

**SPRING 2024**

LONDON BOOK FAIR

F O R E I G N R I G H T S L I S T

# GUILFORD PRESS



# LONDON BOOK FAIR 12-14 MARCH 2024

Workstation 3E 208 • National Gallery, Level 1

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## DEAR FRIENDS,

Guilford Press is pleased to be returning to the London Book Fair this spring. Please contact us to schedule an appointment, or find us at our workstation in the National Gallery.

Our Spring 2024 Rights List features several new titles for the general reader, including *The Anxiety and Worry Workbook, Second Edition*, an update of the bestseller that has sold more than 175,000 copies. And, from the pioneering psychologist William R. Miller, we introduce *8 Ways to Hope*, a concise, transformative book on how to maintain hope through uncertain times.

We are also very pleased to present the long-anticipated second edition of Aaron Beck's seminal work, *Cognitive Therapy of Depression*. First published in 1979, this book established the field of Cognitive Therapy and remains the definitive guide to the practice. The second edition has been extensively updated to provide a completely modern view of depression, while still retaining the character of this historical classic.

If you would like more detailed information or reading copies, please contact us at any time.

KATHY KUEHL

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ANGELA WHALEN

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# GENERAL READER

“Dr. Miller is a trailblazer in psychology.”—Adam Grant, PhD, author of *Think Again*

# 8 WAYS TO HOPE

CHARTING A PATH  
THROUGH UNCERTAIN  
TIMES



William R. Miller, PhD

## 8 WAYS TO HOPE

### Charting a Path through Uncertain Times

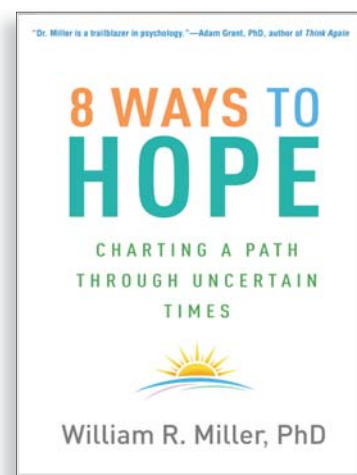
William R. Miller, PhD

- Humans have an innate capacity to believe in a positive outcome; this book shows us how to choose hope, even on our darkest days.
- Practical, compact, and engaging book shows us that hope is not a one-dimensional state of mind; it is multifaceted.
- This book explains the role that hope plays in our financial risks, “leaps of faith,” and life-and-death medical decisions.

#### CONTENTS

Preface

1. Finding Our Way in the Dark
2. Desire
3. Probability
4. Possibility
5. Optimism: High Hopes
6. Trust
7. Meaning and Purpose
8. Perseverance
9. Hope Beyond Hope
10. Choosing Hope



August 2024 | 218 pages | 6 x 9

**AUDIENCE** General readers interested in psychology and personal growth.

**William R. Miller, PhD**, is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico. He introduced motivational interviewing in a 1983 article and in the first edition of *Motivational Interviewing* (1991), coauthored with Stephen Rollnick. Dr. Miller’s research has focused particularly on the treatment and prevention of addictions and more broadly on the psychology of change. He is a recipient of two career achievement awards from the American Psychological Association, the international Jellinek Memorial Award, and an Innovators Award from the Robert Wood Johnson Foundation, among many other honors. His publications include 65 books and over 400 articles and chapters.

**second edition**

*Over 175,000 in print!*

the  
**anxiety**  
and **worry**  
workbook

**The Cognitive Behavioral  
Solution**

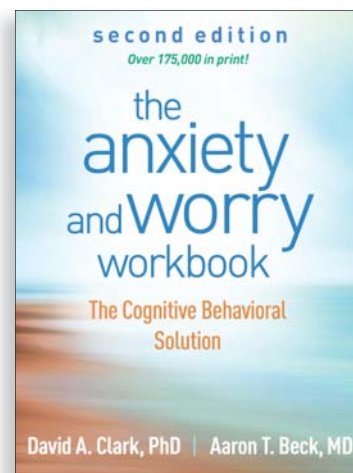
**David A. Clark, PhD | Aaron T. Beck, MD**

## ANXIETY AND WORRY WORKBOOK, SECOND EDITION

### The Cognitive Behavioral Solution

David A. Clark, PhD and Aaron T. Beck, MD

- New edition of the bestselling workbook that has sold more than 175,000 copies, now revised and updated with up-to-date evaluation exercises that help readers understand their own anxiety.
- A clearer book structure and progression, from fundamental information about anxiety to understanding and addressing your own anxiety to tackling specific disorders.
- Readers learn practical strategies grounded in Cognitive Behavior Therapy (CBT) for identifying anxiety triggers, challenging the thoughts and beliefs that lead to distress, safely facing feared situations, and truly loosening anxiety's grip—one step at a time.



April 2023 | 356 pages | 8 x 10.5

### CONTENTS

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1. A New Beginning                | 6. Transform Your Anxious Mind       |
| 2. Getting Started                | 7. Curb Anxious Behavior             |
| 3. When Anxiety Is Helpful        | 8. Take Control of Your Worried Mind |
| 4. When Anxiety Becomes a Problem | 9. Defeat the Fear of Panic          |
| 5. Living with Anxiety Symptoms   | 10. Conquer Social Anxiety Resources |

### RIGHTS SOLD

Chinese (Simplified),  
Japanese, Portuguese, Spanish

**AUDIENCE** Readers struggling with any type of anxiety problem; also of interest to mental health professionals for use with or recommendation to clients.

**David A. Clark, PhD**, Professor Emeritus in the Department of Psychology at the University of New Brunswick, Canada. Dr. Clark is a recipient of the Aaron T. Beck Award for Significant and Enduring Contributions to Cognitive Therapy.

**Aaron T. Beck, MD**, until his death in 2021, was Professor Emeritus of Psychiatry at the University of Pennsylvania and President Emeritus of the Beck Institute for Cognitive Behavior Therapy. Internationally recognized as the founder of cognitive therapy, Dr. Beck has been credited with shaping the face of American psychiatry and was cited by American Psychologist as “one of the five most influential psychotherapists of all time.”

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# BRIGHT KIDS WHO COULDN'T CARE LESS

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**How to Rekindle Your Child's Motivation**

---

Ellen Braaten, PhD

Foreword by Sheryl Sandberg





## BRIGHT KIDS WHO COULDN'T CARE LESS

### How to Rekindle Your Child's Motivation

Ellen Braaten, PhD

Foreword by Sheryl Sandberg

- Practical guide for parents to increase their kids' motivation, confidence, and competence during childhood and adolescence.
- Clearly laid out explanations of biological, emotional, cognitive, and social factors that explain why bright kids become unmotivated kids and teens.
- Concise and clear; helps parents understand all the factors they need to incorporate into a plan to boost their child's motivation.
- Authors are recognized internationally and give workshops and trainings abroad.

### CONTENTS

Introduction

#### I. Why Some Kids Couldn't Care Less

1. Why Doesn't My Bright Kid Seem to Care about Anything?
2. The Parenting APP for Motivating Kids: Aptitude, Pleasure, and Practice
3. Aptitude: What Are Your Child's Strengths?
4. Pleasure: What Does Your Child Enjoy?
5. Practice: What Does Your Child Persist At?

