for the Self-Monitoring and Regulation Training Strategy (SMARTS)—an intervention designed to provide structured, engaging, and effective behavioral support for elementary students (ages 11 - 18) who experience challenging classroom behaviors.
- Unlike traditional interventions that rely solely on teacher assessments, SMARTS actively involves students in their own behavioral improvement process, reinforcing their sense of agency and competence.

Aaron M. Thompson, PhD, MSW, MEd, is Professor and Director of the School of Social Work at the University of Missouri.

Keith C. Herman, PhD, is Curators' Distinguished Professor in School Psychology at the University of Missouri.

#### **CONTENTS**

I. Background and Rationale for SMARTS

1. Is Self-Monitoring Effective?

2. SMARTS Overview

3. SMARTS as an Intervention in a Multi-Tiered System of Support

4. SMARTS: Tapping the Power of Autonomy Support

5. Motivational Interviewing and SMARTS

II. Implementing SMARTS

6. Tips on Preparing for and Implementing

**SMARTS** 

7. SMARTS Phase I: Student Training Lesson Plans

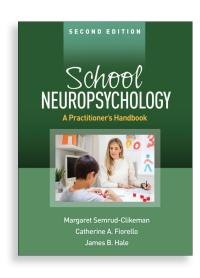
8. SMARTS Phase II: Student Self- and Teacher Monitoring

9. SMARTS Phase III: Processing Self and Teacher Data

III. Next Steps

10. SMARTS Modifications and Next Steps References

AUDIENCE School psychologists, counselors, and teachers working with children ages 5–10 (grades K–5).



### School Neuropsychology Second Edition

A Practitioner's Handbook

Margaret Semrud-Clikeman, PhD; Catherine A. Fiorello, PhD; and James B. Hale, PhD

NOV 2025 | 400 PAGES | 8 X 10.5

- Presents a framework for comprehensively evaluating students' cognitive strengths and weaknesses to aid in developing individualized interventions.
- For school practitioners integrating neuropsychological principles into data-based decision making.
- Chapters clarify the neuropsychological processes involved in reading, math, and writing disabilities; neurodevelopmental and mental health disorders; and medical issues that may affect learning and behavior.

Margaret Semrud-Clikeman, PhD, is Proffessor at University of Minnesota Medical School and has been an invited professor in Singapore, Italy, New Zealand, and Finland.

Catherine A. Fiorello, PhD, is Professor of School and Counseling Psychology at Temple University.

James B. Hale, PhD, until his death in 2023, was an internationally respected expert in the field of pediatric neuropsychology.

#### **CONTENTS**

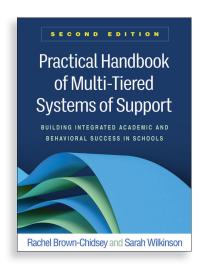
- 1. Assessment and Intervention Practices in Educational Settings
- 2. A Model of Brain Functioning
- 3. Neuropsychological Approaches to Assessment Interpretation
- 4. Linking Assessment to Intervention
- 5. The Neuropsychology of Reading and Reading Disorders
- 6. The Neuropsychology of Mathematics Disorders
- 7. The Neuropsychology of Written Lan-

guage Disorders

- 8. The Neuropsychology of Autism Spectrum Disorder, Nonverbal Learning Disabilities, and Attention-Deficit/Hyperactivity Disorder
- 9. Neuropsychological Principles and Psychopathology
- 10. Neuropsychology of Chronic Medical Disorders
- 11. Common Genetic Disorders in Childhood

**AUDIENCE** 

School psychologists and special educators working with children ages 4–17 (grades PreK–12); other practitioners involved in child psychological assessment; advanced students and trainees.



### **Practical Handbook of Multi-Tiered Systems of Support Second Edition**

**Building Integrated Academic and Behavioral** Success in Schools Rachel Brown-Chidsey, PhD and Sarah Wilkinson, PhD

DEC 2025 | 380 PAGES | 7 X 10

- This comprehensive practitioner resource emphasizes how school psychologists and educators can address schoolwide academic and behavioral supports in conjunction to maximize outcomes for all students.
- Chapters explain every component and step within an integrated multitiered systems of support (iMTSS) model, including: prevention science, implementation science, effective instruction and assessment, team building, and problem solving to advance accessible, inclusive schoolwide practice.
- Includes four new chapters, addressing strategies to support student attendance and engagement, online learning, and Tier 2 supplemental instruction.

Rachel Brown-Chidsey, PhD, NCSP, is Associate Professor of School Psychology at the University of Alaska Anchorage.

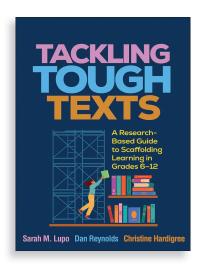
Sarah Wilkinson, PhD, is Assistant Professor of Special Education at the University of Southern Maine and PBIS Coordinator for the Maine Department of Education.

