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PSYCHOLOGY PARENTING RELATIONSHIPS EDUCATION





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London Book Fair 10 - 12 March 2026

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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.

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General Reader

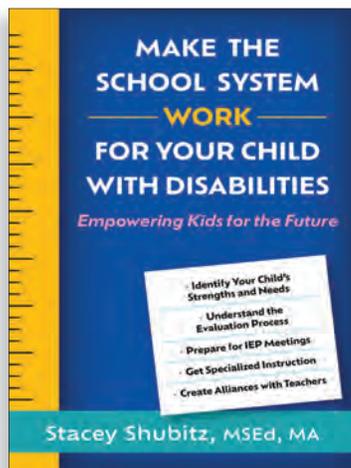


MAKE THE SCHOOL SYSTEM — WORK — FOR YOUR CHILD WITH DISABILITIES

Empowering Kids for the Future

- Identify Your Child's Strengths and Needs
- Understand the Evaluation Process
- Prepare for IEP Meetings
- Get Customized Instruction
- Create Alliances with Teachers

Stacey Shubitz, MESd



Stacey Shubitz, MEd, is a certified literacy specialist and former fourth- and fifth-grade teacher in the New York City Public Schools and a public charter school in Rhode Island. Since 2009, she has been a literacy consultant, supporting teachers with writing instruction. She has published several books and is cofounder of the Two Writing Teachers blog and podcast. She lives with her family in Pennsylvania.

Make the School System Work for Your Child with Disabilities

Empowering Kids for the Future

Stacey Shubitz

JAN 2026 | 223 PAGES | 6 X 9

- Practical guide for parents navigating the school system for disabled children.
- Describes clear steps to improve communication with teachers and school staff, get the most out of meetings, and ensure plans are correctly implemented, so your child can thrive.
- Provides a solid understanding of special versus general education, expert evaluations, disability designations, Individualized Education Programs (IEPs), 504 Plans, and more.

CONTENTS

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| I. Advocacy in Action: Transforming Obstacles into Opportunities | 7. Communicate with Teachers and School Staff |
| 1. Identify Needs and Lead with Strengths | III. Embracing Opportunities: Making the Most of Nonschool Hours |
| 2. Chart Your Course Through the Evaluation Process | 8. Curate Joy |
| II. Navigating the Education Maze: Maximizing Your Child's Education | 9. The Power of Reading Together |
| 3. Become Familiar with the Landscape | 10. Teach Self-Advocacy |
| 4. Know What Your Child Will Receive | Afterword. Take Care of Yourself |
| 5. Strengthen Learning through Customized Instruction | |
| 6. Prepare, Partner, and Advocate for IEP Meeting Success | |

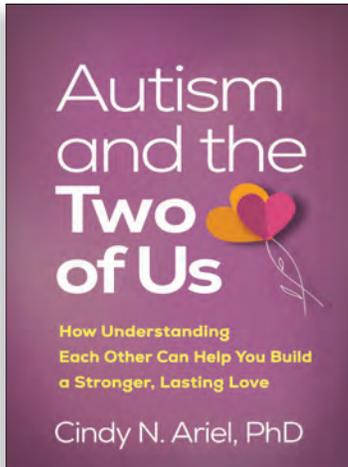
AUDIENCE Parents of elementary and middle school students with any type of disability; also of interest to special educators and child psychologists.

Autism and the **Two** of Us



**How Understanding
Each Other Can Help You Build
a Stronger, Lasting Love**

Cindy N. Ariel, PhD



Autism and the Two of Us

How Understanding Each Other Can Help You Build a Stronger, Lasting Love

Cindy N. Ariel, PhD

JULY 2026 | 236 PAGES | 6 X 9

Cindy N. Ariel, PhD, is a Philadelphia-based psychologist who works with individuals and couples from a collaborative, psychodynamic, and empowering feminist lens. In 1992, she cofounded Alternative Choices, an independent group psychology practice that specializes in supporting neurodiverse individuals and their families.

- For couples in a neurodiverse relationship; this practical book helps partners understand how their brains work differently and find solutions to common struggles.
- From managing household routines and money to navigating each person's wants and needs about socializing, parenting, hobbies, sex and intimacy, and much more—clear and loving communication is key.
- Every chapter includes vivid stories, self-reflection questions, conversation starters, and action plans to build connection.

CONTENTS

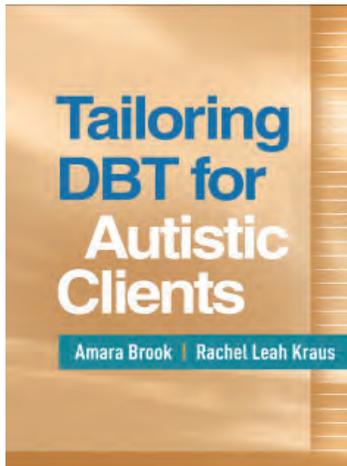
Introduction	11. Autism, the Two of You, and Everything Else
1. What Makes You Different?	12. Always Forward
2. Differences in Everyday Life	
3. Appreciating Your Neurodiverse Relationship	
4. Communication Differences	
5. Enhancing Your Communication	
6. Raising, Repairing, and Resolving Conflicts	
7. Empathy and Support	
8. Social Needs and Interaction	
9. Division of Labor	
10. Sex and Intimacy	

AUDIENCE Couples in which at least one partner is neurodivergent; also of interest to mental health professionals.

Professional Psychology

Tailoring DBT for Autistic Clients

Amara Brook | Rachel Leah Kraus



Tailoring DBT for Autistic Clients

Amara Brook and Rachel Leah Kraus

JULY 2026 | 204 PAGES | 6 X 9

- Shows how DBT can be adapted to better support Autistic people, grounded in clinical expertise, research, and lived experience.
- Provides practical guidance for tailoring therapy, skills training, and clinical practices.
- Centers autonomy, trauma-informed care, and accommodation of sensory, communication, and cognitive differences.
- Accessible and example-driven, with broad international relevance for mental health and self-help publishers.

CONTENTS

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|---|---|
| I. Understanding Neurodiversity and Autistic Needs | 9. Tailoring the Working Phases of Individual Therapy |
| 1. Introducing Neurodiversity | IV. Tailoring Skills Training |
| 2. A Neurodiversity-Affirming Approach to DBT | 10. Overview of Tailoring Skills Training: Things to Tailor |
| 3. Autistic Traits That Call for Tailoring DBT | 11. Pretreatment and Orientation to Group |
| 4. Overview of Tailoring DBT for Autistic Clients: The ASCENT Model | 12. Mindfulness Skills and Practice |
| II. Assessment and Treatment Planning | 13. Distress Tolerance Skills |
| 5. Neurodiversity-Informed Assessment | 14. Emotion Regulation Skills |
| 6. Collaborative Treatment Planning for Autistic Clients | 15. Interpersonal Effectiveness Skills |
| III. Tailoring Individual Therapy | V. Tailoring Other Components and Future Directions |
| 7. Setting Up Your Process and Space for Individual Therapy | 16. Tailoring Coaching and Consultation Team |
| 8. Finishing Individual Therapy Pretreatment Tasks | 17. Conclusion and Future Directions |

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

Amara Brook, PhD, ABPP, is Clinical Assistant Professor of Psychology at the University of Nevada, Reno, and has a private practice providing neurodiversity-affirming assessment and therapy.

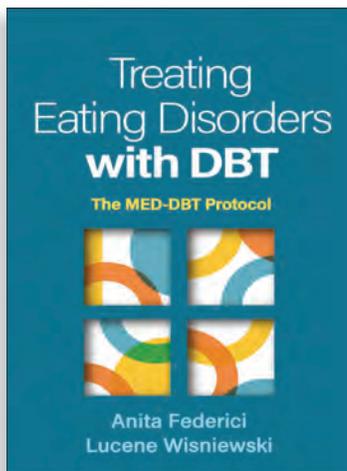
Rachel Leah Kraus, LCSW-C, is a clinical social worker in private practice in Maryland.

Treating Eating Disorders **with DBT**

The MED-DBT Protocol



Anita Federici
Lucene Wisniewski



RIGHTS SOLD

Korean, Portuguese

Anita Federici, PhD, CPsych, is founder of The Centre for Psychology and Emotion Regulation in Midland, Ontario, Canada.

Lucene Wisniewski, PhD, is Adjunct Assistant Professor of Psychological Sciences at Case Western Reserve University and has taught workshops and continuing education seminars worldwide.

Treating Eating Disorders with DBT

The MED-DBT Protocol

Anita Federici, PhD and Lucene Wisniewski PhD

FEB 2026 | 266 PAGES | 6 X 9

- Presents a practical adaptation of dialectical behavior therapy (DBT) for individuals with multidiagnostic eating disorder (MED).
- MED-DBT integrates the full DBT model—including individual therapy, skills training, phone coaching, and consultation team—with strategies for treating eating behaviors, body image, interoception, and medical instability.
- Grounded in extensive clinical experience and neurobiological research.

CONTENTS

I. An Introduction to MED-DBT	MED-DBT Pretreatment Phase
1. The MED-DBT Program: Development and Foundations sample	9. Strengthening Commitment: Later Tasks in MED-DBT Pretreatment
2. Assessment for Treatment: Is MED-DBT a Good Fit for Your Client?	10. The Life Worth Living Discussion
II. MED-DBT Theories and Treatment Assumptions	11. What to Target and When
3. Introduction to the Adapted Biosocial Theory: A Focus on Biology	IV. The MED-DBT Protocol
4. The Adapted Biosocial Theory: A Focus on Invalidating Environments	12. Individual Session Structure
5. Assumptions about MED-DBT Clients	13. MED-DBT Diary Cards
6. Building Your MED-DBT Team	14. Behavior-Chain Analysis and Missing-Links Analysis in MED-DBT
7. Dialectical Dilemmas in MED-DBT Treatment	15. Considerations for Teaching DBT Skills
III. Getting Ready for Treatment	16. Adaptations for Phone Coaching
8. Laying the Foundation: Early Steps in the	17. Contingency Management in MED-DBT
	18. Consult Teams in MED-DBT
	19. Transitions and Ending Well

AUDIENCE Clinical psychologists, psychiatrists, social workers, and other mental health practitioners who treat clients with eating disorders.

Integrating Diversity into DBT

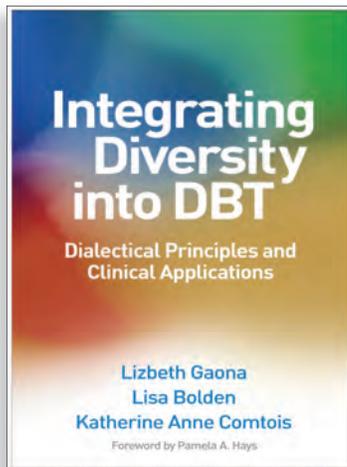
**Dialectical Principles and
Clinical Applications**

Lizbeth Gaona

Lisa Bolden

Katherine Anne Comtois

Foreword by Pamela A. Hays



Integrating Diversity into DBT

Dialectical Principles and Clinical Applications

Lizbeth Gaona, PhD; Lisa Bolden; and Katherine Anne Comtois, PhD

Foreword by Pamela A. Hays

JUNE 2026 | 214 PAGES | 6 X 9

Lizbeth Gaona, PhD, LCSW, bilingual Latina educator and clinician, she has a particular focus on the provision of culturally relevant DBT for monolingual Spanish-speaking, low-acculturated Latinx clients

Lisa Bolden, PsyD, MA, is a clinical psychologist.