#### II. Knowing Your Child—and Yourself

6. Why Understanding Your Child's

Unique Qualities Is Important

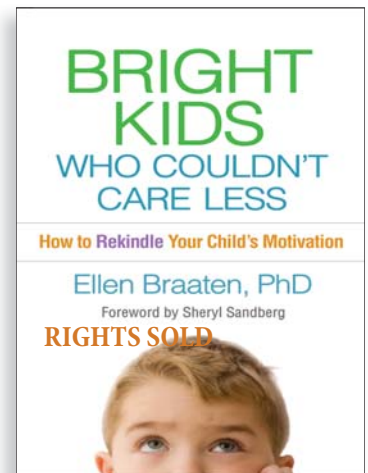
7. How Your Expectations Can Get in the Way
8. Adjusting Your Parenting Style to Fit the Child You Have

#### III. Keys to Helping Your Child Care More

9. Set Goals That You Can Both Get Behind
10. Stay Flexible to Keep Your Child Motivated

#### IV. When You Need Extra Help

11. When to Worry and What to Do



March 2023 | 244 pages | 6 x 9

**RIGHTS SOLD**

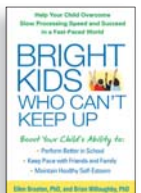
Chinese (Simplified),  
Dutch, Italian, Romanian

### OF RELATED INTEREST

#### Bright Kids Who Can't Keep Up

Ellen Braaten, PhD  
Brian Willoughby, PhD

Crucial resource for parents helping kids (ages 5 to 18) catch up in the key area of cognitive functioning development called “processing speed,”



**AUDIENCE** Parents of 8- to 18-year-olds; also of interest to educators and mental health professionals.

**Ellen Braaten, PhD**, is Executive Director of the Learning and Emotional Assessment Program at Massachusetts General Hospital (MGH), Associate Professor of Psychology at Harvard Medical School (HMS), and Visiting Professor at Charles University in Prague, Czech Republic. Dr. Braaten is widely recognized for her expertise in pediatric neuropsychological and psychological assessment, particularly in the areas of assessing learning disabilities and attentional disorders.

*The*  
Complete  
Family Guide  
*to* Dementia

EVERYTHING YOU NEED TO  
KNOW TO HELP YOUR PARENT  
AND YOURSELF

Thomas F. Harrison  
Brent P. Forester, MD

## THE COMPLETE FAMILY GUIDE TO DEMENTIA

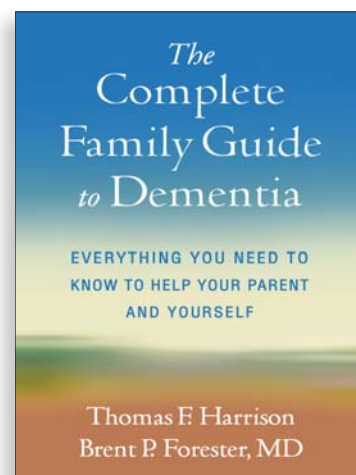
Everything You Need to Know to Help Your Parent and Yourself

Thomas F. Harrison and Brent P. Forester, MD

- Guide for caregivers; this book provides vital information on the unique challenges presented by dementia.
- Explains the basics of dementia and offers effective strategies for coping with the medical, emotional, and financial toll.
- Helps readers navigate changing family roles, communicate better with elders with dementia, keep them safe, and manage difficult behaviors.

### CONTENTS

<b>I. Understanding Your Parent's Dementia</b>	12. How to Communicate with a Parent
1. What Is Dementia?	13. Your Parent's Finances
2. How Can I Know If My Parent Has It?	14. When Is It Okay to Lie?
3. What Causes Memory Loss?	15. Keeping Your Parent Safe at Home
4. How the Problem Typically Progresses	16. When Your Parent Lives at Home
5. Can Dementia Be Treated?	17. How to Take Away the Car Keys
<b>II. Understanding Your New Relationship</b>	18. What Causes Problem Behaviors
6. Why Dementia Is Hard	19. How to Reduce Problem Behaviors
7. Biggest Mistake Family Members Make	20. How to Handle Problem Behaviors
8. Your New Relationship	21. Responding to Family Members
9. Your Other Parent	<b>IV. The Later Stages</b>
10. Taking Care of Yourself	22. Moving Your Parent to a Care Facility
<b>III. Caring Smarter, Not Harder</b>	23. How to Choose a Care Facility
11. What It Means to Care Smarter	26. Dealing with the End of Life



August 2022 | 243 pages | 6 x 9

### RIGHTS SOLD

Dutch, Italian, Korean, Romanian, Russian

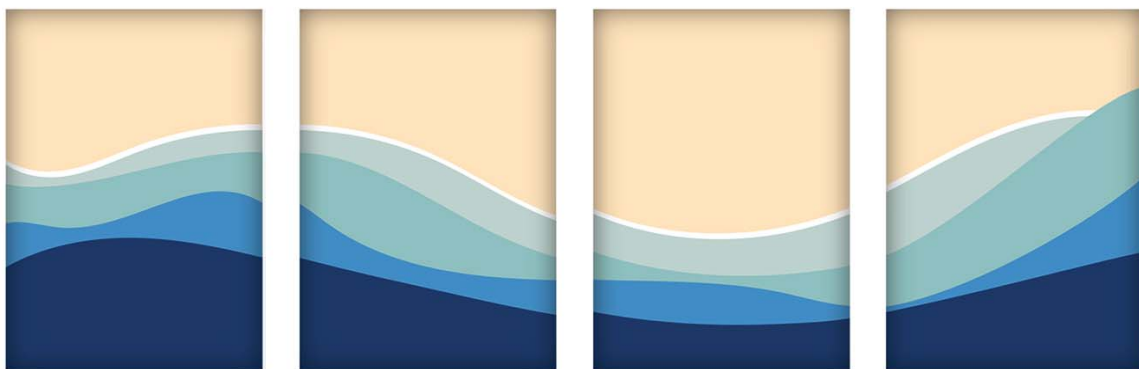
**AUDIENCE** Anyone in a caregiving role to a parent or other loved one with dementia; also of interest to health care professionals.

**Thomas F. Harrison** is a professional writer and the former editor of a leading national periodical for attorneys. Based in Massachusetts, he is the coauthor of *The Complete Family Guide to Dementia* and *The Complete Family Guide to Addiction*.

**Brent P. Forester, MD**, is Chief of Geriatric Psychiatry at McLean Hospital in Belmont, Massachusetts, and Associate Professor of Psychiatry at Harvard Medical School. He is also Senior Medical Director for Population Health Management at Mass General Brigham, where he leads a system-wide dementia-care program. Dr. Forester's award-winning research focuses on developing and testing effective treatments for dementia and mood disorders in older adults.

# Getting Unstuck from PTSD

USING COGNITIVE PROCESSING THERAPY  
TO GUIDE YOUR RECOVERY



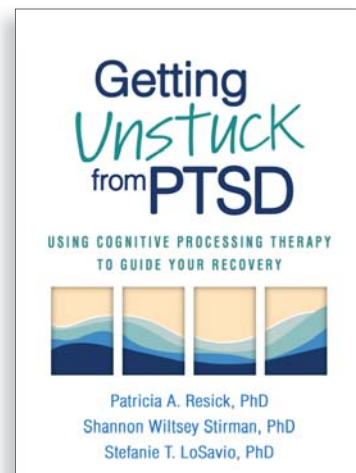
Patricia A. Resick, PhD  
Shannon Wiltsey Stirman, PhD  
Stefanie T. LoSavio, PhD

## GETTING UNSTUCK FROM PTSD

Using Cognitive Processing Therapy to Guide Your Recovery

Patricia A. Resick, PhD; Shannon Wiltsey Stirman, PhD; and Stefanie T. LoSavio, PhD

- Workbook based on the work of Aaron Beck and the highly successful manual for treating PTSD by Patricia Resick, Candice M. Monson, and Kathleen M. Chard.
- Cognitive Processing Therapy (CPT) is recognized as one of the best practices for the treatment of PTSD.
- For adults who have been traumatized; this workbook uses simple and straightforward language and tasks that can be completed within a few weeks or up to several months.
- Readers learn how PTSD works and why it keeps them stuck in long-held beliefs about themselves, and are taken on a step-by-step journey to identify a “worst” trauma that will unravel the web of unhelpful thoughts, behaviors, and emotions.