#### **CONTENTS** highlighted chapters

- I. Prevention Science in Schools
- 3. The Importance of Details
- 4. Risk Factors and Student Success
- II. The Importance of Collaboration and **Teams**
- 6. The Essential Role of Teams in Supporting All Students
- III. Making Change Happen
- 11. Exploration, Adoption, and Installation
- 13. Innovation and Sustainability

- IV. Effective Instruction within an iMTSS
- 15. What Is Effective Instruction?
- 16. The Instructional Hierarchy
- V. iMTSS Organizational Structure
- 24. Understanding Student Data
- VI. Connecting an iMTSS with Other Supports
- 25. The Importance of Catch-Up Growth

**AUDIENCE** School psychologists, teachers, and special educators working with children ages 5–17 (grades K–12); instructional coaches; graduate students in school psychology and special education.



### **Tackling Tough Texts**

A Research-Based Guide to Scaffolding Learning in Grades 6–12

### Sarah M. Lupo, PhD; Dan Reynolds, PhD; and Christine Hardigree PhD

NOV 2024 | 272 PAGES | 7 X 10

- Filling a crucial need, this book provides concrete ways to support all students from ages 12-18, as they engage with rigorous grade-level texts in English language arts, science, and social studies.
- The authors offer fresh insights into adolescent reading and what makes a given text "tough"—including knowledge demands, text structure and complexity, vocabulary, and more.
- Research-based, step-by-step strategies are presented for explicitly scaffolding these challenges in the context of purposeful learning activities that leverage students' individual strengths and interests.

Sarah M. Lupo, PhD, is Associate Professor of Literacy Education at James Madison University. She has worked in education since the early 2000s, including as an ESL teacher, English teacher, reading specialist, and literacy coach in Istanbul, Turkey.

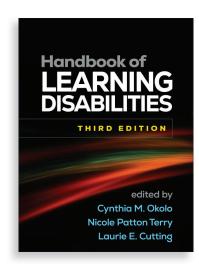
Dan Reynolds, PhD, is Associate Professor in the Department of Education at John Carroll University.

Christine Hardigree, PhD, is Associate Professor in the Education Department at Iona University.

#### **CONTENTS**

- 1. What Is Comprehension and What Should Teachers Know about It?
- 2. What Makes Texts Tough?
- 3. What Do Adolescents Bring to Texts?
- 4. Why Should Students Read?
- 5. What Should Students Read?
- 6. How Can Teachers Scaffold Dense Texts?
- 7. How Can Teachers Scaffold Knowledge Demands?
- 8. How Can Teachers Scaffold Text Structure Challenges?
- 9. How Can Teachers Scaffold Challenging Vocabulary and Language?
- 10. How Can Teachers Scaffold Word Reading?
- 11. From Planning to Implementation: What Does Scaffolding in Action Look Like?

AUDIENCE Teachers of students ages 11–17 (grades 6–12); academic and literacy coaches; teacher educators; advanced undergraduateand graduate-level students.



### Handbook of Learning Disabilities, **Third Edition**

Edited by Cynthia M. Okolo, PhD; Nicole Patton Terry, PhD; and Laurie E. Cutting, PhD

DEC 2025 | 621 PAGES | 7 X 10

- 80% new material; presents a comprehensive examination of current research, highlighting both foundational knowledge and emerging areas of inquiry relating to learning disabilities.
- · Chapters provide a thorough synthesis of practices related to the identification, understanding, and intervention of learning disabilities.

### Cynthia M. Okolo, PhD,

is Professor Emeritus of Counseling, Educational Psychology, and Special Education at Michigan State University.

Laurie E. Cutting, PhD, is Professor at Vanderbilt University.

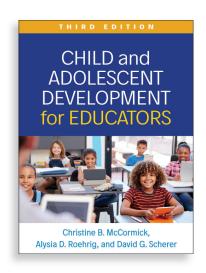
Nicole Patton Terry, PhD,

is Professor of Education in the School of Teacher Education and Director of the Florida Center for Reading Research (FCRR) at Florida State University.

#### **CONTENTS**

- I. Causes, Correlates, and Manifestations of Learning Disabilities
- II. Instructional Interventions
- III. Future Directions in Learning Disabilities

**AUDIENCE** Special education researchers and practitioners working with students at all grade levels; school and clinical psychologists; teacher educators and graduate students.



### Christine B. McCormick, PhD, is Professor Emerita and former Dean of the College of Education at the University of Massa-

chusetts Amherst.

# Alysia D. Roehrig, PhD, is Professor and Chair of the Department of Educational Psychology at the Florida State University.

**David G. Scherer, PhD,** is a Professor Emeritus of Psychological and Brain Sciences at the University of Massachusetts Amherst.