Katherine Anne Comtois, PhD, MPH, leads the development of DBT Next Steps and the DBT-ACES program, and provides training and consultation in standard DBT, DBT Next Steps, and DBT-ACES internationally.

- Provides concepts and strategies for building a more inclusive, effective practice with socioculturally diverse clients.
- Authors show how recognition and validation of clients' cultural identities and experiences of marginalization combine perfectly with DBT principles.
- Guidance is provided for understanding and assessing clients' intersecting identities to overcome sociocultural gaps, and applying diversity concepts in both individual sessions and DBT team.

CONTENTS

Preface

1. A Diversity of Diversity

2. Biosocial Theory and Cultural Assessment

3. DBT Assumptions from an Anti-Oppressive Lens

4. Toward a Culturally Proficient and Humble DBT Team

5. Cultural and Diversity Dialectics

6. Validation toward Addressing Racialized Stress

7. Implicit Bias and the Power of Reciprocal Communication

8. Case Management: Assessing the Power of the Client's Environment

9. The DBT Diary Card: Diversity Considerations

10. Concluding Thoughts

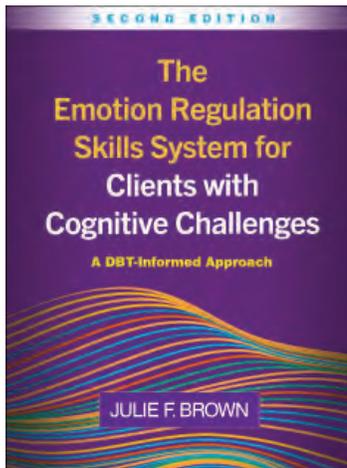
AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, mental health counselors, and psychiatric nurses.

SECOND EDITION

The
Emotion Regulation
Skills System for
Clients with
Cognitive Challenges

A DBT-Informed Approach

JULIE F. BROWN



Julie F. Brown, MSW, PhD, is the president of Skills System, LLC. She is an independent social worker who has practiced in the intellectual disabilities field since the 1990s. Dr. Brown has been a dialectical behavior therapy (DBT) trainer with Behavioral Tech Institute since 2005.

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

A DBT-Informed Approach

Julie F. Brown, MSW, PhD

FEB 2026 | 260 PAGES | 8 X 10.5

- This fully revised second edition presents dialectical behavior therapy (DBT) for people of all ages with learning and mental health challenges.
- The Skills System teaches essential emotion regulation and adaptive coping skills in a motivating, structured framework.
- Supports clinicians in treating individuals who struggle with traditional therapy by providing flexible strategies for adapting instruction to different needs and contexts.
- Client handouts and worksheets are provided in the companion workbook.

CONTENTS

1. Introducing the Skills System
2. Learning the Skills System
3. Theoretical Underpinning of the Skills System
4. Structuring Skills System Instruction
5. Foundational Instruction Strategies
6. Providing Standard Instruction
7. Skills System 12-Week-Cycle Curriculum
8. Skills Coaching Techniques
9. Targeted Instruction

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

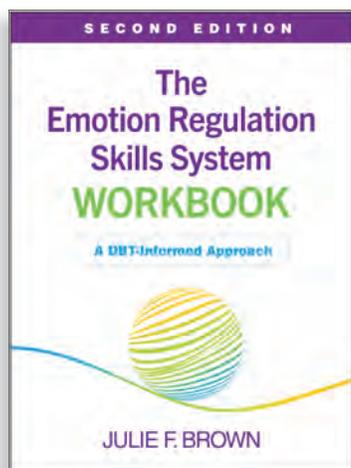
SECOND EDITION

The Emotion Regulation Skills System **WORKBOOK**

A DBT-Informed Approach



JULIE F. BROWN



Emotion Regulation Skills System Workbook, Second Edition

A DBT-Informed Approach

Julie F. Brown, MSW, PhD

JAN 2026 | 246 PAGES | 8 X 10.5

“Brown has done it again! The Skills System has made DBT accessible to many people with intellectual disabilities and related cognitive differences. With the second edition, Brown has updated her seminal work and added a very helpful client workbook. Every DBT therapist serving clients with cognitive challenges needs the Skills System manual and workbook on their bookshelf. Bravo!”

—Amara Brook, PhD, ABPP, Director, Flow Psychological Services; Clinical Assistant Professor, University of Nevada, Reno

- This client-facing workbook is designed to accompany the Skills System program with tools for learning how to manage feelings, navigate the ups and downs of life, and reach goals. Includes more than 100 reproducible handouts and worksheets for learners of all ages and abilities.
- The Skills System is grounded in dialectical behavior therapy (DBT), a proven approach that helps people with complex mental health difficulties and build a life worth living. [AW3.1]
- Uses clear layouts and worked examples to make skills accessible for adults, with additional youth examples available online.

CONTENTS

Introduction: How to Use This Book	- New-Me Activities
Pre-Learning	- Problem Solving
- Introduction	- Expressing Myself
- Are You Ready to Learn Skills?	- Getting It Right
Learning Skills	- Relationship Care
- Introduction	- Using Skills in My Life
- Skills List	Reaching Goals
- System Tools	
- Clear Picture	
- On-Track Thinking	
- On-Track Action	
- Safety Plan	

AUDIENCE Individuals with co-occurring learning challenges and emotion regulation challenges; clinicians and other skills instructors who work with them.

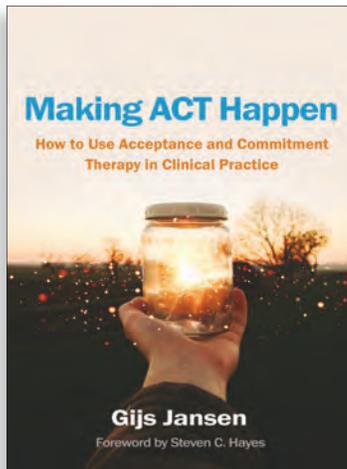
Making ACT Happen

How to Use Acceptance and Commitment
Therapy in Clinical Practice



Gijs Jansen

Foreword by Steven C. Hayes



Making ACT Happen

How to Use Acceptance and Commitment Therapy in Clinical Practice

Gijs Jansen

Foreword by Steven C. Hayes

APRIL 2026 | 245 PAGES | 6 X 9

“Filled with stories, metaphors, and examples that capture the texture of practice from one of the world’s leading ACT practitioners and trainers. I’ve known Gijs Jansen for decades. I’ve watched him work, train, and treat. He is one of the best....By showing the range of creative interventions possible, the book encourages practitioners to develop their own voice while staying grounded in principle.”

—from the Foreword by Steven C. Hayes, PhD, Foundation Professor of Psychology Emeritus, University of Nevada, Reno; originator and co-developer, ACT

- This practical text helps professionals hone their skills and confidence for practicing acceptance and commitment therapy (ACT).
- The author is a leading ACT trainer and supervisor who offers a unique window into how ACT sessions unfold, equipping therapists to deepen their engagement with clients and select interventions that address clients’ individual needs and struggles.
- Originally published in Dutch as *Het ACT basisboek*, and the author has translated, updated, and revised this edition for English language readers.

CONTENTS

1. How to Think Like an ACT Therapist
 2. The Therapy
 3. Relational Frame Theory
 4. Behavioral Analysis
 5. Process within ACT
 6. Process-Oriented Interventions
 7. Dealing with Resistance
 8. New Exercises and Metaphors
 - 9: Examples of Conversations
 10. The Intake
 11. The Future of ACT
- In Conclusion: An Optimistic View of Our Humanity

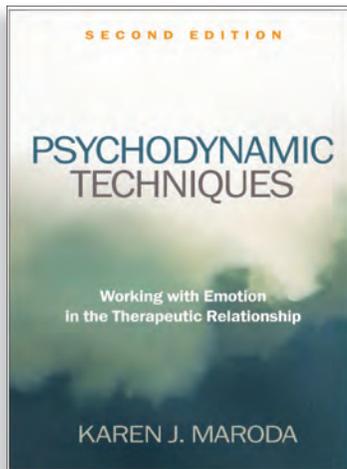
AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, mental health counselors, and psychiatric nurses.

SECOND EDITION

PSYCHODYNAMIC TECHNIQUES

**Working with Emotion
in the Therapeutic Relationship**

KAREN J. MARODA



Psychodynamic Techniques, Second Edition

Working with Emotion in the Therapeutic Relationship

Esme A. L. Shaller, PhD

JUNE 2026 | 333 PAGES | 6 X 9

- This practical book explores the vital role of emotion processing in the therapeutic relationship and presents ways that therapists can work with emotions—both their own and the client’s—to make treatment more effective.
- Discusses how to become more attuned to one’s own experience of a client, use direct feedback and self-disclosure constructively, and manage intense feelings and conflict in the relationship.
- New to This Edition: chapters on transference and extratransference and on the ethics of self-disclosure.

CONTENTS

- | | |
|--|---|
| 1. Emotional Engagement in the Therapeutic Process | 9. Affect Management in Treating Borderline Personality Disorders |
| 2. Mutual Influence and Collaboration | 10. Overcoming Our Fear of Anger and Conflict |
| 3. Understanding the Evolving Topic of Regression | 11. Erotic Feelings |
| 4. Evaluating Interventions | 12. Empowering the Client in the Final Phase |
| 5. Transference and Extra-Transference | 13. Conclusion |
| 6. Self-Disclosure and Advice | |
| 7. Ethics and Self-Disclosure | |
| 8. Facilitating Emotional Experience | |

AUDIENCE

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

“Maroda stands out among contemporary psychodynamic writers for her clarity, directness, and capacity to extract practical guidelines from the critical emotional connection between patient and therapist. Rather than generalizing about rules of treatment, she draws on research, theory, and her own successes and failures in different affective contexts to provide principles of intervention. I recommend the revised second edition of this classic work to anyone wanting to see how a master clinician translates empirical findings, clinical experience, and the individuality of both client and clinician into effective psychotherapy.”

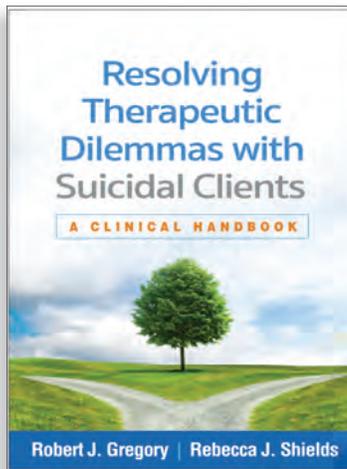
—Nancy McWilliams, PhD

Resolving Therapeutic Dilemmas with Suicidal Clients

A CLINICAL HANDBOOK



Robert J. Gregory | Rebecca J. Shields



Resolving Therapeutic Dilemmas with Suicidal Clients

A Clinical Handbook

Robert J. Gregory and Rebecca J. Shields

APRIL 2026 | 218 PAGES | 6 X 9

- This is a practical guide to engaging suicidal clients in treatment and recovery, informed by extensive front-line clinical experience. The book is structured around specific dilemmas that frequently arise in the treatment of suicidal clients.
- Provides a roadmap for responding with engagement and safety when a client expresses suicidal thoughts.

Robert J. Gregory, MD, is SUNY Distinguished Service Professor in the Department of Psychiatry at the State University of New York Upstate Medical University. He has authored more than 70 articles and book chapters and does trainings nationally and internationally.