April 2023 | 308 pages | 8 x 10.5

### CONTENTS

#### I. Introduction: How People Get Stuck in PTSD and How to Get Unstuck

1. Overview of This Book
2. How PTSD Keeps You Stuck
3. Making a Plan to

#### II. Identifying Where You Are Stuck

4. Introduction to Recovery
5. Building a Stuck Point Log
6. Identifying Thoughts and Feelings

#### III. Getting Unstuck from Beliefs

7. Beginning to Examine
8. The Exploring Questions Worksheet

#### 9. Introducing Thinking Patterns

#### 10. Worksheet to Balance Your Thinking

#### IV. Getting Unstuck from Trauma-Related Beliefs about the Present and Future

11. Safety
12. Trust
13. Power and Control
14. Esteem
15. Intimacy

#### V. Moving Forward

16. Finishing CPT
17. Conclusion Appendix Resources

### RIGHTS SOLD

Dutch, Japanese, Portuguese, Russian

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

**Patricia A. Resick, PhD, ABPP** began developing and testing cognitive processing therapy (CPT) in 1988 and is considered a first-line therapy for PTSD in the United States and several other countries; the CPT treatment manual has been translated into 12 languages. Dr. Resick has served as president of the International Society for Traumatic Stress Studies (ISTSS).

**Shannon Wiltsey Stirman, PhD**, is Associate Professor in the Department of Psychiatry and Behavioral Sciences at Stanford University.

**Stefanie T. LoSavio, PhD, ABPP**, is Assistant Professor in the Department of Psychiatry and Behavioral Sciences at the University of Texas Health Science Center

# Has Your Child Been Traumatized?



HOW TO KNOW  
AND WHAT TO DO TO  
PROMOTE HEALING  
AND RECOVERY

Dr. Melissa Goldberg Mintz

## HAS YOUR CHILD BEEN TRAUMATIZED

How to Know and What to Do to Promote Healing and Recovery

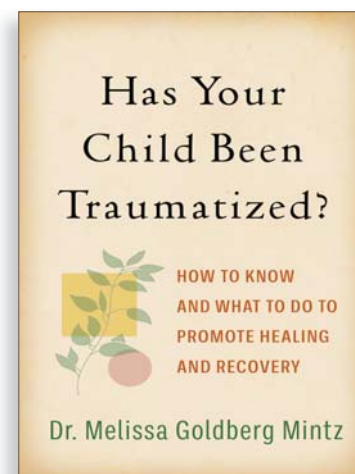
Melissa Goldberg Mintz, PsyD

Foreword by Jon G. Allen

- Practical guide for parents promoting recovery at home, as well as advice for when to seek professional help.
- Clear, concise explanations distinguishing PTSD from the more temporary acute stress response.
- Focus on the stability and safety of strong, warm parenting as a key to healing.
- Skills and strategies for specific problems encountered on the path to recovery, as well as insight into what trauma looks like at different ages and for different individuals.

“In this era of exposure to violence of all types, this book represents a critical step forward in equipping parents to recognize the signs and symptoms of trauma. It also guides parents to develop a step-by-step approach for helping their child recover. A welcome, important contribution for parents worldwide.”

—Terence M. Keane, PhD, Boston University School of Medicine



August 2022 | 222 pages | 6 x 9

RIGHTS SOLD

Arabic, Dutch, German, Greek, Polish

### CONTENTS

Introduction

#### I. Understanding Trauma

1. What Is Trauma?
2. Has Your Child Been Traumatized?
3. You Are the Key to Helping Your Child

#### II. Knowing What to Expect

4. Understanding Changes in Your Child's Behavior
5. Recognizing and Responding to Trauma Triggers

#### III. Responding to Behavioral Changes

6. What to Do When Your Child Becomes More Emotional and Less Mature
  7. Minor Misbehavior
  8. Handling Withdrawal and Avoidance
  9. Dealing with Major Misbehavior
  10. Responding to Self-Harm and Impulsive Behaviors
- #### IV. Parenting Plus
11. Seeking Professional Help
  12. Looking Ahead Resources

**AUDIENCE** Parents of preschoolers through teens; also of interest to mental health professionals for recommendation to clients.

**Melissa Goldberg Mintz, PsyD**, is a clinical psychologist in private practice in Houston, Texas, and Clinical Assistant Professor at Baylor College of Medicine. Dr. Goldberg Mintz is passionate about providing evidence-based care to children, adolescents, and adults who have experienced trauma.

“What is true listening and why, the author asks, has it become a near-rarity in modern life? Humor, true life examples, and simple exercises make this a practical and even entertaining self-help guide.”—*Publishers Weekly*

*Over 150,000 in Print!*



# THE LOST ART OF LISTENING

**THIRD EDITION**

How Learning to  
Listen Can Improve  
Relationships

Michael P. Nichols, PhD  
Martha B. Straus, PhD

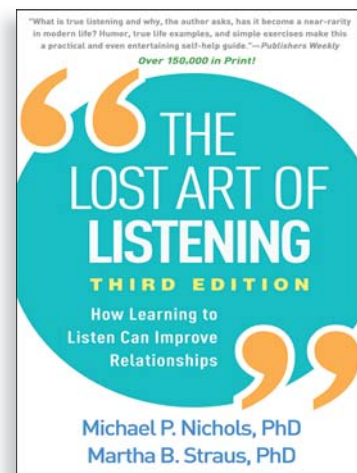


## LOST ART OF LISTENING, THIRD EDITION

### How Learning to Listen Can Improve Relationships

Michael P. Nichols, PhD and Martha B. Straus, PhD

- Best seller with over 150,000 copies in print, now revised and updated for the digital age.
- Shows techniques for using listening to resolve conflicts and transform personal and professional relationships.
- Analyzes how any conversation can go off the rails and provides essential skills for building mutual understanding.
- New edition reflects the huge impact of technology and social media on relationships, and gives advice for talking to loved ones across social and political divides.



March 2021 | 370 pages | 6 x 9

### CONTENTS

- Introduction
- I. The Yearning to Be Understood
- II. The Real Reasons People Don't Listen
- III. Getting Through to Each Other
- IV. Listening in Context
- Epilogue

### RIGHTS SOLD

Arabic, Chinese (Simplified),  
 Estonian, Greek, Vietnamese

**AUDIENCE** All readers interested in improving their personal and professional relationships by building stronger listening and communication skills.

**Michael P. Nichols, PhD**, has been practicing and teaching family therapy since the 1970s. He is Professor of Psychology at the College of William and Mary. Dr. Nichols is the author of numerous books for general readers, professionals, and students.