# Child and Adolescent Development for Educators, Third Edition

Christine B. McCormick, PhD; Alysia D. Roehrig, PhD; and David G. Scherer, PhD

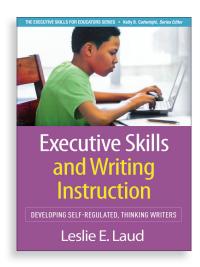
SEPT 2025 | 539 PAGES | 7 X 10

- Designed for current and future educators; provides the information they need to understand child and adolescent developmental psychology in accessible language and with an emphasis on applications in schools.
- Reviews major theories of development and presents knowledge about key areas—language development, intelligence and intellectual diversity, motivation, family and peer relationships, gender role development, and mental health.
- New research in this edition addresses advances in cognitive science, neuroscience, and genetics, with implications especially for dyslexia and executive functioning.

#### **CONTENTS**

- I. Theoretical Perspectives in Child Development
- 1. Introduction to Child Development and Education
- 2. Biological Development
- 3. Cognitive Development: Piaget's Stage Theory
- 4. Cognitive Development: Information-Processing Theory
- 5. Social Theories of Development and Learning
- 6. Sociocultural Theories of Development and Education
- II. Key Topics in Child Development and Education
- 7. Language Development and Linguistic Diversity
- 8. Intelligence and Individual Differences in Academic Competence
- 9. The Development of Academic Motivation
- 10. Family and Peer Relationships
- 11. Gender Role Development
- 12. Recognizing and Understanding Student Mental Health Problems
- 13. Integrative Review of Major Concepts

**AUDIENCE** Instructors and students in education, child and family studies, and school psychology.



Leslie E. Laud, EdD, is Director at thinkSRSD, an educational consulting group that focuses on evidence-based writing instruction. She has served as Adjunct Professor at Columbia University. writ. She regularly speaks at conferences nationally and internationally.

## **Executive Skills and Writing Instruction**

A Research-Based Guide to Scaffolding Learning in Grades 6–12

#### Leslie E. Laud

NOV 2025 | 215 PAGES | 7 X 10

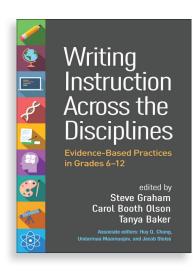
- Designed to help educators (of students ages 6 to 18) understand what executive skills are, how they work in evidence-based writing instruction, and how these skills can support students' writing from planning through drafting to revising.
- Shows how self-regulation supports learning and growth in every step of the writing process, from planning to drafting, editing, and revising.
- Provides a clear roadmap and practical strategies for teaching and scaffolding both writing skills and executive skills.

#### **CONTENTS**

- 1. Executive Skills: What They Are, and Why They Matter in Learning to Write
- 2. The End Game: A Framework for Developing Self-Regulating Writers
- 3. Planning: Teach and Model the Writing Process
- 4. Organization: Text Structure
- 5. Cognitive Flexibility: The Key to Varied Vocabulary and Strong Sentences
- 6. Working Memory: Transcribing Ideas While Holding Them in Mind
- 7. Inhibition and Self-Monitoring: Goal-Driven Revision
- 8. Social Understanding: Audience Awareness and Peer Connections Epilogue

Appendix of Resources and Reproducibles

AUDIENCE Classroom teachers working with children ages 5–17 (grades K–12), literacy specialists and coaches, and teacher educators and students.



Steve Graham, EdD, is a Regents Professor and the Warner Professor in the Division of Leadership and Innovation at Mary Lou Fulton Teachers College, Arizona State University.

Carol Booth Olson, PhD, is Professor Emerita in the School of Education at the University of California, Irvine (UCI).

Tanya Baker, EdD, is Executive Director of the National Writing Project

### **Writing Instruction Across the Disciplines**

Evidence-Based Practices in Grades 6-12 Edited by Steve Graham, Carol Booth Olson, PhD and Tanya Baker

DEC 2025 | 428 PAGES | 6 X 9

- This science-based book explains how to teach writing effectively in disciplinary classrooms (ages 12-18)
- Presents instructional methods that are applicable across the curriculum as well as specific, proven techniques to build writing skills and promote critical thinking in English language arts, social studies, science, and math.
- · Topics include: multimodal writing and pedagogical uses of generative artificial intelligence (AI), self-regulated strategy development, culturally sustaining writing practices, writing for college readiness, and teaching argument writing.

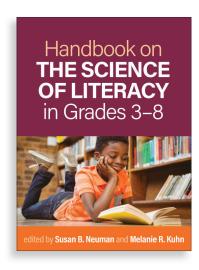
#### **CONTENTS**

Evidence-Based Practices for Teaching Writ- 8. Multilingual Learners

- I. Writing Instruction Across the Disciplines Historical Reasoning and Civic Discourse
- 1. Strategies for Teaching Writing to Foster Critical Thinking Across the Disciplines
- 2. Culturally Sustaining Writing Practices
- 3. Teaching Argument Writing to Support Secondary Students for College Readiness and Beyond
- 4. Self-Regulated Strategy Development in Secondary Classrooms
- 5. Writing Like an Expert
- II. Writing in the Disciplines
- 6. Telling the Stories of Our Lives in Prose and Poetry
- 7. Teaching Argument Writing in the English ally Language Arts Classroom

- 9. Teaching Counterarguments for Improved
- 10. Constructing and Using Propositional
- Concept Maps for Writing and Learning in
- 11. Writing-to-Learn in the Secondary Science Classroom
- 12. Using Writing to Improve Learning in Mathematics
- III. Writing in a Digital World
- 13. Leveraging Generative Artificial Intelligence to Improve Secondary Writing Instruction
- 14. Multimodal Writing: Affordances and Rhetorical Value of Composing Multimod-

AUDIENCE Classroom teachers and academic coaches working with students ages 11 to 17 (grades 6-12); teacher educators and students. Will serve as a supplemental text in advanced undergraduate- or graduate-level secondary teacher education courses.