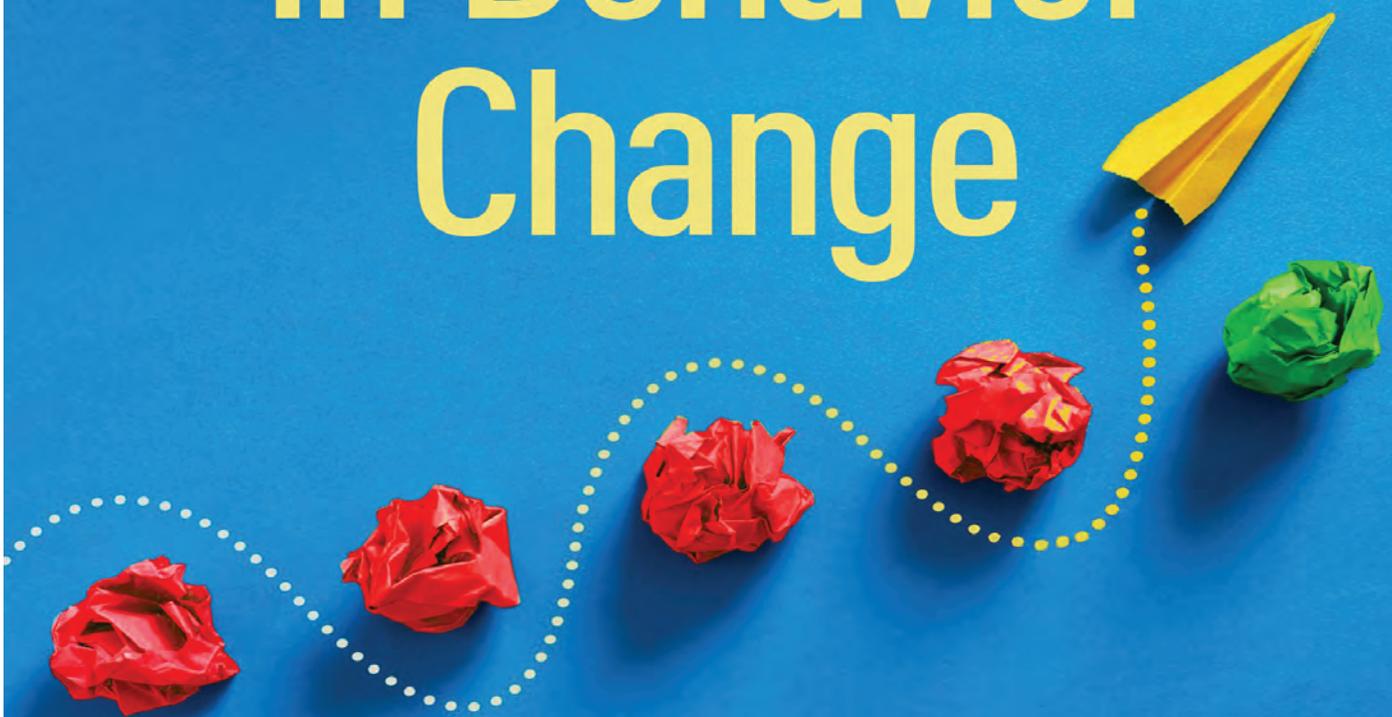
Rebecca J. Shields, DO, is a board-certified Child and Adolescent Psychiatrist and Assistant Professor in the Department of Psychiatry at the State University of New York Upstate Medical University.

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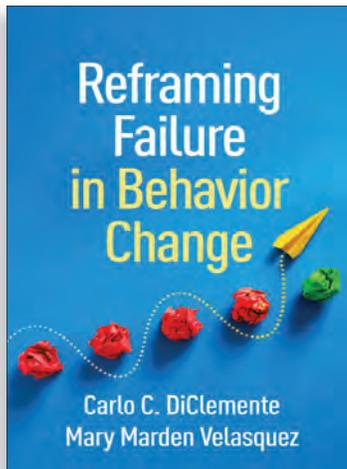
- I. Introduction and Overview
 1. Suicide: From Chronic Illness to a Recovery Perspective
 2. Introduction to Dynamic Deconstructive Psychotherapy
- II. Dilemmas (18 Dilemmas)
- III. Conclusion

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

Reframing Failure in Behavior Change



Carlo C. DiClemente
Mary Marden Velasquez



Reframing Failure in Behavior Change

Carlo C. DiClemente, PhD and Mary Marden Velasquez, PhD

MAY 2026 | 226 PAGES | 6 X 9

- Reframes relapse and recurrence as a meaningful part of the behavior-change process, rather than a failure to be avoided.
- Examines the critical tasks of each of the stages of change and highlights key processes needed to move through them.
- Provides a blueprint for using failure to make subsequent change efforts more effective.
- Whether in addiction treatment or other health care contexts, setbacks can help clinicians and clients identify what went wrong and adapt their approaches.

Carlo C. DiClemente, PhD, ABPP, is Emeritus Professor of Psychology at the University of Maryland, Baltimore County. He is codeveloper of the transtheoretical model of behavior change, used by researchers and clinicians internationally.

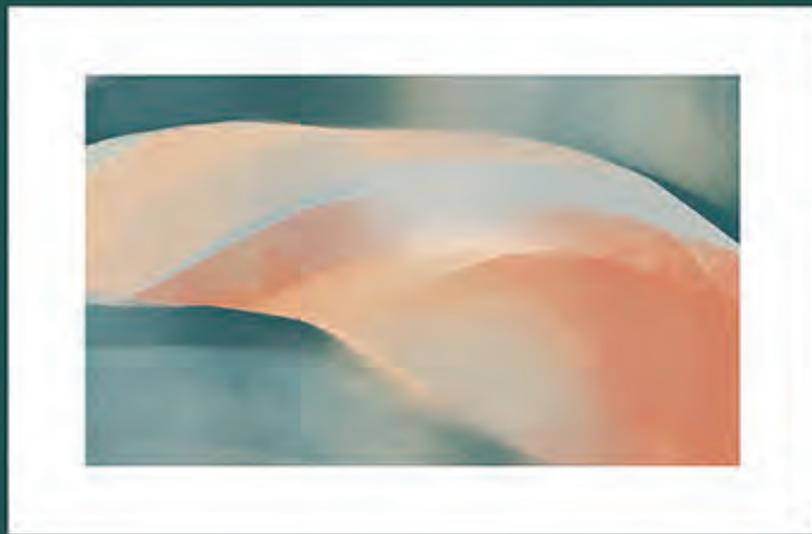
Mary Marden Velasquez, PhD, is a founding member of the Motivational Interviewing Network of Trainers.

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| 1. Why Is It So Hard to Change Our Behaviors? | 9. Making Change Last |
| 2. The Function of Failure in Success | 10. Relapse, Recycling, and Recovery in Addictive Behaviors |
| 3. A Comprehensive Blueprint for Behavior Change | 11. What Makes Successful Health Behavior Change? |
| 4. The Initial Building Block: Personal Interest and Concern for Change | 12. Overcoming Barriers to Learning from Failure |
| 5. Effective Decision Making | |
| 6. Committing to Change | |
| 7. Planning and Preparation | |
| 8. Beginning the Journey of Behavior Change | |

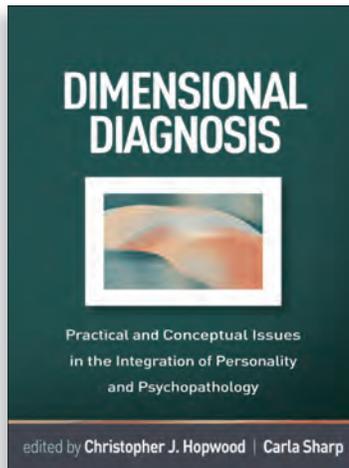
AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, mental health and addictions counselors, and psychiatric nurses.

DIMENSIONAL DIAGNOSIS



Practical and Conceptual Issues
in the Integration of Personality
and Psychopathology

edited by **Christopher J. Hopwood** | **Carla Sharp**



Dimensional Diagnosis

Practical and Conceptual Issues in the Integration of Personality and Psychopathology

Edited by Christopher J. Hopwood, PhD and Carla Sharp, PhD

APRIL 2026 | 341 PAGES | 6 X 9

- This book brings together leading scholars to discuss how personality is related to psychopathology, how this changes our understanding of mental disorders, how dimensional models can be applied in varied clinical settings, and implications for training and research.
- Part of The Guilford Series in Personality and Psychopathology, edited by Christopher J. Hopwood.

The move from categorical to dimensional models of psychopathology is perhaps the most significant change in psychiatric nosology in the past quarter century. This outstanding volume is the first to explore the implications of this shift with such clarity, realism, and depth. The editors—two of the field’s most innovative scientist-clinicians—have brought together leading international experts to address the urgent clinical questions arising from the DSM and ICD revisions. The volume combines conceptual sophistication with remarkable pragmatism. It offers realistic, implementable guidance for clinicians, while at the same time illuminating the broader intellectual significance of the dimensional approach. This is a rare achievement—a book that is both indispensable for daily practice and transformative in its influence. Destined to become a classic.”

—Peter Fonagy

CONTENTS *highlighted chapters*

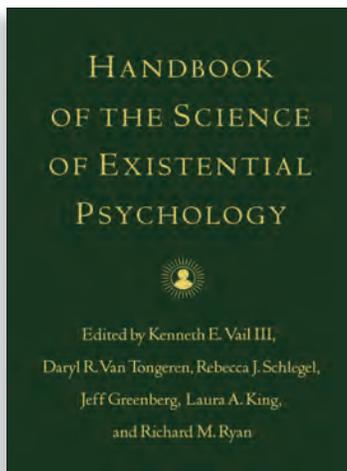
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|---|---|
| 2. What does dimensional diagnosis mean for clinical assessment? | change psychopathology research? |
| 3. What does dimensional diagnosis mean for conceptualizing psychotherapy processes? | 9. How can developmental processes help us understand the similarities and differences between personality and psychopathology? |
| 4. What does dimensional diagnosis mean for conceptualizing psychotherapy technique? | 13. What is the difference between personality traits and psychopathology symptoms/functioning? |
| 5. What does dimensional diagnosis mean for clinical psychological training? | 14. If psychopathology is dimensional, what are personality disorders? |
| 6. Can dimensional diagnosis of psychopathology help reduce mental health stigma? | 16. Where do cognitive and neurodevelopmental disorders fit in dimensional models of psychopathology? |
| 7. What is the intersection between dimensional diagnosis and diversity, equity, and inclusion? | |
| 8. How does dimensional diagnosis | |

AUDIENCE Practitioners, researchers, and graduate students in clinical psychology, psychiatry, clinical social work, counseling, and psychiatric nursing.

HANDBOOK
OF THE SCIENCE
OF EXISTENTIAL
PSYCHOLOGY



Edited by Kenneth E. Vail III,
Daryl R. Van Tongeren, Rebecca J. Schlegel,
Jeff Greenberg, Laura A. King,
and Richard M. Ryan



Handbook of the Science of Existential Psychology

Edited by Kenneth E. Vail III, PhD; Daryl R. Van Tongeren, PhD; Rebecca J. Schlegel, PhD; Jeff Greenberg, PhD; Laura A. King, PhD; and Richard M. Ryan, PhD

MARCH 2026 | 1054 PAGES | 7 X 10

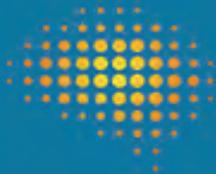
- Explores how people navigate psychological experiences that are fundamentally about the nature of existence.
- It is focused on issues of “being and becoming” in mental and social life, including: time, aging, and death; freedom, authenticity, and moral responsibility; isolation, uncertainty, and shared reality; culture, the self, and identity; the quest for meaning and purpose; religion and spirituality; and awe, personal growth, and what comprises the “good life.”
- Editors and contributors describe the field’s conceptual foundations, methods, and contemporary findings.