**Martha B. Straus, PhD**, is Professor in the Department of Clinical Psychology at Antioch University New England in Keene, New Hampshire. Dr. Straus consults and trains internationally. The author of books including *Treating Trauma in Adolescents*, she maintains a small private practice in Vermont.

S E C O N D E D I T I O N

*Over 175,000 in Print*

# TAKING CHARGE of Adult ADHD

**Proven Strategies  
to Succeed at Work,  
at Home, and in  
Relationships**

*Author of the bestselling **Taking Charge of ADHD***

**RUSSELL A. BARKLEY, PhD**

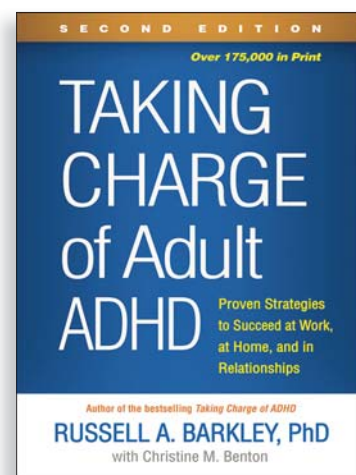
with Christine M. Benton

## TAKING CHARGE OF ADULT ADHD, SECOND EDITION

Proven Strategies to Succeed at Work, at Home, and in Relationships

Russell A. Barkley, PhD and Christine M. Benton

- From the preeminent expert on ADHD, this book looks at how ADHD manifests in adults, how to get an accurate evaluation, and how suffers can manage their symptoms.
- Authoritative guide; updated and thoroughly revised with the latest resources and medication facts.
- Practical guide that provides exercises and clear answers to common questions about medications and other treatments, such as mindfulness, emotional self-control, and maintaining a healthy lifestyle.
- Includes step-by-step strategies for overcoming challenges in specific areas, such as relationships, parenting, work, and money management.



Nov 2021 | 294 pages | 7 x 10

### CONTENTS

Introduction

Step One. To Get Started, Get Evaluated

Step Two. Change Your Mindset: Know and Own Your ADHD

Step Three. Change Your Brain: Medications for Mastering ADHD

Step Four. Change Your Life: Everyday Rules for Success

Step Five. Change Your Situation: Mastering ADHD in Specific Areas of Your Life

### RIGHTS SOLD

Chinese (Simplified),  
German, Korean,  
Portuguese, Russian

**AUDIENCE** Adults who have ADHD or are considering an evaluation; also of interest to mental health professionals.

**Russell A. Barkley, PhD, ABPP, ABCN**, is the author of numerous bestselling books for both professionals and the public, including *Taking Charge of ADHD* and *Your Defiant Child*. He has also published six assessment scales and more than 300 scientific articles and book chapters on attention-deficit/hyperactivity disorder, executive functioning, and childhood defiance. A frequent conference presenter and speaker who is widely cited in the national media, Dr. Barkley is past president of the Section on Clinical Child Psychology (the former Division 12) of the American Psychological Association (APA), and of the International Society for Research in Child and Adolescent Psychopathology. He is a recipient of awards from the American Academy of Pediatrics and the APA, among other honors. His website is [www.russellbarkley.org](http://www.russellbarkley.org).

**Christine M. Benton** is a Chicago-based writer and editor.



# PROFESSIONAL PSYCHOLOGY

**S E C O N D   E D I T I O N**

# **Cognitive Processing Therapy** for PTSD

**A Comprehensive Therapist Manual**

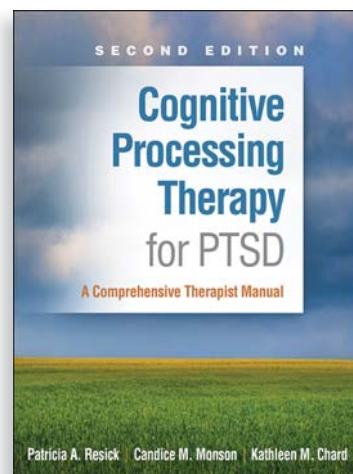
**Patricia A. Resick | Candice M. Monson | Kathleen M. Chard**

## COGNITIVE PROCESSING THERAPY FOR PTSD, SECOND EDITION

### A Comprehensive Therapist Manual

Patricia A. Resick, PhD; Candice M. Monson, PhD; and Kathleen M. Chard, PhD

- Cognitive Processing Therapy, a CBT-based psychotherapy, is recognized as a gold standard treatment for PTSD and other trauma-related psychological problems.
- CPT is endorsed as a best practice for the treatment of PTSD by the International Society of Traumatic Stress Studies, the U.K. National Institute for Health and Care Excellence (NICE), and the U.S. Departments of Veterans Affairs and Defense
- This edition has been updated to boost the book's utility and accessibility, including discussions of telehealth delivery, and other new "forms" or modes of treatment.



April 2024 | 328 pages | 8 x 10.5

### CONTENTS

Preface

#### I. Background on PTSD and CPT

1. The Origins of Cognitive Processing Therapy
2. Research on CPT
3. Pretreatment Assessment
4. Cognitive Case Conceptualization
5. Preparing to Deliver CPT

#### II. CPT Manual

Session 1 – Session 12

#### III. Alternatives in Delivery and Special Considerations

18. Variations in CPT
  19. Group CPT
  20. Individual Variation in Client Presentations
- Appendix A: Materials for Therapists  
Appendix B: Simplified Worksheets

RIGHTS SOLD

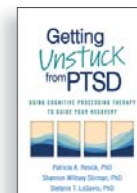
German

#### OF RELATED INTEREST

#### Getting Unstuck from PTSD

Patricia A. Resick  
Shannon Wiltsey Stirman  
Stefanie T. LoSavio

Self-help workbook for patients, based on cognitive processing therapy (CPT)



**AUDIENCE** Clinical psychologists, psychiatrists, clinical social workers, counselors, and psychiatric nurses; graduate students and residents.

**Patricia A. Resick, PhD, ABPP**, is Professor Emeritus of Psychiatry and Behavioral Sciences at Duke University School of Medicine. She developed cognitive processing therapy (CPT) in 1988 at the University of Missouri–St. Louis, where she founded the Center for Trauma Recovery and was an Endowed Professor.

**Candice M. Monson, PhD**, is Professor of Psychology at Toronto Metropolitan University in Toronto, Ontario, Canada. A Fellow of the American and Canadian Psychological Associations and the Royal Society of Canada, she is a recipient of the Traumatic Stress Psychologist of the Year Award.

**Kathleen M. Chard, PhD**, is Associate Chief of Staff for Research at the Cincinnati Veterans Affairs (VA) Medical Center and Professor of Psychiatry and Behavioral Neuroscience at the University of Cincinnati. She oversees the dissemination of cognitive processing therapy (CPT) to VA clinicians across the United States.