Susan B. Neuman, EdD, is Professor of Teaching and Learning at New York University.

Melanie R. Kuhn, PhD, is Professor and Jean Adamson Stanley Faculty Chair in Literacy at the Purdue University College of Education.

### Handbook on the Science of Literacy in Grades 3-8

### Edited by Susan B. Neuman and Melanie R. Kuhn PhD

AUGUST 2025 | 464 PAGES | 7 X 10

- This text gathers contributions from leading scholars of literacy to clarify what research on the "science of reading" (and writing) tells us about how students learn from ages 10 to 15 and which classroom practices are most effective.
- Explores how to support early adolescent learners in improving morphological knowledge and vocabulary, understanding text complexity, and building comprehension.
- (Intended as a companion volume for Cabell et al., Handbook on the Science of Early Literacy).

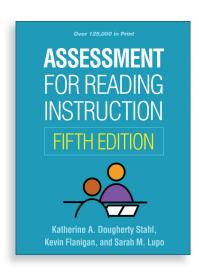
#### **CONTENTS** highlighted chapters

Foreword, Sharon Vaughn

- I. What Does the Research Say about Language and Vocabulary?
- 1. Raising the Bar: Supporting Teachers in Engaging Students in Rigorous Argumentation
- 2. Multisyllabic Word-Reading Instruction in the Intermediate Grades
- II. What Does the Research Say about Text Complexity and Comprehension?
- 6. Supporting Reading Comprehension in the Upper Elementary Grades
- 7. Complicating the Simple View of Reading
- III. What Does the Research Say about **Supporting Struggling Readers?**

- 11. Addressing Reading Achievement during Summer Vacation
- 12. Multi-Tiered Systems of Support for Improving Literacy Outcomes for Students in Grades 3-8
- IV. What Does the Research Say about Writing Instruction?
- 16. Changing Writing Instruction in the Middle Grades
- 17. Effective Writing Instruction for Students with Learning Disabilities in Grades 3-8
- V. Teacher Knowledge and Professional Development
- 20. Toward a Science of Professional Learning for Teachers of Grade 3-8

AUDIENCE Teacher educators and literacy researchers; school literacy leaders in grades 3–8; graduate students; education policymakers.



Katherine A. Dougherty Stahl, EdD, was Clinical Professor of Literacy at New York University (NYU).

**Kevin Flanigan, PhD**, is Professor in the Literacy Department at West Chester University (WCU) in Pennsylvania.

Sarah M. Lupo, PhD, is Associate Professor of Literacy Education in the College of Education at James Madison University.

## Assessment for Reading Instruction, Fifth Edition

Katherine A. Dougherty Stahl, Kevin Flanigan, PhD and Sarah M. Lupo, PhD

OCT 2025 | 322 PAGES | 8 X 10.5

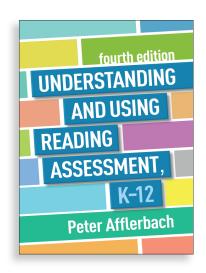
- Provides an overview of the purpose, main principles, and methods of systematic reading assessment in students ages 6 to 14.
- Offers guidance and practical tools for evaluating students' strengths and needs across different aspects of reading, with the aim of linking assessment to instruction and intervention.
- Essential topics include: evaluating the comprehension of beginning readers, assessing older struggling readers, supporting English learners, and preparing diagnostic reading reports.

#### **CONTENTS**

- 1. Introduction to Reading Assessment
- 2. General Concepts of Assessment
- 3. Emergent Literacy: Language Development and Phonological Awareness
- 4. Orthographic Knowledge: Phonics, Decoding, Encoding, and Word Recognition
- 5. Measuring Consolidation and Transfer: Analyzing the Reading of Connected Text
- 6. Fluency
- 7. Morphology
- 8. Vocabulary
- 9. Comprehension and Strategic Processing
- 10. Affective Factors
- 11. Assessing Reading in Grades 4-8: Guiding Concepts
- 12. Preparing a Diagnostic Reading Report

Appendix: Case Studies

AUDIENCE Classroom teachers working with children ages ages 5–13 (grades K–8); literacy coaches and specialists; teacher educators; advanced undergraduate- and graduate-level students.