CONTENTS *highlighted chapters*

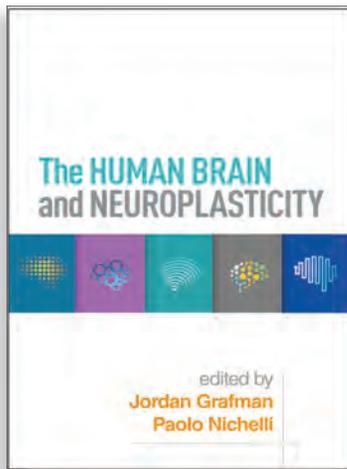
- I. Philosophical Roots, Scientific Methods
- II. Death, Aging, and Time
- III. Freedom, Authenticity, and Moral Responsibility
- IV. Isolation, Uncertainty, and Shared Reality
- V. Culture, Self, and Identity
- VI. Meaning and Purpose
- VII. Religion and Spirituality
- VIII. Awe, Growth, and the Good Life

AUDIENCE Scholars and students in social and personality psychology and other psychological subdisciplines.

The HUMAN BRAIN and NEUROPLASTICITY



edited by
Jordan Grafman
Paolo Nichelli



The Human Brain and Neuroplasticity

Edited by Jordan Grafman, PhD and Paolo Nichelli

APRIL 2026 | 284 PAGES | 7 X 10

- Reviews current human neuroplasticity research and its clinical applications.
- Covers the biology and mechanisms of neuronal plasticity, its role in learning and development, and cortical reorganization in aging and disease.
- Chapters explore the challenges of translating research into effective, individualized treatments for neurological and psychiatric conditions across the lifespan.
- Topics include enhancing brain health in older adults, advances in brain–computer interfaces, and the impact of intensive digital media use on cognition, attention, and brain organization.

CONTENTS *highlighted chapters*

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|---|---|
| 1. Introduction: What Is Brain Plasticity?, | 9. Brain Plasticity, Cognitive Reserve, and Aging |
| 2. Neurobiology Methods for Studying Neuronal Plasticity in Animal Models | 10. Therapeutic Interventions for Maladaptive Neurological Disorders |
| 3. Methods for Studying Brain Plasticity in Humans | 11. Therapeutic Interventions for Modulation of Brain Plasticity in Neurological and Psychiatric Diseases |
| 4. Different Levels of Plasticity | 12. Effects of Physical Exercise, Cognitive Training, and Multidomain Intervention on the Aging Brain |
| 5. Basic Mechanisms of Plasticity in Learning and Memory | 13. Brain–Computer Interfaces and Plasticity of the Human Nervous System |
| 6. Development and Plasticity of the Human Visual System | 14. Brain Plasticity in the Age of the Internet |
| 7. Adaptive Plasticity | |
| 8. Cortical Reorganization after Brain Damage | |

AUDIENCE Neuropsychologists, rehabilitation specialists, clinical psychologists, social workers, gerontologists, psychiatrists, and other professionals interested in understanding neuroplasticity.

Jordan Grafman, PhD leads the Vietnam Head Injury Study and is a recipient of the U.S. Department of Defense Meritorious Service Award, and the Research Award from the Alexander von Humboldt Foundation in Germany.

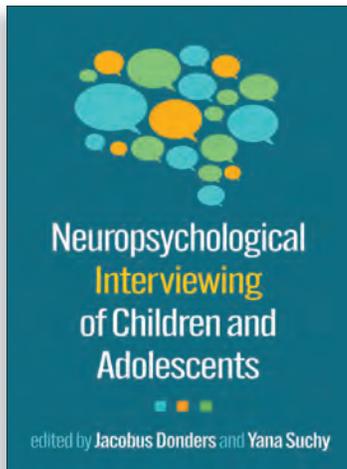
Paolo Nichelli, MD, is a retired Full Professor of Neurology at the University of Modena and Reggio Emilia in Modena, Italy, and former Clinical Director of the Neuroscience Department at the Sant’Agostino-Estense Modena Hospital.



Neuropsychological Interviewing of Children and Adolescents



edited by **Jacobus Donders** and **Yana Suchy**



Neuropsychological Interviewing of Children and Adolescents

Edited by Jacobus Donders, PhD and Yana Suchy, PhD

FEB 2026 | 256 PAGES | 7 X 10

- This is the first book that guides practitioners to conduct effective neuropsychological interviews with children, adolescents, and their parents.
- Covers a range of practice settings, as well as many different congenital and acquired conditions.
- Packed with sample interview questions and concrete clinical guidelines and emphasizes ways to tailor interviews to each child's clinical presentation.

CONTENTS

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| I. Contexts and Settings | 10. Fetal Alcohol Spectrum Disorders, 11. Pediatric Central Nervous System Demyelinating Disorders |
| 1. The Essentials of the Pediatric Neuropsychological Interview | 12. Epilepsy |
| 2. Interviewing Children and Families from Diverse Cultural Backgrounds | 13. Intellectual Development Disorder |
| 3. Forensic and Medicolegal Context | 14. Attention-Deficit/Hyperactivity Disorder |
| 4. Rehabilitation | 15. Specific Learning Disabilities |
| II. Disorders and Conditions | 16. Autism Spectrum Disorder |
| 5. Prematurity | 17. Traumatic Brain Injury |
| 6. Myelomeningocele | 18. Pediatric Cancer |
| 7. Cerebral Palsy | |
| 8. Congenital Heart Disease | |
| 9. Pediatric Stroke | |

Jacobus Donders, PhD, ABPP (CN, RP), is a psychologist at Mary Free Bed Rehabilitation Hospital in Grand Rapids, Michigan.

Yana Suchy, PhD, ABPP-CN, is a board-certified clinical neuropsychologist and tenured Professor of Psychology at the University of Utah,

AUDIENCE Child clinical neuropsychologists; also of interest to clinical and school psychologists, rehabilitation specialists, occupational therapists, special educators, and pediatricians.

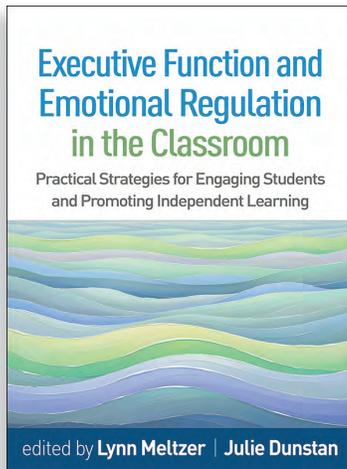
Family & Child Therapy

Executive Function and Emotional Regulation in the Classroom

Practical Strategies for Engaging Students
and Promoting Independent Learning



edited by **Lynn Meltzer** | **Julie Dunstan**



Executive Function and Emotional Regulation in the Classroom

Practical Strategies for Engaging Students and Promoting Independent Learning

Edited by Lynn Meltzer, PhD and Julie Dunstan, PhD

FEB 2026 | 240 PAGES | 7 X 10

- Presents strategies that help students thrive academically, socially, and emotionally by integrating executive function (EF) and emotional regulation. Explains how teachers can support EF and emotional regulation in their daily classroom practice with all learners, including neurodiverse students.
- Chapters describe innovative ways to build students' ability to set goals, think flexibly, stay on task, and manage their behavior, alongside crucial capacities for reducing anxiety and stress.

“This book masterfully bridges the science of EF, emotional regulation, and motivation, with practical strategies educators can use every day. True success—academic, social, and emotional—comes not just from intelligence, but from the ability to manage emotions, navigate challenges, and think with flexibility. The tools in these pages empower educators to create classrooms where students build confidence, resilience, and a sense of purpose, turning learning into a journey of growth and meaningful achievement for every child.”

—Marc A. Brackett, PhD, Professor in the Child Study Center and Founding Director, Yale Center for Emotional Intelligence, Yale University

CONTENTS

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| I. Rethinking Education: Integrating Executive Function and Emotional Regulation into Teaching | Function Strategies for Building Self-Awareness, Self-Efficacy, and Social Awareness |
| 1. Transforming Classrooms: Preparing Students to Succeed in a Complex World | 8. Math Anxiety: Transforming Mindsets and Boosting Engagement in Mathematics |
| 2. Metacognition: The Spark for Igniting Students' Ability to Learn How to Learn | III. Fostering a Schoolwide Culture of Strategic Learning and Engagement |
| 3. Promoting Emotional Intelligence to Build Effective Schools | 9. Reading Instruction: Executive Function and Self-Regulation Processes That Promote Differentiated Literacy Outcomes |
| 4. Nurturing Resilience, Executive Function, and Tenacity in the Classroom | 10. The SMARTS Approach: Going Beyond the Three R's to Foster Reasoning, Regulation, and Resilience |
| II. Executive Function and Emotional Regulation in Neurodiverse Learners | 11. Emotional Regulation for All Students: Using Collaborative Problem Solving to Build Social-Emotional Skills |
| 5. Strategies for Addressing Anxiety and Stress in the Classroom | 12. Flexible Mindsets Schools: Opening the Window to Equitable Learning Opportunities |
| 6. Learning Difficulties: Fostering Motivation, Passion, and Drive | |
| 7. Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorders: Executive | |

AUDIENCE Special educators, classroom teachers, administrators, school psychologists, speech–language pathologists, and occupational therapists working with students ages 5–17 (K–12).

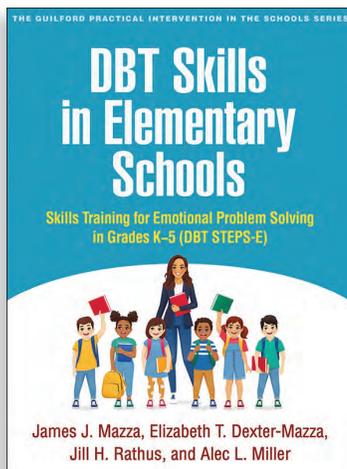
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

DBT Skills in Elementary Schools

Skills Training for Emotional Problem Solving
in Grades K–5 (DBT STEPS-E)



James J. Mazza, Elizabeth T. Dexter-Mazza,
Jill H. Rathus, and Alec L. Miller



DBT Skills in Elementary Schools

Skills Training for Emotional Problem Solving in Grades K-5 (DBT STEPS-E)

James J. Mazza, PhD; Elizabeth T. Dexter-Mazza; Jill H. Rathus, PhD; and Alec L. Miller

Foreword by Shannon M. Suldo

MARCH 2026 | 427 PAGES | 8 X 10.5

James J. Mazza, PhD is a codeveloper of the DBT STEPS-A and DBT STEPS-E curricula, he provides consultation and training to school personnel internationally. Dr. Mazza is a cofounder of DBT in Schools, LLC.

Jill H. Rathus, PhD, consults internationally, has trained thousands of mental health professionals in the United States and worldwide, and is widely published in peer-reviewed journals.

Alec L. Miller, PsyD, has trained thousands of clinicians and school personnel in DBT internationally.

- Presents DBT STEPS-E: the authors' widely used DBT-informed social-emotional learning (SEL) program adapted for younger school-age children in classroom settings.
- Two complete curricula are designed to integrate seamlessly into multi-tiered systems of support[AW6.1] in grades K–2 (ages 5- 8) and 3–5 (ages 8-12) classrooms.
- It offers a nonclinical application for building emotion regulation, coping, interpersonal, and decision-making skills aligned with core SEL competencies.
- Part of The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

CONTENTS *highlighted chapters*

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| I. Overview of DBT STEPS-E | site Action to Change Emotions |
| 1. What Is DBT Skills Training for Emotional Problem Solving in Elementary Schools (DBT STEPS-E)? | - Lesson 11. Interpersonal Effectiveness: DEAR Skills (Objective Effectiveness) |
| II. Implementation of DBT STEPS-E | V. Lesson Plans and Handouts for Grades 3-5 |
| III. Lesson Plans and Handouts for Grades K–2 | DBT STEPS-E Skills Daily Diary Card |
| - Lesson 10. Emotion Regulation: Oppo- | |

AUDIENCE School psychologists, counselors, social workers, and nurses working with students ages 5–10 (grades K–5); teachers and school administrators.