*Over 100,000 in Print*

# Cognitive Therapy of Depression

**second edition**

**Aaron T. Beck**

**A. John Rush**

**Brian F. Shaw**

**Gary Emery**

**Robert J. DeRubeis**

**Steven D. Hollon**

*Foreword by David M. Clark*

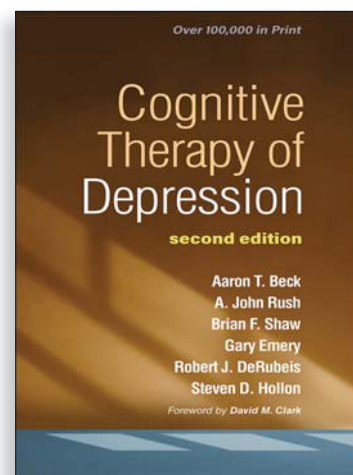


## COGNITIVE THERAPY OF DEPRESSION, SECOND EDITION

Aaron T. Beck, MD; A. John Rush, MD; Brian F. Shaw, PhD; Gary Emery, PhD;  
Robert J. DeRubeis, PhD; and Steven D. Hollon, PhD

**Internationally recognized as the founder of cognitive therapy, Aaron Beck is cited as “one of the five most influential psychotherapists of all time.”**

- First published in 1979, this is the seminal work of the field of Cognitive Therapy and the definitive guide to the practice.
- A thorough revision with 85% new material; provides a completely modern view of depression that still retains the character of this historical classic.
- The authoritative presentation of the front-line treatment for clinical depression, and definitive explication of the underlying theory.
- Novices to clinical psychology, new entries to the field of psychotherapy, seasoned practitioners, and researchers studying depression and other psychological problems will find the book relevant, useful, and thought-provoking.
- New to this edition: reflects the maturation of CT for treating more complicated presentations, brings therapists up to date on schema-focused approaches, and gives greater attention to the therapeutic relationship and to longer-term treatment.



June 2024 | 408 pages | 6 x 9

**RIGHTS SOLD** French, German, Hungarian, Italian, Japanese,  
for the previous edition Korean, Portuguese, Russian, Spanish

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

**Aaron T. Beck, MD**, until his death in 2021, was Professor Emeritus of Psychiatry at the University of Pennsylvania and President Emeritus of the Beck Institute for Cognitive Behavior Therapy.

**A. John Rush, MD, ABPN**, is Professor Emeritus at Duke–National University of Singapore and Adjunct Professor of Psychiatry and Behavioral Sciences at Duke University.

**Brian F. Shaw, PhD**, is CEO of Continicare Corporation, a digital therapeutics company that provides mental health assessments and cognitive-behavioral therapy interventions.

**Gary Emery, PhD**, is a clinical psychologist with over 50 years in professional practice.

**Robert J. DeRubeis, PhD**, is Professor of Psychology at the University of Pennsylvania, where he has served as Director of Clinical Training, Department Chair, and Associate Dean.

**Steven D. Hollon, PhD**, is the Gertrude Conaway Vanderbilt Professor of Psychology at Vanderbilt University.

From the author of the bestselling  
*Seeking Safety*

# *Creating* CHANGE

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*A Past-Focused  
Treatment for  
Trauma and  
Addiction*

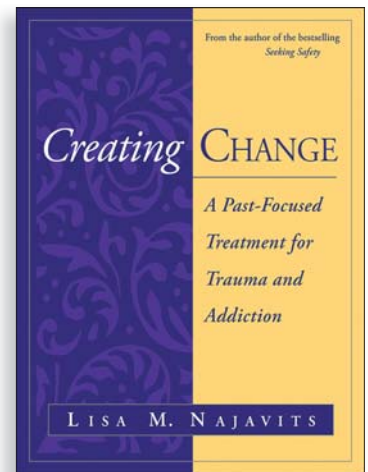
L I S A M . N A J A V I T S

## CREATING CHANGE

### A Past-Focused Treatment for Trauma and Addiction

Lisa M. Najavits, PhD

- This practical, flexible, evidence-based manual presents models for working with clients who have co-occurring PTSD (or trauma-related problems) and substance use disorders.
- A follow-up to the authors' previous book, *Seeking Safety*, which has sold over 175,000 copies, *Creating Change* guides clients towards the second step of understanding trauma and addiction.
- Topics include Relationship Patterns, Break the Silence, Deepen Your Story, Balance Dark and Light, Emotions and Healing, and Influences: Family, Community, Culture.
- *Creating Change* can be implemented with any other treatment, including the author's present-focused model, *Seeking Safety*.



June 2024 | 399 pages | 8.5 x 11

## CONTENTS

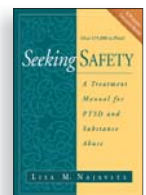
- |                                       |   |
|---------------------------------------|---|
| 1. Overview of Creating Change        | stand   |
| 2. The Larger Context                 | -Listen to Your Body                                      |
| 3. How to Conduct Creating Change     | -Memory   |
| 4. The Counselor                      | -Growth   |
| Treatment Topics ( <i>abridged</i> ): | Appendix A. Key Terms                                     |
| -Trust versus Doubt                   | Appendix B. Comparison of All Models Studied for PTSD/SUD |
| -Honor Your Survival                  | Appendix C. Comparison of Models by the Author            |
| -Relationship Patterns                |   |
| -Why Addiction?                       |   |
| -Respect Your Defenses                |   |
| -Family, Community, Culture           |   |
| -What You Want People to Under-       |   |

### ALSO BY LISA NAJAVITS

#### Seeking Safety

A Treatment Manual for PTSD and Substance Abuse

MORE THAN  
175,000  
IN PRINT!



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

**Lisa M. Najavits, PhD**, is Adjunct Professor at T.H. Chan School of Medicine, UMass Chan Medical School, and Director of Treatment Innovations. She was on the faculty of Harvard Medical School/McLean Hospital for 25 years and Boston University School of Medicine/VA Boston for 12 years. She is a recipient of the Young Professional Award from the International Society for Traumatic Stress Studies, the Early Career Contribution Award from the Society for Psychotherapy Research, the Emerging Leadership Award from the Committee on Women in Psychology of the American Psychological Association, the Betty Ford Award from the Association for Multidisciplinary Education and Research in Substance Use and Addiction, and the Distinguished Alumna Award from Barnard College.

THIRD EDITION

# DIAGNOSIS

## *Made Easier*

PRINCIPLES AND TECHNIQUES  
FOR MENTAL HEALTH CLINICIANS



JAMES MORRISON

## DIAGNOSIS MADE EASIER, THIRD EDITION

Principles and Techniques for Mental Health Clinicians

Edited by Josef I. Ruzek, Matthew M. Yalch, and Kristine M. Burkman

- Revised and updated for DSM-5-TR.
- Essential and practical book that presents a way of thinking about diagnostic problems, focusing on the essential characteristics of mental disorder and the art and science of diagnosis.
- Looks at the process of diagnosis and how background data that can affect patients' diagnoses, and provides examples for how to apply methods and data to various disorders.
- Part I focuses on the process of diagnosis. Part II explores the social and other background data clinicians need to understand each patient's mental health diagnosis. Part III applies the data and methods from the first two parts to various clinical disorders.

### CONTENTS

#### I. The Basics of Diagnosis

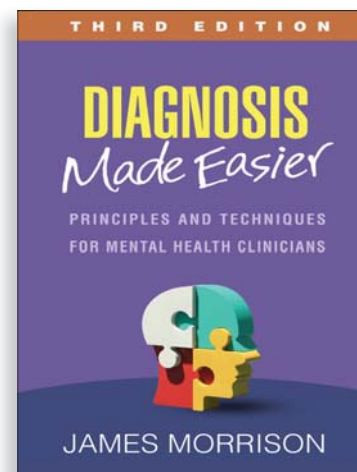
1. The Road to Diagnosis
2. Getting Started with the Roadmap
3. The Diagnostic Method
4. Putting It Together
5. Coping with Uncertainty
6. Multiple Diagnoses
7. Checking Up

#### II. The Building Blocks of Diagnosis

8. Understanding the Whole Patient
9. Physical Illness and Mental Diagnosis
10. Diagnosis and the Mental Status Examination

#### III. Applying the Diagnostic Techniques

11. Diagnosing Depression and Mania
12. Diagnosing Anxiety, Fear, Obsessions, and Worry
13. Diagnosing Psychosis
14. Diagnosing Problems of Memory and Thinking
15. Diagnosing Substance Use and Other Addictions
16. Diagnosing Eating and Sleeping Disorders
17. Diagnosing Personality and Relationship Problems
18. Beyond Diagnosis
19. Patients, Patients



Dec 2023 | 348 pages | 6 x 9

RIGHTS SOLD

Korean

**AUDIENCE** Psychiatrists, clinical psychologists, clinical social workers, psychiatric nurses, and counselors working with adults; graduate students and residents.