### **Understanding and Using Reading** Assessment, K-12, Fourth Edition

#### Peter Afflerbach, PhD

DEC 2024 | 270 PAGES | 7" X 10"

- This guide to reading assessment introduces major types of assessments, including formative and summative performance assessments, teacher questioning, and high-stakes testing.
- Afflerbach provides an innovative framework (the CURRV model) for evaluating the suitability of assessments and combining them effectively to meet all students' needs.
- Emphasis is given to assessing core reading skills and strategies as well as noncognitive and social-emotional aspects of reading development.

#### Peter Afflerbach, PhD, is

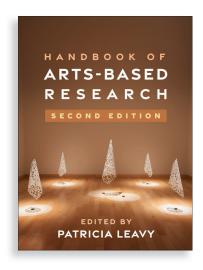
Professor Emeritus of Education at the University of Maryland, College Park. Dr. Afflerbach has served on National Academy of Education and National Academy of Sciences committees related to literacy and literacy assessment. Dr. Afflerbach is an elected member of the Reading Hall of Fame and a Fellow of the American Educational Research Association.

#### **CONTENTS**

- 1. Important Issues and Concepts in **Reading Assessment**
- 2. Assessing Early Reading
- 3. Assessing Strategies and Skills: Tests and Reading Inventories
- 4. Teacher Questioning as Assessment
- 5. Performance Assessment
- 6. High-Stakes Reading Tests

- 7. Assessment and Accommodating English Learners and Special-Needs Students
- 8. Assessing "the Other": Important Noncognitive Aspects of Reading
- 9. Formative and Summative Assessment
- 10. Promoting Self-Assessment to Help Students Build Reading Independence
- 11. Assessing Digital and Critical Reading

AUDIENCE Classroom teachers of students in grades K-12 (ages 5-17); literacy specialists and coaches; teacher educators and students.



### Handbook of Arts-Based Research, Seccond Edition

### **Edited by Patricia Leavy, PhD**

FEB 2025 | 824 PAGES | 7 X 10

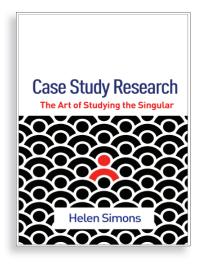
- The first methods handbook devoted to arts-based research (ABR) is now thoroughly updated and features a new section on global perspectives, plus new chapters on critical approaches and documentary film.
- Arts-based research practices (ABR) are a set of methodological tools used by researchers across the disciplines during all phases of social research.
- The volume explores the synergies between contemporary artistic and research practices and addresses issues in designing, implementing, evaluating, and publishing ABR studies.
- Included in this edition are chapters on ABR projects in Taiwan, Japan, and the United Kingdom.

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.

#### **CONTENTS**

- I. The Field
- II. Literary Genres
- III. Performance Genres
- IV. Visual Arts
- V. Audiovisual Arts
- VI. Multimethod and Team Approaches
- VII. Arts-Based Research within Disciplines
- or Area Studies
- VIII. Perspectives from Around the Globe
- IX. Additional Considerations

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



### Case Study Research

The Art of Studying the Singular

### Helen Simons, PhD

APRIL 2025 | 234 PAGES | 6 X 9

- This book explores how to conduct case study research focusing on the lived experience of those in the case.
- · The author focuses on the use of art forms and story in case study research alongside other qualitative methods that advance intuitive understanding and inclusion.
- Chapters consider how to design, conduct, and interpret case study research; write up cases for different audiences; assure validity and quality; and generalize from a single case.

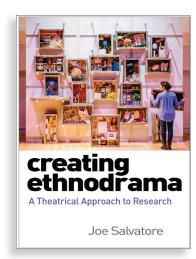
#### Helen Simons, PhD, is

Professor Emeritus of **Education and Evaluation** at the University of Southampton, United Kingdom. She is a Fellow of the Academy of Social Sciences and the Royal Society of Arts, and a founder member and past president of the United Kingdom Evaluation Society. She has been a visiting scholar at several universities in Spain and Australia, as well as in Iceland, Portugal, and Cyprus, and held research scholarships in New Zealand, Norway, and Poland.

#### **CONTENTS**

- 1. The Concept and Contexts of Case Study
- 2. How to Design Your Case
- 3. How to Gather Data: Methodology and Method
- 4. How to Analyze and Interpret the Case
- 5. How to Present the Case
- 6. How Would You Evaluate the Quality of Your Case Study?

AUDIENCE Graduate students and instructors in psychology, education, counseling, sociology, social work, management, nursing, public health, and communication; practicing researchers and evaluators.



Joe Salvatore, MFA, is Clinical Professor of Educational Theatre at the Steinhardt School of Culture, Education, and Human Development at New York University (NYU), where he teaches courses in ethnodrama, verbatim performance, community-engaged theatre, and new play development.