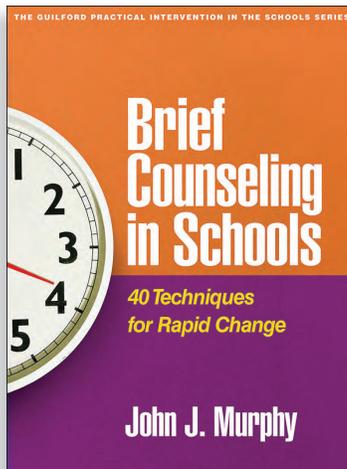
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Brief Counseling in Schools

*40 Techniques
for Rapid Change*

John J. Murphy





John J. Murphy, PhD, is a school psychologist and Distinguished Professor Emeritus in the Psychology and Counseling Department at the University of Central Arkansas. He is an internationally recognized practitioner and trainer of brief therapy practices, and his books have been translated into multiple languages. Dr. Murphy has presented workshops and keynotes for school psychologists, counselors, social workers, psychiatrists, and other groups throughout the United States and many other countries.

Brief Counseling in Schools

40 Techniques for Rapid Change

John J. Murphy, PhD

APRIL 2026 | 191 PAGES | 8 X 10.5

- Offers school practitioners a practical blueprint and 40 effective techniques for supporting meaningful change as quickly as possible.
- The author provides evidence-based, culturally responsive tools for helping PreK–12 (ages 5-18) students resolve frequently encountered psychological and behavioral challenges.
- Presents streamlined strategies that can be applied by practitioners of any theoretical orientation to build alliances, set goals, leverage resources, change problem patterns, and empower progress.
- Part of The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

CONTENTS

1. Introduction
2. Foundations of Brief Counseling in Schools
3. Techniques for Building Alliances
4. Techniques for Setting Goals
5. Techniques for Leveraging Resources
6. Techniques for Changing Problem Patterns
7. Techniques for Empowering Progress
8. Other Uses of Brief Counseling Techniques

AUDIENCE School psychologists and school counselors working with children ages 4–17 (PreK–12); school-based social workers, therapists, and behavior interventionists; special educators; other child mental health practitioners; professors and graduate students in these fields.

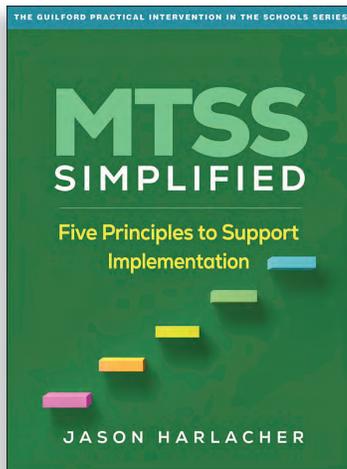
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

MTSS SIMPLIFIED

Five Principles to Support
Implementation



JASON HARLACHER



Jason Harlacher, PhD, is a Senior Researcher at American Institutes for Research, where he is Director of the Center on Multi-Tiered System of Supports (MTSS). He is an award-winning author of several books.

MTSS Simplified

Five Principles to Support Implementation

Jason Harlacher PhD

MAY 2026 | 172 PAGES | 8 X 10.5

- This concise book cuts through the complexity with five clear principles to keep multi-tiered system of supports (MTSS) on track.
- The author shows how to make MTSS implementation more successful and demystifies technical aspects of implementation while also addressing the human side of change.
- Part of The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

CONTENTS

- . Introduction: Simplifying MTSS
- I. Foundations of MTSS
 - 2. What's in a Name?: An Overview of MTSS
 - 3. Layered Cake: The Tiers of Support
 - 4. Taking the Reins: Data and Teams
- II. Simplifying MTSS
 - 5. Acknowledge That Change Is Hard
 - 6. Build the Need for Change
 - 7. Think Systems, Not Individuals
 - 8. Get a Spark Going
 - 9. Ask the Right Questions
- Epilogue: Steady Improvement

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

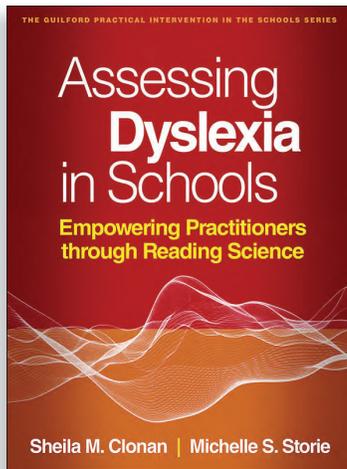
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Assessing **Dyslexia** in Schools

**Empowering Practitioners
through Reading Science**



Sheila M. Clonan | Michelle S. Storie



Assessing Dyslexia in Schools

Empowering Practitioners through Reading Science

Sheila M. Clonan, PhD and Michelle S. Storie PhD

MAY 2026 | 216 PAGES | 8 X 10.5

- Bridges a gap between reading research and classroom practice, providing practitioners and students with updated tools to understand, identify and support students with dyslexia.
- Clarifies the distinction between identifying dyslexia and determining eligibility for special education services.
- Grounded in the science of reading, it addresses common misconceptions and outdated practices that prevent struggling readers from getting effective support, and provides clear, evidence-based alternatives.
- Part of The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

Sheila M. Clonan, PhD, is a licensed psychologist in private practice in Central New York, specializing in the assessment of students with dyslexia, attention-deficit/hyperactivity disorder, and other disabilities.

Michelle S. Storie, PhD, is Associate Professor in the Counseling and Psychological Services Department at the State University of New York at Oswego, where she is Coordinator of the School Psychology Program.

CONTENTS

1. Understanding Dyslexia
 2. Areas of Impairment in Dyslexia
 3. Understanding and Applying the Science of Reading
 4. Dyslexia within a School-Based System
 5. Embedding Assessments in the Reading Research
 6. Interpreting Assessment Findings through a Science of Reading Lens
 7. Specific Learning Disability or Dyslexia?
 8. Concluding the Dyslexia Evaluation
 9. Reading Evaluation Case Examples
- Conclusions

AUDIENCE School psychologists, special educators, and reading specialists working with students ages 5–17 (grades K–12); also of interest to classroom teachers.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

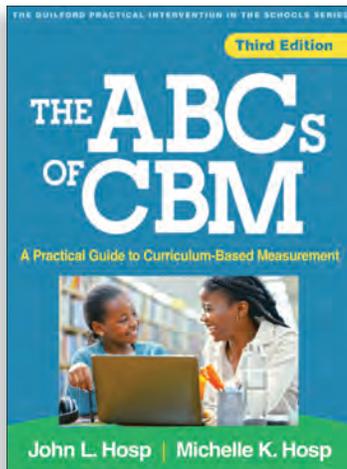
Third Edition

THE ABCs OF CBIM

A Practical Guide to Curriculum-Based Measurement



John L. Hosp | Michelle K. Hosp



ABCs of CBM, Third Edition

A Practical Guide to Curriculum-Based Measurement

John L. Hosp, PhD and Michelle K. Hosp, PhD

JUNE 2026 | 222 PAGES | 8 X 10.5

John L. Hosp, PhD, is Professor of Special Education at the University of Massachusetts Amherst.

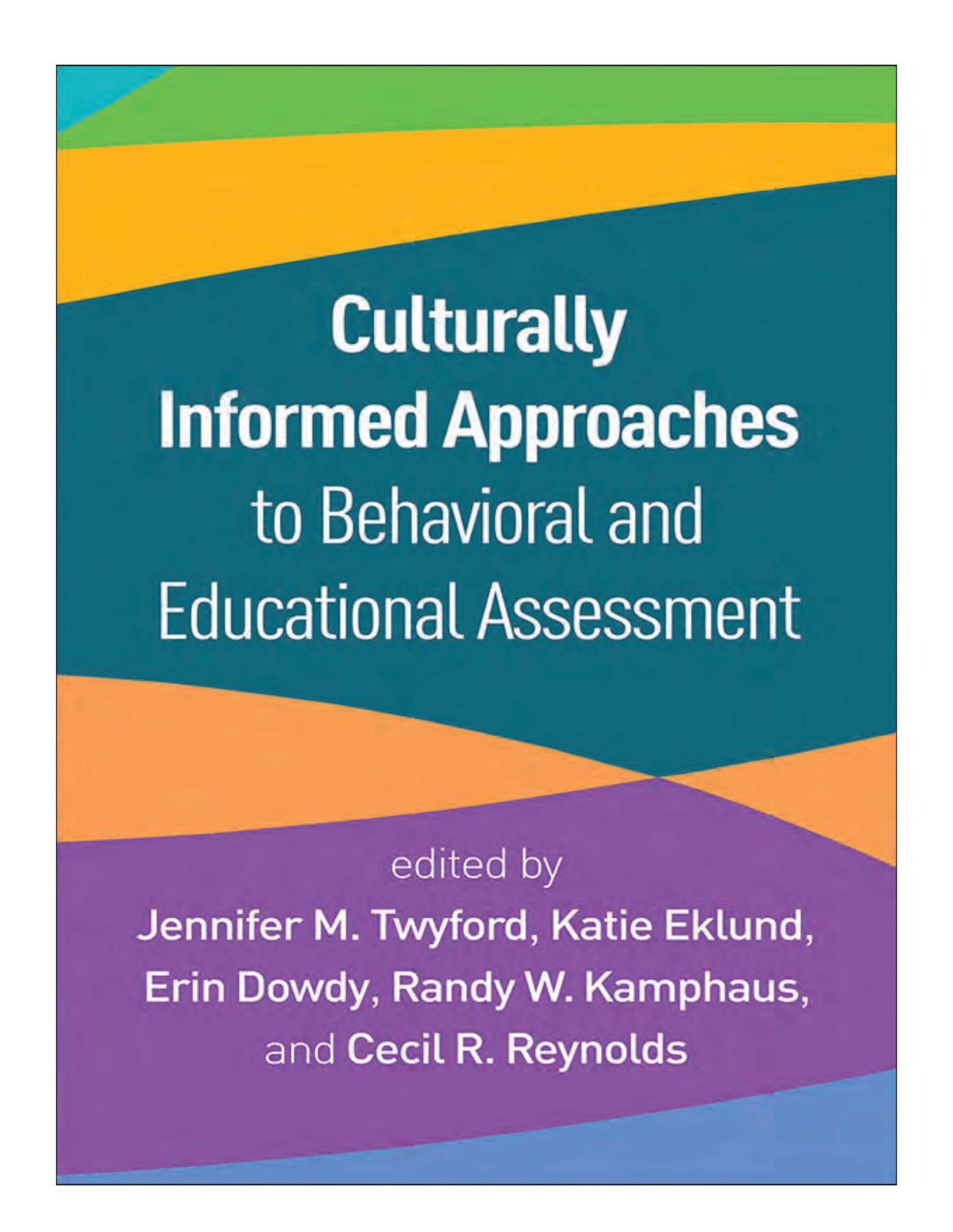
Michelle K. Hosp, PhD, is Associate Professor of Special Education at the University of Massachusetts Amherst.