**James Morrison, MD**, is Affiliate Professor of Psychiatry at Oregon Health & Science University in Portland. His long career includes extensive experience in both the private and public sectors. With his acclaimed practical books—including DSM-5-TR Made Easy; Diagnosis Made Easier, Third Edition; The First Interview, Fourth Edition; and others—Dr. Morrison has guided hundreds of thousands of mental health professionals and students through the complexities of clinical evaluation and diagnosis.

SECOND EDITION

# DOING CBT

**A Comprehensive Guide  
to Working with Behaviors,  
Thoughts, and Emotions**

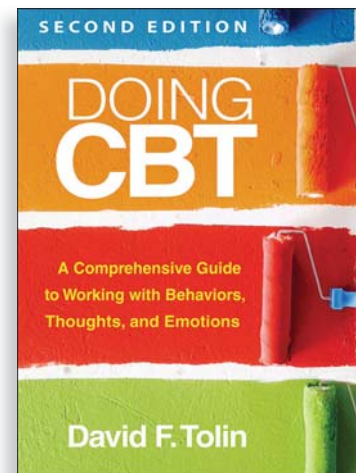
**David F. Tolin**

## DOING CBT, SECOND EDITION

### A Comprehensive Guide to Working with Behaviors, Thoughts, and Emotions

David F. Tolin, PhD

- An ideal introduction to cognitive-behavioral therapy (CBT) for graduate students and practitioners.
- This edition is current with movements in the field such as “personalization” of treatment, diversity, and inclusion.
- The 2nd edition includes a new kind of box called “CBT Spotlight,” in which the author describes variants of CBT that readers will likely have heard about, such as DBT, MBCT, and ACT.
- Throughout the book are illustrative examples of clinical dialogues, with the author’s commentary on what is going on.



### CONTENTS

1. Laying Out the Basics sample

#### I. Why Do People Suffer?

2. The Behavioral System and How It Can Go Wrong

3. The Cognitive System and How It Can Go Wrong

4. The Emotional System and How It Can Go Wrong

5. Creating Solid Case Conceptualizations

#### II. How Do We Help?

6. Therapy Assessment and Case Formulation

7. CBT Finesse

8. Situation Selection and Stimulus Control

9. Contingency Management in Therapy

10. Direct Behavioral Prescriptions and Graded Task Assignment

11. Exposure

12. Behavioral Skill Training

13. What’s the Client Thinking?

14. Restructuring Thoughts

15. Leaving Thoughts Alone

16. Going Deeper with Intermediate and Core Beliefs

17. Modulating Emotion

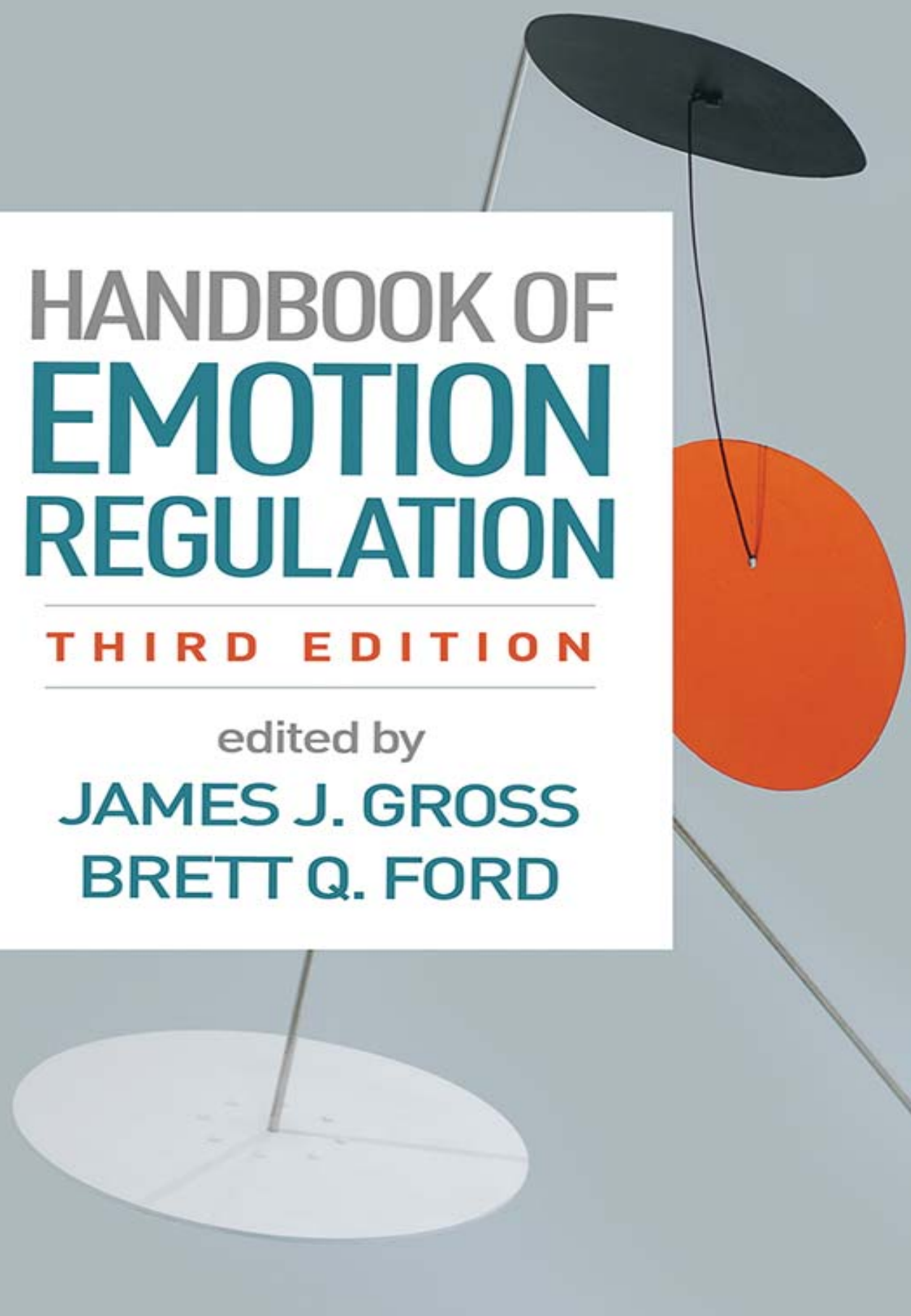
18. Distress Tolerance

#### III. Putting It All Together

Feb 2024 | 659 pages | 7 x 10

**AUDIENCE** Graduate students and clinicians in psychology, social work, counseling, psychiatry, and psychiatric nursing.