### **Creating Ethnodrama**

### A Theatrical Approach to Research

#### Joe Salvatore

JULY 2025 | 266 PAGES | 7 X 10

- Ethnodrama involves transforming interview transcripts into a scripted, performative format that resembles a stage play.
- This book explains the concepts behind and practical steps involved in using ethnodrama as a qualitative arts-based research methodology.
- Readers learn how to balance artistry and research as they identify a topic and research question, recruit participants and conduct interviews, code and analyze interview data, arrange findings into a script, stage a performance, and invite an audience to view and interpret the play.
- This title is part of the Qualitative Methods "How-To" Guides series, edited by Patricia Leavy.

#### **CONTENTS**

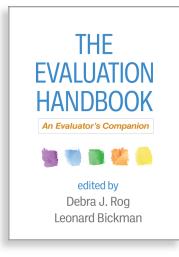
- 1. Definitions, Contexts, and Preparations
- 2. Designing a Project
- 3. Data Collection
- 4. Data Analysis and Interpretation
- 5. Scripting: Getting Started and Basic Scripting Conventions
- 6. Scripting: Complex Scripting Conventions, Finding an Ending, and Drafting
- 7. Creating Ethnotheatre
- 8. Evaluating Ethnodrama

Conclusion

Appendix

**AUDIENCE** 

Graduate students in education, psychology, sociology, social work, communication, and theater; professors and research-practitioners in these fields.



### The Evaluation Handbook

An Evaluator's Companion

### Edited by Debra Rog, PhD and Leonard Bickman, PhD

MAY 2025 | 758 PAGES | 7 X 10

- This evaluator's companion from leaders in the field provides essential guidance for designing, implementing, and managing exemplary evaluations.
- The Handbook focuses on the competencies identified by the American Evaluation Association as critical for evaluators.
- Balancing rigor with practical guidance, chapters build the reader's skills for tailoring studies creatively to address specific evaluation contexts; optimizing communication and collaborative decision making; and centering equity and justice.

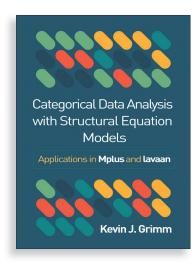
Debra Rog, PhD, is a Vice President for Social Policy and Economics Research at Westat.

Leonard Bickman, PhD, is Professor Emeritus of Psychology at Vanderbilt University, former Director of the Center for Evaluation and Program Improvement at Peabody College, and Research Professor at Florida International University.

#### **CONTENTS**

- I. Foundation for the Volume
- II. Evaluation Theories, Foundations, Principles, and Purpose
- III. Answering Evaluation Questions: Designs, Methods, and Analyses
- IV. Planning, Managing, and Implementing Evaluations
- V. Crosscutting Issues

**AUDIENCE** Applied researchers and evaluators; graduate students and instructors in education, psychology, sociology, social work, nursing, public administration, and management.



### **Categorical Data Analysis with Structural Equation Models**

Applications in Mplus and lavaan

Kevin J. Grimm, PhD

SEPT 2025 | 368 PAGES | 7 X 10

- Aimed at providing the skills needed to use structural equation modeling (SEM) to analyze data with binary, ordered or count outcomes.
- Leads readers through a range of advanced methods, from regression with categorical outcomes to item factor models, measurement invariance, survival analyses, and latent class analyses.
- Each statistical model is applied to data using Mplus and/or R lavaan.
- This title is part of the Methodology in the Social Sciences Series, edited by Todd D. Little, PhD.

Professor of Psychology at Arizona State University. His research interests include multivariate methods for the analysis of change, multiple group and latent class models for understanding divergent developmental processes, categorical data analysis, machine learning techniques for

psychological data, and cognitive/achievement

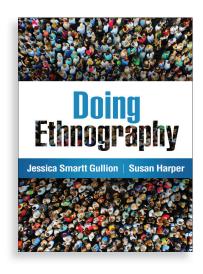
development.

Kevin J. Grimm, PhD, is

#### **CONTENTS** highlighted chapters

- 1. Regression, Structural Equation Modeling, Mplus, and lavaan
- I. Regression Analysis with Categorical Outcomes in R
- 2. Regression Models with Binary Outcomes in R
- II. Regression Analysis with Structural Equation Modeling Programs
- 5. Structural Equation Modeling with Categorical Outcomes in Mplus and lavaan
- III. Structural Equation Models and Applications
- 9. Path Analysis with Categorical Outcomes in Mplus and lavaan
- IV. Advanced Structural Equation Models and Applications
- 12. Growth Models with Ordered Categorical Outcomes in Mplus and lavaan

**AUDIENCE** Applied social researchers and graduate students in psychology, education, management, family studies, public health, sociology, and social work.



### **Doing Ethnography**

#### Jessica Smartt Gullion, PhD and Susan Harper, PhD

DEC 2025 | 189 PAGES | 6 X 9

- Introduces ethnographic research—a method based on observing and interacting with people in their everyday settings.
- · Covers each stage of a study, from research questions to fieldwork and analysis.
- Highlights ethical and political issues, including safety and representation.
- Features vignettes, technique boxes, exercises, and reflection prompts.
- This title is part of the Qualitative Methods "How-To" Guides series, edited by Patricia Leavy.