- Provides guidance for educators using data-driven instruction for universal screening, progress monitoring, and instructional decision making. Explains the “whats,” “whys,” and “how-tos” of CBM across reading, spelling, writing, and math, with detailed protocols for administration, scoring, and standards within MTSS.
- Highlights CBM’s proven effectiveness, ease of implementation, and alignment within multi-tiered systems of support (MTSS).
- Part of The Guilford Practical Intervention in the Schools Series, edited by Sandra M. Chafouleas.

CONTENTS

1. What Is CBM and Why Should I Do It?
 2. Applications and Details of CBM
 3. How to Conduct Preschool Literacy CBM
 4. How to Conduct Early Reading CBM
 5. How to Conduct Reading CBM
 6. How to Conduct Spelling CBM
 7. How to Conduct Writing CBM
 8. How to Conduct Early Numeracy CBM
 9. How to Conduct Math CBM
 10. Other CBM Applications
 11. Charting and Graphing Data to Help Make Decisions
 12. Planning to Use CBM—and Keeping It Going
- Appendix A. Frequently Asked Questions
Appendix B. References, Resources, and Further Reading

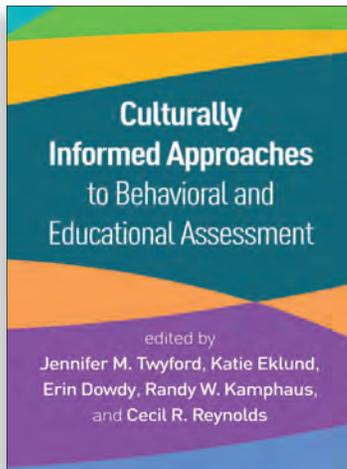
AUDIENCE School psychologists, special educators, general education teachers, and reading specialists working with students ages 4–17 (grades PreK–12); instructors and graduate students.



Culturally Informed Approaches to Behavioral and Educational Assessment

edited by

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



Culturally Informed Approaches to Behavioral and Educational Assessment

Edited by Jennifer M. Twyford, PhD; Katie Eklund, PhD; Erin Dowdy, PhD; Randy W. Kamphaus, PhD and Cecil R. Reynolds, PhD

MARCH 2026 | 469 PAGES | 7 X 10

“An invaluable and greatly needed resource that provides culturally responsive and evidence-based information on child psychological assessment in educational settings. The book is engaging and clear, with informative examples provided throughout. This handbook will be an asset to any graduate-level course on child and adolescent assessment, in particular behavioral or cognitive assessment. School and clinical psychology graduate students will benefit from the definitions of key terms, applied examples, and easy-to-read, informative tables and figures.”

—Jacqueline Brown, PhD,
School Psychology Program,
University of Montana

- Offers comprehensive guidance for equitable assessment of children and adolescents across school and clinical settings.
- Key strategies, methods, and measures are discussed and best practices reviewed for culturally responsive evaluation of high-incidence mental health, behavioral, and developmental disorders.
- With an emphasis on ecological context, diversity, equity, inclusion, and social justice into each chapter.

CONTENTS *highlighted chapters*

- I. Foundational Considerations
 - 1. Reflections on Changes, Trends, and Current Issues in the Psychological Assessment of Youth,
 - 2. Test and Assessment Fairness in Historical Perspective
- II. Assessment Strategies
 - 10. Culturally Informed Interviewing in the Psychological Assessment of Children and Adolescents
- III. Assessment of Various Disorders
 - 14. Assessment of Autism
- IV. Special Considerations
 - 22. Twice-Exceptionality
 - 23. Functional Behavior Assessment

AUDIENCE School psychologists and other mental health professionals who conduct school-based assessments; researchers, professors, and graduate students in school psychology, special education, clini-

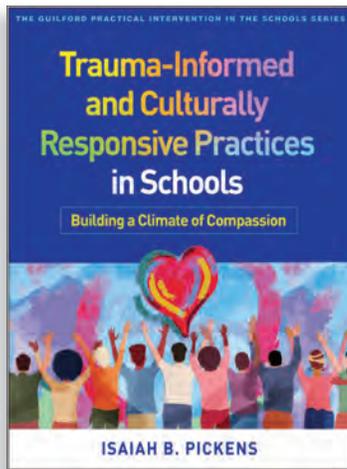
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Trauma-Informed and Culturally Responsive Practices in Schools

Building a Climate of Compassion



ISAIAH B. PICKENS



Trauma-Informed and Culturally Responsive Practices in Schools

Building a Climate of Compassion

Isaiah B. Pickens, PhD

MARCH 2026 | 371 PAGES | 8 X 10.5

- Explains practical ways to implement trauma-informed and culturally responsive (TICR) practices into schools.
- TICR can foster compassionate relationships, promote the well-being of students and educators alike, and unlock students' academic and social-emotional potential.
- The author provides a wealth of tools for implementing TICR strategies in classroom instruction, multi-tiered systems of support, school safety planning, and professional learning.

Isaiah B. Pickens, PhD, is a clinical psychologist and organizational development specialist whose career is dedicated to strengthening people and systems. Dr. Pickens is well known as a trauma expert and specialist in creating emotionally intelligent school cultures. He is certified by Stanford University as a Compassion Specialist and is a recipient of the Early Career Achievement Award from the American Psychological Association, among other honors.

CONTENTS

Introduction

1. Trauma and Connection
2. Rethinking Discipline: A Culturally Responsive Approach
3. The Intersection of Trauma, Culture, and Social-Emotional Learning
4. Amplifying the Impact of Trauma and Culture: Social Isolation and Compassionate Candor
5. Trauma Recovery: Navigating In-School Traumatic Events through Cross-System Collaboration
6. Bravely Educating: Self-Care and a School Culture of Staff Wellness
7. Transforming into a Compassionate Education System

Glossary

AUDIENCE School psychologists, counselors, nurses, and social workers; classroom teachers; school- and district-level educators and administrators.

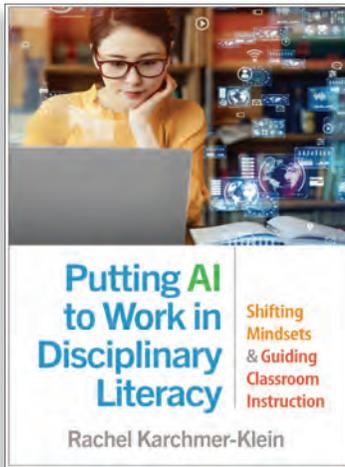
Education & School Psychology



Putting **AI** to Work in Disciplinary Literacy

**Shifting
Mindsets
& Guiding
Classroom
Instruction**

Rachel Karchmer-Klein



Putting AI to Work in Disciplinary Literacy

Shifting Mindsets and Guiding Classroom Instruction

Rachel Karchmer-Klein, PhD

Foreword by Amy C. Hutchison

JAN 2026 | 207 PAGES | 7 X 10

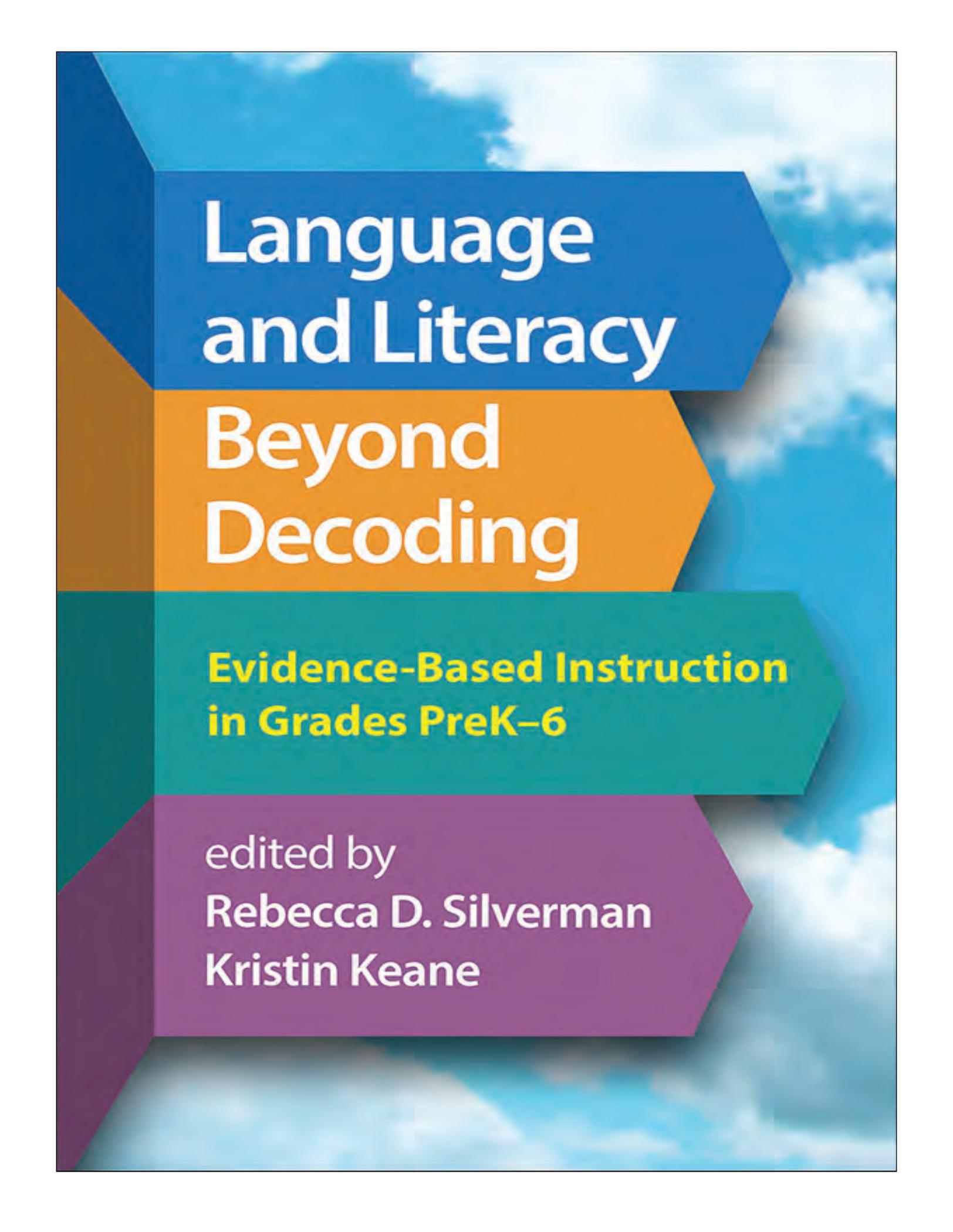
Rachel Karchmer-Klein, PhD, is Associate Professor in the School of Education at the University of Delaware, where she teaches undergraduate and graduate courses in literacy and educational technology.

- Shows how AI tools like ChatGPT and Copilot can be integrated into grades 6–12 (ages 12-18) instruction without compromising academic rigor or student voice.
- Grounded in the principles of disciplinary literacy, it helps teachers shift their mindsets, explore ethical dilemmas, and design content-rich lessons that keep student thinking at the center.
- This resource empowers educators to reimagine learning in the age of AI.

CONTENTS

Introduction	5. Reimagining Instruction of Critical Thinking
I. How Does GenAI Intersect with the Literacy Skills Essential across Disciplines?	6. Reimagining Reading Instruction
1. GenAI Digital Literacies: Expanding Beyond Traditional Digital Literacy Skills	7. Reimagining Writing Instruction
2. Addressing the Fears of GenAI in Literacy Instruction	III. How Do We Prepare Students for an AI-Infused Workforce and Higher Education?
3. Reimagining Instructional Design and Selecting GenAI Tools	8. Reimagining Teaching in the Age of GenAI: Preparing Educators for the Present and Future
II. How Do We Reimagine Instruction for an AI-Infused World?	
4. Reimagining Instruction of Problem-Solving Skills	

AUDIENCE Classroom teachers of students ages 11–17 (grades 6–12), literacy specialists, instructional coaches, and school administrators.