**David F. Tolin, PhD, ABPP**, is founder and director of the Anxiety Disorders Center at The Institute of Living–Hartford Hospital and Adjunct Professor of Psychiatry at Yale University School of Medicine. He is a past president of the Association for Behavioral and Cognitive Therapies, a past president of the Society of Clinical Psychology (Division 12) of the American Psychological Association, and a recipient of awards for Distinguished Contribution to the Science of Psychology, Distinguished Contribution to the Practice of Psychology, and Distinguished Lifetime Contribution to Psychology from the Connecticut Psychological Association.



HANDBOOK OF  
**EMOTION  
REGULATION**

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**THIRD EDITION**

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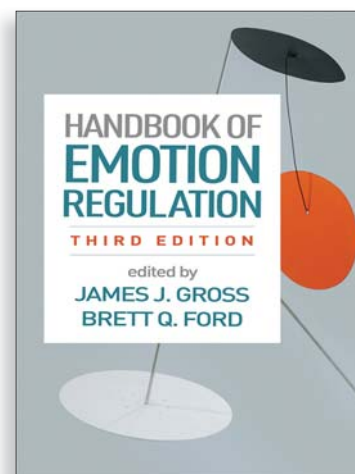
edited by  
**JAMES J. GROSS  
BRETT Q. FORD**



## HANDBOOK OF EMOTION REGULATION, THIRD EDITION

Edited by James J. Gross, PhD and Brett Q. Ford, PhD

- This revised and expanded edition of this practical Handbook has all new chapters.
- The goal of this edition is to provide an authoritative and current account of findings in this field to encourage cumulative science by drawing together the latest knowledge on the subjects and facilitate cross-disciplinary dialogue of our emotions.
- Also for educators, managers, and healthcare professionals who face emotion regulation challenges.
- The author presents at conferences overseas.



Feb 2024 | 606 pages | 7 x 10

### CONTENTS

- |  |   |
|--|---|
| I. Foundations                             | ations                                      |
| II. Biological Bases                       | IX. Psychopathology: Specific Disorders     |
| III. Cognitive Approaches                  | X. Interventions: Clinical Settings         |
| IV. Developmental Considerations           | XI. Interventions: Outside the Clinic       |
| V. Social Aspects: Interpersonal           | XII. Physical Health Implications           |
| VI. Social Aspects: Groups and Collectives | XIII. Specific Emotion Regulation Processes |
| VII. Individual Differences                | XIV. Emotion Regulation across Disciplines  |
| VIII. Psychopathology: General Consider-   |   |

**AUDIENCE** Researchers in social, personality, and developmental psychology; affective scientists; researchers and practitioners in clinical and health psychology and behavioral medicine.

**James J. Gross, PhD**, is the Ernest R. Hilgard Professor of Psychology at Stanford University, where he directs the Stanford Psychophysiology Laboratory. The author of over 600 publications, which have been cited more than 200,000 times, Dr. Gross was founding president of the Society for Affective Science (SAS).

**Brett Q. Ford, PhD**, is Associate Professor of Psychology at the University of Toronto, Canada, where she directs the Affective Science and Health Laboratory. Dr. Ford's research examines emotion regulation, considering both the benefits and the costs of striving to feel good. She has published more than 60 journal articles and book chapters, and has presented her work to international audiences around the world.

# Holistic Neurorehabilitation

Interventions to Support Functional Skills  
after Acquired Brain Injury

A photograph of a stone arch bridge spanning a pond. The bridge is covered in ivy and surrounded by trees with vibrant autumn foliage in shades of yellow, orange, and green. The water in the pond reflects the bridge and the surrounding trees. The sky is overcast.

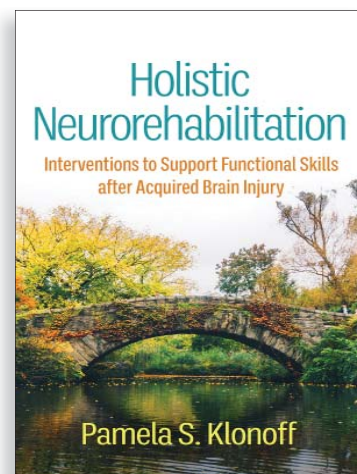
Pamela S. Klonoff

## HOLISTIC NEUROREHABILITATION

### Interventions to Support Functional Skills after Acquired Brain Injury

Pamela S. Klonoff, PhD, ABPP-CN

- Presents a broad range of therapeutic interventions for patients with acquired brain injuries.
- Based on the author’s model, holistic milieu neurorehabilitation, this book provides multimodal techniques for helping patients to identify and achieve meaningful functional goals in the home and community.
- Interventions target the full range of functioning —cognition, emotion, communication, psychosocial, and physical—and focus on transfer of skills to enhance everyday life.
- The book also covers family support and psychoeducation as well as how to implement the program.



Jan 2024 | 450 pages | 8 x 10.5

#### CONTENTS *(Highlighted Chapters)*

##### **I. Introduction to Neurorehabilitation**

1. The Evolution of Fundamental Concepts of Post-Acute Neurorehabilitation: Historical and Current Considerations

##### **II. Clinical Approaches and Techniques**

3. Techniques to Address Cognitive Skills, with Heather Caples

##### **III. Transfer of Skills**

7. Transfer of Skills to the Home, Community, and Work

8. Post-Acute Neurorehabilitation for Socialization, Quality of Life, and School Re-Entry

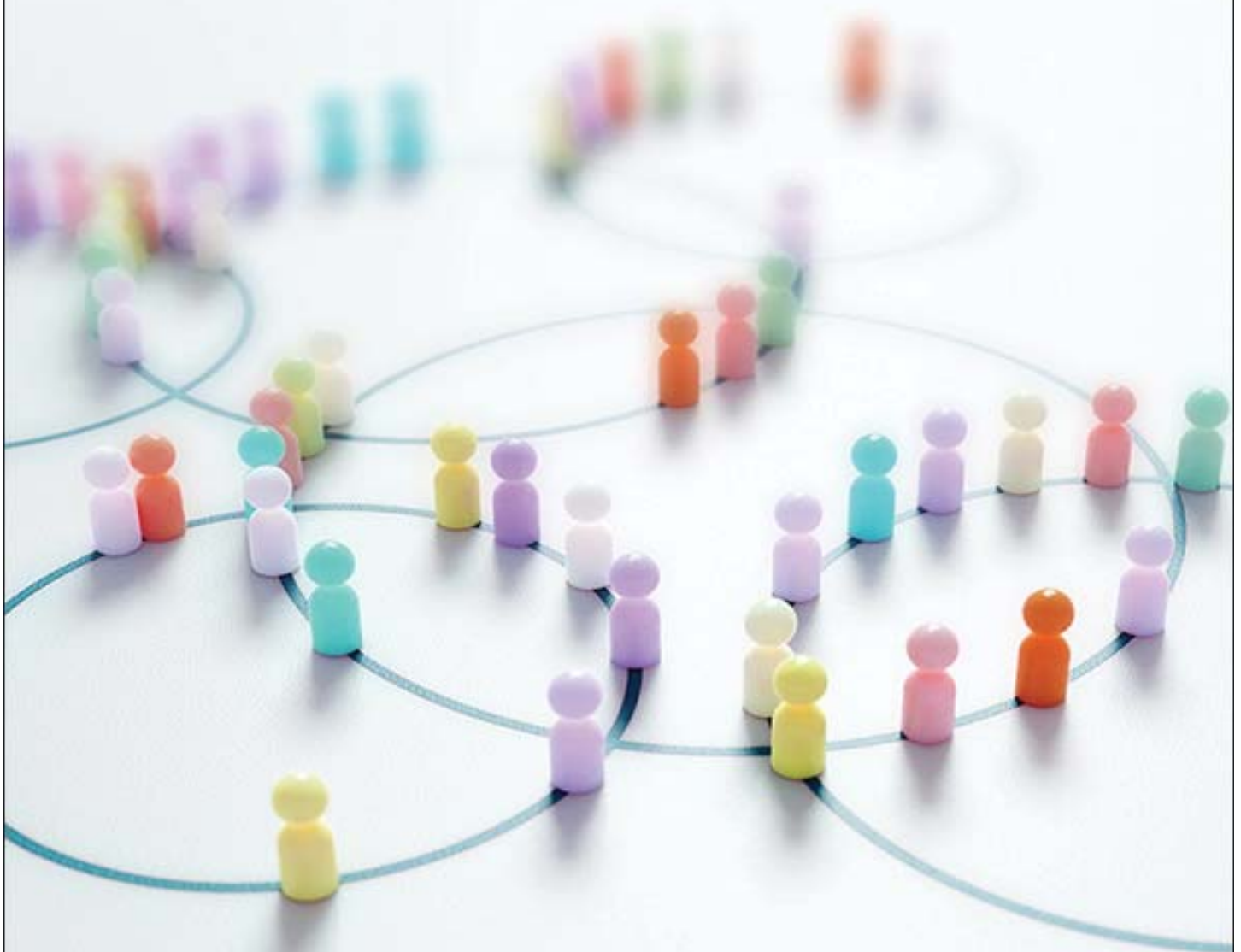
9. Holistic Interventions for Families and Tiers of Support and Aftercare