#### Jessica Smartt Gullion,

PhD, is Professor of Sociology at Texas Woman's University. She has published several books and more than 35 book chapters and articles in peer-reviewed journals such as Qualitative Inquiry, the International Review of Qualitative Research, and the Journal of Autoethnography.

#### Susan Harper, PhD, is

Director of Co-Curricular Student Development at Iowa State University. She is an educator, activist, advocate, and scholar whose interests include feminist pedagogy, qualitative inquiry as a tool for social justice, ethnography, and contemporary Paganism.

#### **CONTENTS**

- 1. An Invitation to Ethnography
- 2. Before You Go Into the Field
- 3. Field Work
- 4. Data Organization and Analysis
- 5. (Re)Presentation
- 6. Evaluation

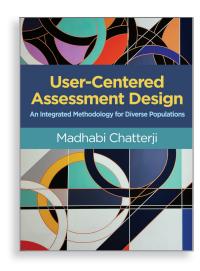
**Appendix** 

Glossary

References

Index

AUDIENCE Students in education, sociology, social work, psychology, anthropology, communication, and public health; professors and practitioner researchers in these fields.



### **User-Centered Assessment Design**

An Integrated Methodology for Diverse Populations

### Madhabi Chatterji, PhD

FEB 2025 | 446 PAGES | 7.375 X 9.25

- This text presents an integrated, user-centered process model for developing assessments guided by user contexts.
- The author provides foundational principles and procedures for designing multi-item tests; behavior-based, product-based, and portfolio-based assessments; and self-report instruments.
- · She demonstrates how to integrate qualitative and quantitative methods to devise tools that meet the quality criteria of usefulness and usability alongside validity and reliability.

#### Madhabi Chatterji, PhD,

is Professor Emerita of Measurement, Evaluation, and Education at Teachers College, Columbia University, where she founded the Assessment and Evaluation Research Initiative (AERI).

#### **CONTENTS**

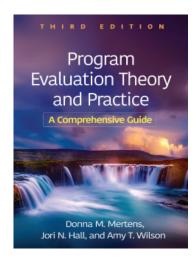
I. Foundations

- 1. Foundational Concepts in Assessment Design
- 2. Why Assess?: Measure-Based Inferences, Uses, Users, and Consequences
- 3. Whom to Assess? and How?: Specifying the Population and the Assessment Operations
- II. Assessment Design
- 4. What to Assess?: Specifying the Domains for Constructs
- 5. Designing Assessments with Structured 11. Empirical Methods of Validation and Constructed-Response Items
- 6. Designing Behavior-Based, Product-Based, and Portfolio-Based Assess-

#### ments

- 7. Designing Survey-Based and Interview-Based Assessment Tools
- III. Validation and Use of Assessments
- 8. Analyzing Data from Assessments: A Statistics Refresher
- 9. Improving the Inferential Utility of Assessment Results: Methods and Limitations
- 10. A Unified Approach to Construct Validity and Validation: Theory to Evidence
- 12. User-Centered Assessment Design: Revisiting the Principles, Comparisons, and Conclusions

**AUDIENCE** Graduate students in psychology, education, nursing, social work, counseling, social work, and public health; researchers and consultants working in the areas of assessment and evaluation.



### **Program Evaluation Theory and Practice, Third Edition**

### A Comprehensive Guide

#### Donna M. Mertens, PhD; Jori N. Hall, PhD; and Amy T. Wilson, PhD

JAN 2025 | 631 PAGES | 7 X 10

- Covers both the theory and practice of evaluation in a single volume.
- The updated edition includes new approaches, such as the Indigenous paradigm, multi-site evaluations, and complexity-theory informed evaluations.
- Describes the major theoretical paradigms in evaluation and the ways they inform methodological choices.
- Guides readers through clarifying assumptions; working with stakeholders; developing questions; selecting methods; collecting and analyzing data; and sharing findings.

#### is Professor Emeritus in the Department of Educational Foundations and Research at Gallaudet

Donna M. Mertens, PhD,

University.

Jori N. Hall, PhD, is President's Distinguished Professor of Educational Psychology at the University of Illinois at Chicago. She is former Director of Mill Neck International, where she led a team of deaf education specialists professionals in economically poor countries.

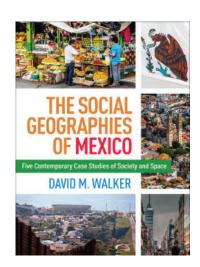
#### **CONTENTS**

highlighted chapters

- I. The Landscape of Evaluation
- 1. Introduction to Evaluation: Defining Terms and Ethical Considerations
- 2. History of Evaluation and Philosophical Frameworks
- II. Evaluation Paradigms, Branches, Theories, and Approaches
- 3. The Postpositivist Paradigm and the Methods Branch
- III. Planning Evaluations
- 8. Working with Stakeholders: Establishing the Context and the Evaluand

- 9. Evaluation Purposes, Types, and Questions
- IV. Implementation in Evaluation: Communication and Utilization of Findings, Management, Meta-Evaluation, and Challenges
- 14. Communication and Utilization of Findings
- 15. Meta-Evaluation and Project Management
- 16. Perennial and Emerging Challenges in Evaluation

**AUDIENCE** Graduate students and instructors in education, psychology, sociology, social work, nursing, public administration, and management; applied researchers and evaluators.ing, public administration, and management.