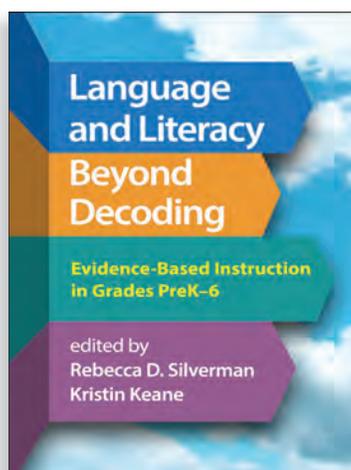


**Language
and Literacy**

**Beyond
Decoding**

**Evidence-Based Instruction
in Grades PreK–6**

edited by
**Rebecca D. Silverman
Kristin Keane**



Language and Literacy Beyond Decoding

Evidence-Based Instruction in Grades PreK-6

Edited by **Rebecca D. Silverman** and **Kristin Keane, PhD**

Foreword by **Catherine E. Snow**

FEB 2026 | 282 PAGES | 6 X 9

- Teacher reference that explains how language comprehension develops throughout grades PreK–6 (ages 5 to 12) and presents evidence-based instructional strategies.
- Reviews innovative ways to conduct content-rich classroom conversations, deliver strategy and text structure instruction, target motivational aspects of comprehension, use assessment to guide comprehension-focused instruction, and more.
- Successful reading comprehension requires readers to draw on a range of language comprehension abilities alongside decoding.

Rebecca D. Silverman, EdD, is the Judy Koch Professor of Education in the Graduate School of Education at Stanford University.

Kristin Keane, PhD, is Assistant Professor of Reading Development at the University of California, Berkeley.

CONTENTS *highlighted chapters*

1. From Language to Literacy: The Critical Role of Language Comprehension in Reading Comprehension
2. Content-Rich Classroom Conversations That Improve Language Comprehension in the Early Grades
3. Gaps and Opportunities for Supporting Language and Comprehension in Early Childhood Classrooms
5. Improving Elementary Students' Reading Comprehension through Structured and Systematic Translation of Research to Practice
6. Best Practices for Supporting Motivation during Reading Comprehension Instruction
7. Inferencing and Reading Comprehension
8. Effects of Language Components on Language and Reading Comprehension
10. Language and Reading Assessment Practices for Multilingual Learners from Spanish-Speaking Homes
11. The Role of Language in Reading Comprehension: Instructional Implications for Teachers of Multilingual Learners

AUDIENCE Classroom teachers of students ages 4–11 (PreK–6); literacy coaches and specialists; staff developers; teacher educators and graduate students.

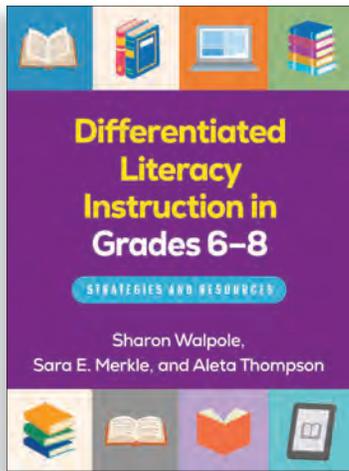


Differentiated Literacy Instruction in Grades 6–8

STRATEGIES AND RESOURCES

Sharon Walpole,
Sara E. Merkle, and Aleta Thompson





Differentiated Literacy Instruction in Grades 6-8

Strategies and Resources

Sharon Walpole, PhD; Sara E. Merkle; and Aleta Thompson

FEB 2026 | 242 PAGES | 8 X 10.5

“Elementary teachers have long appreciated Walpole’s thoughtful and text-rich approach—now middle school teachers have their own inspiring resource for planning a curriculum that centers complex, diverse, and high-quality texts. The authors explain the thinking, values, and research-informed choices that shape their approach, and provide actionable ideas for practice. Clear routines for reading are presented alongside practical strategies for engaging students in rich discussion and purposeful writing.”

—Kristin Conradi Smith, PhD, Dr. Virginia L. McLaughlin Associate Professor of Education, William & Mary

- Presents practical, field-tested framework to help students strengthen reading, writing, and collaborative learning in the middle school years (ages 12-15).
- Authors describe ways to scaffold the development of content knowledge and core literacy skills using challenging, full-length anchor texts and connected text sets.
- Specific differentiation strategies and instructional routines are provided, all emphasizing culturally responsive practice.

CONTENTS

- | | |
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| 1. Introduction | 7. Routines for Reading |
| 2. Middle School Students and Their Teachers | 8. Routines for Discussion |
| 3. Feasible Differentiation in Middle School | 9. Routines for Grammar and Language |
| 4. Choosing Anchor Texts and Building Text Sets | 10. Routines for Writing |
| 5. Planning for Equity | 11. Routines for Research |
| 6. Routines for Knowledge Building | 12. Routines for Assessment |
| | 13. Changing the Status Quo in Middle School |

AUDIENCE Teachers of children ages 11–13 (grades 6–8), literacy coaches and specialists, teacher educators and preservice teachers.

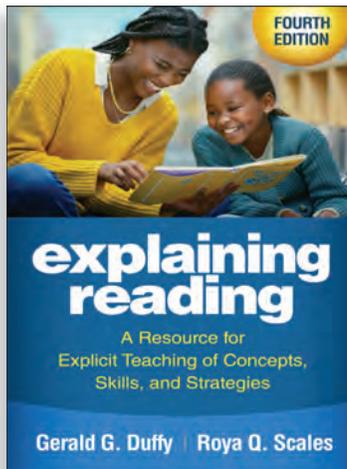
A photograph of a woman with braided hair, wearing a yellow sweater, and a young girl with her hair pulled back, wearing a teal sweater. They are both smiling and looking at an open book together. The book has a purple cover and some text on it. The background is a blurred library setting with bookshelves.

**FOURTH
EDITION**

explaining reading

**A Resource for
Explicit Teaching of Concepts,
Skills, and Strategies**

Gerald G. Duffy | Roya Q. Scales



Explaining Reading, Fourth Edition

A Resource for Explicit Teaching of Concepts, Skills, and Strategies

Gerald G. Duffy and Roya Q. Scales, PhD

Foreword by Seth A. Parsons

APRIL 2026 | 256 PAGES | 6 X 9

- This practical book guides teachers in the reading process for K–8 (ages 5 to 15) students who are struggling.
- Revised and updated with 50% new material,
- The examples in the text illustrate ways to explain and scaffold skills and strategies as an integral part of purposeful, motivating reading tasks. Teachers can use these examples as starting points for explicit instruction that meets their own students' particular needs.

Gerald G. Duffy, EdD, is the former William E. Moran Distinguished Professor of Literacy and Reading at the University of North Carolina. He has worked with teachers and children across the United States and internationally.

Roya Q. Scales, PhD, is Professor of Literacy Education at Western Carolina University.

CONTENTS

Preface

I. Introduction

1. Focusing on Meaning

2. How Comprehension and Word Identification Work

3. How to Use Part II of This Book

4. Tips for Managing Differentiated Instruction

5. A Final Word: Teachers Make the Difference

II. The Teaching Examples

AUDIENCE

Classroom teachers and literacy specialists working with children ages 5–13 (grades K–8); staff developers; teacher educators and students.

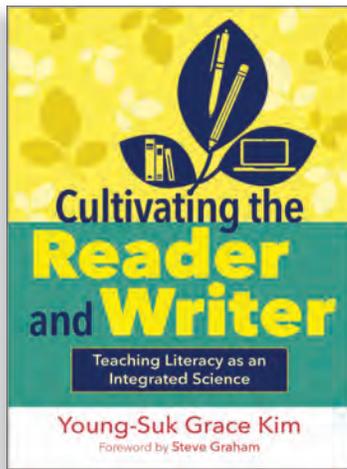


Cultivating the **Reader** and **Writer**

Teaching Literacy as an
Integrated Science

Young-Suk Grace Kim

Foreword by Steve Graham



Cultivating the Reader and Writer

Teaching Literacy as an Integrated Science

Young-Suk Grace Kim

Foreword by Steve Graham

MAY 2026 | 328 PAGES | 7 X 10

- Guides teachers on how the sciences of reading and writing can be merged to strengthen both areas in grades K–12 (ages 5 to 18).
- Author explains the essential skills and mechanisms that underpin reading and writing and describes ways to leverage their interconnections to accelerate student learning.
- Offers comprehensive coverage of both theory and research, identifying underlying principles and demonstrating how to translate this knowledge into effective classroom practices.

Young-Suk Grace Kim, EdD, is Professor and former Senior Associate Dean at the School of Education, University of California, Irvine. She currently serves as Editor of both the *Journal of Educational Psychology* and *Scientific Studies of Reading*, and has held leadership roles within national and international organizations.

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| I. The Science of Reading | 9. Implications of DIEW: Supporting All Students to Become Power Writers |
| 1. Reading Products, Processes, and Component Skills and Knowledge | 10. Application of DIEW to Diverse Learners |
| 2. Direct and Indirect Effects Model of Reading | III. The Science of Reading-Writing and Writing-Reading Connections |
| 3. Structural Relations among Skills and Knowledge According to DIER | 11. Reading-Writing Relations: Theoretical Framework |
| 4. Implications of DIER | 12. Implications of Reading-Writing Relations According to the Interactive Dynamic Literacy Model |
| 5. Application of DIER to Diverse Learners | IV. The Science of Learning and Teaching: Principles for Effective Literacy Instruction |
| II. The Science of Writing | 13. Theory- and Evidence-Based Assessment and Teaching Approaches: What and How |
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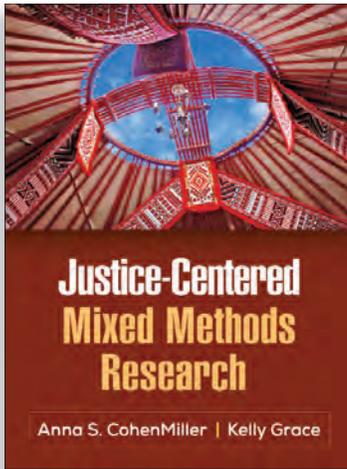
AUDIENCE Teachers of children ages 5–17 (grades K–12); literacy specialists and coaches; staff developers; teacher educators and students.

Research Methods



Justice-Centered Mixed Methods Research

Anna S. CohenMiller | Kelly Grace



Justice-Centered Mixed Methods Research

Anna S. CohenMiller, PhD and Kelly Grace, PhD

MARCH 2026 | 291 PAGES | 6.125 X 9.25

- Comprehensive guide to conducting mixed methods research (MMR) from a social, environmental, and economic justice perspective.
- Emphasizes critical self-reflection and justice-centered decision-making at every stage of the research process.
- Authors guide readers from conceptualizing and designing studies to implementing, interpreting, sharing, and discussing findings, as well as building coalitions and maintaining relationships with communities.

Anna S. CohenMiller, PhD, is a transnational, award-winning justice-centered researcher and community-builder, TEDx speaker, and educational leader. She is Full Professor at Nord University, Norway, where she is Research Lead at PLUS: Centre for Professional Development and Learning.