### The Social Geographies of Mexico

Five Contemporary Case Studies of Society and Space

David M. Walker, PhD

JUNE 2025 | 214 PAGES | 6 X 9

- Textbook that introduces the ecological and cultural richness of Mexico and the diversity, tenacity, and resilience of its people.
- Included are ethnographic case studies of Mexico City's historic center and the adjacent Tepito neighborhood; life in the border city of Tijuana; and urban Mexican garbage networks.
- Explores real people's lives, environments, beliefs, activities, and their roles in local and global cultural, political, and economic systems.

David M. Walker, PhD, is Professor of Geography at the College of Southern Maryland. His international research centers on neoliberal urban governance, nongovernmental organizations, economic policies, and urban change in Oaxaca, Mexico City, and Tijuana.

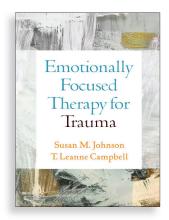
#### **CONTENTS** highlighted chapters

- 1. Introduction
- Chapter 2: Shrines of the Times: The Social Geographies of Contested Space in Tepito and the Historic Center of Mexico City
- Chapter 3: Identity and Place: The Social Chapter 6: Zoque Indigenous-Produced Geographies in the Costa Chica of Guerre- Space: Social Geographies of Los Chiro and Oaxaca
- Chapter 4: The Social Geographies of Tijuana: Urbanization at the U.S.-Mexico Border
- Chapter 5: In the Dumps: The Social Geographies of Trash
  - malapas

**AUDIENCE** Instructors and students in geography, Latin American studies, and global studies.

### FORTHCOMING HIGHLIGHTS

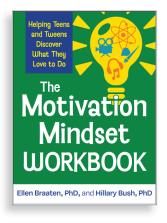
### Look for These Titles Arriving Soon



### **Emotionally Focused Therapy for Trauma**

Susan M. Johnson and T. Leanne Campbell

**DECEMBER 2025** 

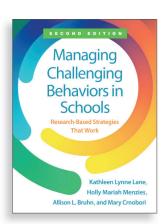


### The Motivation Mindset Workbook

Helping Teens and Tweens Discover What They Love to Do

Ellen Braaten and Hillary Bush

**DECEMBER 2025** 

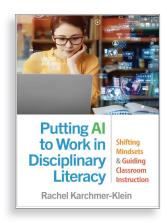


### Managing Challenging Behaviors in Schools, Second Edition

Research-Based Strategies that Work

Kathleen Lynne Lane, Holly Mariah Menzies, Allison L. Bruhn, and Mary Crnobori

DECEMBER 2025



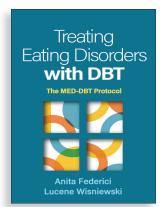
### Putting AI to Work in Disciplinary Literacy

Shifting Mindsets and Guiding Classroom Instruction

Rachel Karchmer-Klein

Foreword by Amy C. Hutchison

DECEMBER 2025

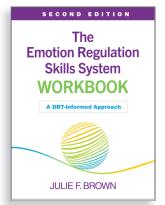


### Treating Eating Disorders with DBT

The MED-DBT Protocol

Anita Federici and Lucene Wisniewski

**DECEMBER 2025** 

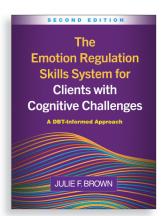


## The Emotion Regulation Skills System Workbook, Second Edition

A DBT-Informed Approach

Julie F. Brown

JANUARY 2026

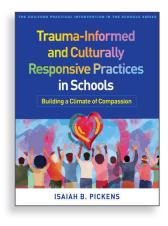


### The Emotion Regulation Skills System for Clients with Cognitive Challenges, Second Edition

A DBT-Informed Approach

Julie F. Brown

**JANURARY 2026** 

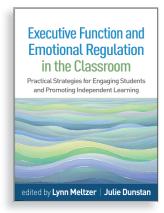


## Trauma-Informedand CulturallyResponsive Practices in Schools

**Building a Climate of Compassion** 

Isaiah Pickens

FEBRUARY 2026

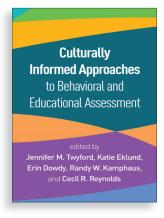


## Executive Function and Emotional Regulation in the Classroom

Practical Strategies for Engaging Students and Promoting Independent Learning

Edited by Lynn Meltzer and Julie Dunstan

FEBRUARY 2026



# Culturally Informed Approaches to Behavioral and Educational Assessment

Jennifer M. Twyford, Katie Eklund, Erin Dowdy, Randy W. Kamphaus, Cecil R. Reynolds

**MARCH 2026** 



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