Kelly Grace, PhD, specializes in issues of equity and social justice in comparative and international education. She has international research and evaluation experience in gender and social inclusion in Cambodia and Kazakhstan

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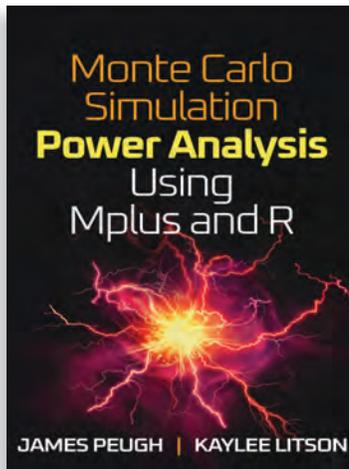
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| 1. An Introduction to Justice-Centered Mixed Methods Research | 7. Data Management in Justice-Centered Mixed Methods Research |
| I. Preparing Justice-Centered Mixed Methods Research | 8. Data Analysis in Justice-Centered Mixed Methods Research |
| 2. Worldview and Paradigms for Framing Equitable and Justice-Centered Mixed Methods Research | III. Interpreting and Discussing Results for Justice-Centered Mixed Methods Research |
| 3. Assumptions and Approaches in Justice-Centered Mixed Methods Research | 9. Integration in Justice-Centered Mixed Methods Research |
| 4. Designs in Justice-Centered Mixed Methods Research | 10. Data Visualization for Justice-Centered Mixed Methods Research |
| II. Research in the Field | 11. Reporting and Sharing for Justice-Centered Mixed Methods Research |
| 5. Sampling and Triangulation/Crystallization Approaches in Justice-Centered Mixed Methods Research | IV. A Step Beyond the Research Project |
| 6. Data Generation (Collection) in Justice-Centered Mixed Methods Research | 12. Beyond the “End” of a Research Study in Justice-Centered Reflective Mixed Methods Research |

AUDIENCE Graduate students and instructors in education, social work, psychology, family services, nursing, public policy, and management; applied researchers and evaluators.

Monte Carlo
Simulation
Power Analysis
Using
Mplus and R



JAMES PEUGH | KAYLEE LITSON



Monte Carlo Simulation Power Analysis Using Mplus and R

James Peugh, PhD and Kaylee Litson PhD

MAY 2026 | 398 PAGES | 7 X 10

- Provides tools for using Monte Carlo simulations to estimate sample sizes for adequate statistical power in a variety of modern research designs.
- Includes examples with annotated Mplus and R syntax scripts, sample power analysis write-ups, and end-of-chapter suggested readings.
- Part of the Methodology in the Social Sciences Series, edited by Todd D. Little, PhD.

CONTENTS

I. Cross-Sectional Power Analyses

1. Introduction
2. A Multivariate, Two-Group, Pre-test-Posttest Power Analysis
3. Path Analysis
4. Structural Equation Model
5. Logistic Regression
6. Missing Data in Monte Carlo Simulation Power Analyses

II. Longitudinal Power Analyses

7. Unconditional Latent Growth Curve
 8. Time-Invariant Covariates
 9. Adding Time-Varying Covariate
 10. Parallel-Process Mediation
 11. Power Analysis for Complex Longitudinal Designs
- ### III. Conclusion
12. Statistical Power in a “Post-p < .05” World

James Peugh, PhD, is Director of Quantitative Services in the Division of Behavioral Medicine and Clinical Psychology.

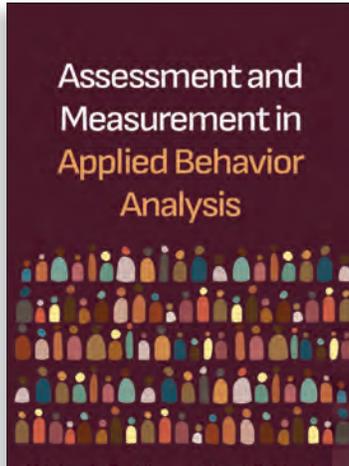
Kaylee Litson, PhD, is Assistant Professor in the Department of Psychology at the University of Houston

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

Assessment and Measurement in Applied Behavior Analysis



Kristen L. Padilla and Grant B. Morgan



Assessment and Measurement in Applied Behavior Analysis

Kristen L. Padilla , PhD and Grant B. Morgan, PhD

JUNE 2026 | 280 PAGES | 6.125 X 9.25

- Guide to assessment design within an applied behavior analysis (ABA) framework, that centers evidence, reliability, and validity.
- For students and ABA practitioners; includes real-world case studies and clear connections to the Behavior Analyst Certification Board's BCBA Task List.
- Shows readers how to select, use, and interpret assessments, as well as how to critically evaluate the quality of measurements using contemporary measurement theory.

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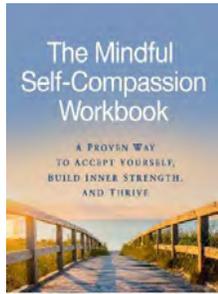
1. Assessment in Applied Behavior Analysis
2. Assessment Administration, Scoring, and Interpretation
3. Reliability
4. Validity
5. Function-Based Behavioral Assessment
6. Skill-Based Behavioral Assessment
7. Conducting and Evaluating Reliability Studies on Standardized Assessments in ABA
8. Conducting and Evaluating Validity Studies on Standardized Assessments in ABA
9. Ethical Guidelines in Assessment Practices
10. Toward Best Practices in Behavior Assessment

Kristen L. Padilla, PhD, NCSP, BCBA, is Clinical Associate Professor in the Department of Educational Psychology at Baylor University and Director of the Baylor Center for Disability and Flourishing.

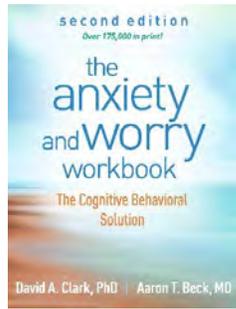
Grant B. Morgan, PhD, is Professor in the Department of Educational Psychology at Baylor University, where he coordinates the quantitative methods doctoral specialization.

AUDIENCE Students in special education, counseling, and clinical and educational psychology; researchers and practitioners who use ABA.

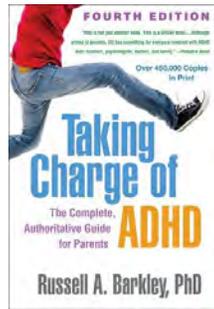
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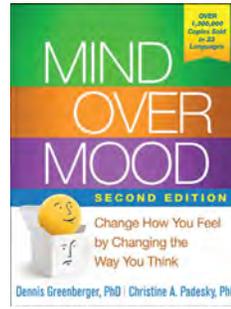
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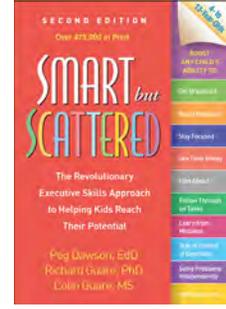
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Dennis Greenberger, PhD | Christine A. Padesky, PhD



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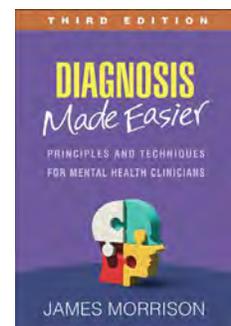
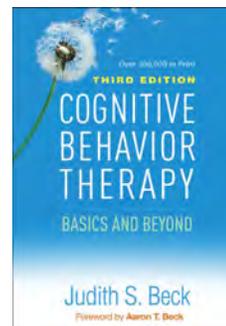
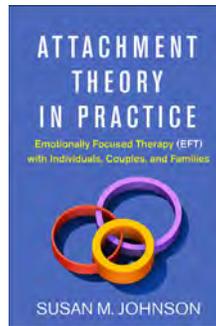
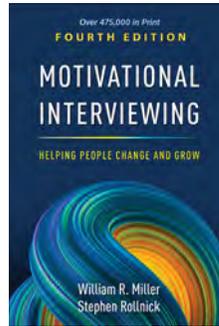
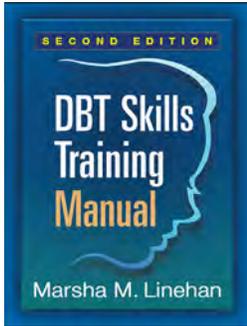
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1	Mindful Self-Compassion Workbook	Neff	Chinese (world), Czech, Dutch, French, German, Hindi, Hungarian, Icelandic, Italian, Japanese, Korean, Polish, Portuguese, Russian, Spanish, Swedish, Turkish, Ukrainian, Vietnamese
2	Smart but Scattered, Second Edition	Dawson	Chinese (world), Croatian, Dutch, German, Polish, Romanian, Spanish, Turkish
3	Taking Charge of Adult ADHD, Second Edition	Barkley	Chinese (simplified), German, Korean, Portuguese, Russian, Spanish
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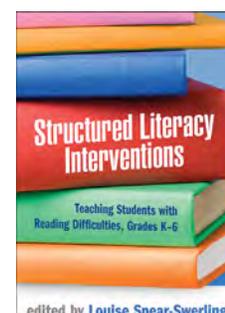
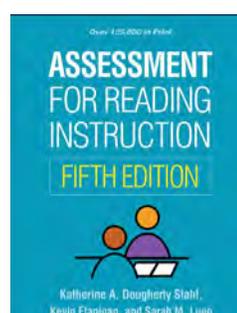
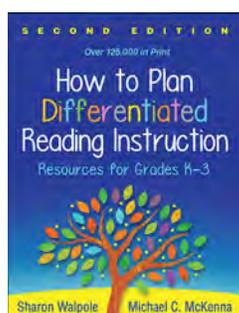
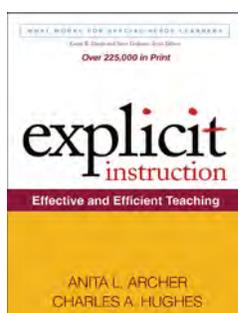
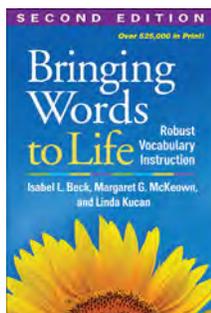
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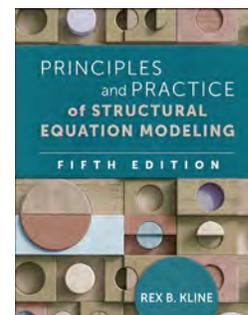
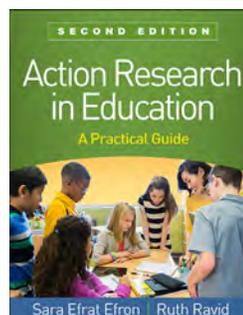
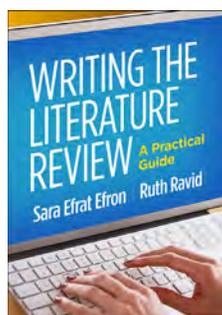
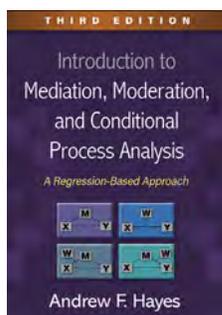
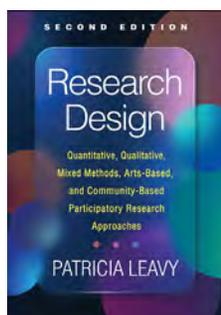
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3	Bringing Words to Life, Second Edition	Beck	
4	Structured Literacy Interventions	Spear-Swerling	Arabic
5	Differentiated Literacy Instruction in Grades 4 and 5, Second Edition	Walpole	
6	Structured Literacy Planner	Spear-Swerling	
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