**AUDIENCE** Neuropsychologists, clinical and rehabilitation psychologists, social workers, speech–language pathologists, occupational therapists, psychiatrists, gerontologists, and nurses.

**Pamela S. Klonoff, PhD, ABPP-CN**, is a faculty neuropsychologist and Clinical Director of the Center for Transitional Neurorehabilitation, Barrow Neurological Institute of St. Joseph’s Hospital and Medical Center, Phoenix, Arizona.

Introduction to  
**Social Cognition**

**The Essential Questions and Ideas**



**Gordon B. Moskowitz**

## INTRODUCTION TO SOCIAL COGNITION

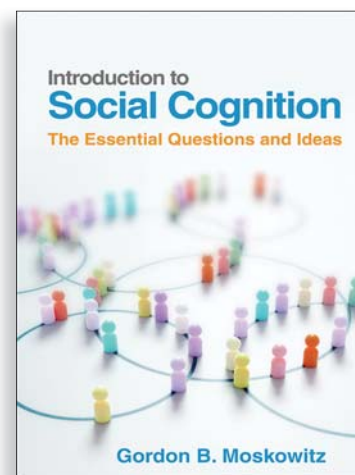
### The Essential Questions and Ideas

Gordon B. Moskowitz, PhD

- This book introduces a broad overview of the field of social cognition.
- Introduces the major questions of the discipline, the methods used to explore the questions, and theories that detail how knowledge is produced.
- Replete of the core concepts and processes pertaining to how people come to know themselves and understand the behavior of others.
- This book is intended for newcomers to this discipline, rather than prior writing of this topic which was intended for advanced readers.

“Moskowitz has done a masterful job of distilling the most important topics in social cognition research into clear questions and propositions. The organization of the book is sensible and inviting to the novice, providing an approachable framework for thinking about social cognition.”

—Jeffrey W. Sherman, PhD, University of California, Davis



May 2024 | 564 pages | 7 x 10

### CONTENTS

- |  |   |
|--|---|
| 1. Thinking Is for Action (Purposeful), So We Make Meaning from Chaos  | Intuitive Scientists  |
| 2. We Create Internal Mental Representations of External Reality       | 8. Biases Are Common and Arise from Normal Cognitive Processes                    |
| 3. Self-Report Is Unreliable Because Cognition Is Often Automatic      | 9. Biases Are Common and Are Often Motivational in Nature                         |
| 4. We Can Know What People Think Even When They Don't Know             | 10. Beyond the Information Given: Responding Guided by Priming                    |
| 5. First Impressions Are “Sticky” and Difficult to Update              | 11. Prejudice and Stereotyping  |
| 6. First Impressions Can Be Implicit, Making Them Even More Persistent | 12. Cognitive Processing Is Flexible, and Processing Types Dissociable            |
| 7. We Follow Rules When Asking “Why?,” Acting Like                     | 13. The Updating of Impressions Is Promoted by Diagnostic Stimuli and One's Goals |

**AUDIENCE** Social psychology students and instructors.

**Gordon B. Moskowitz, PhD**, is Professor in the Department of Psychology at Lehigh University College of Arts and Sciences. He has served as Director of Lehigh's Cognitive Science Program and Chair of the Department of Psychology.

**T H I R D   E D I T I O N**

Principles and Practice of  
**PSYCHIATRIC  
REHABILITATION**

Promoting Recovery and Self-Determination



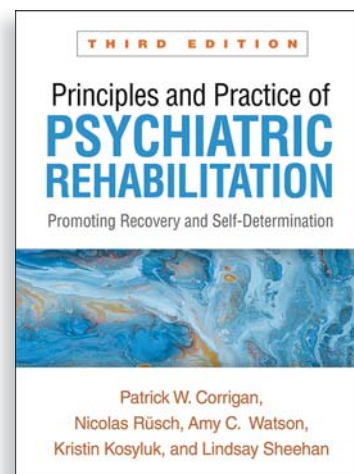
Patrick W. Corrigan,  
Nicolas Rüsçh, Amy C. Watson,  
Kristin Kosyluk, and Lindsay Sheehan

## PRINCIPLES AND PRACTICE OF PSYCHIATRIC REHABILITATION, THIRD EDITION

### Promoting Recovery and Self-Determination

Patrick W. Corrigan, PsyD; Nicolas Rüsç, MD; Amy C. Watson, PhD; Kristin Kosyluk, PhD; and Lindsay Sheehan, PhD

- For working with adults with psychiatric disabilities to develop their strengths and achieve their life goals.
- Describes effective ways to assess personal needs and aspirations; integrate medical and psychosocial interventions; implement supportive services in such areas as housing, employment, education, substance use, and physical health; and combat stigma and discrimination.
- Increased attention to social determinants of health such as the impact of race, ethnicity, gender identity, sexual orientation poverty, ect.
- Corrigan has been visiting faculty at schools in Japan, the Netherlands, Australia, and Canada; and he has served on grant review boards for institutions in Hong Kong, Israel, Austria, and Germany.



Feb 2024 | 404 pages | 7 x 10

### CONTENTS

Preface	8. Care Coordination
<b>I. Fundamentals to Recovery-Based Rehabilitation</b>	9. Medications
1. Who Are People with Psychiatric Disabilities?	10. Housing and Citizenship
2. Stigma and Mental Illness	11. Employment and Education
3. What Is Psychiatric Rehabilitation?	12. Family
4. Psychiatric Disability and Equity sample	13. Psychosis and Cognitive Challenges
<b>II. Strategies That Promote Recovery</b>	14. Criminal Justice
5. Assessment	15. Physical Health and Wellness
6. Erasing Stigma and Promoting Empowerment	16. Mental Illness and Substance Use Disorder
7. Wellness Self-Management and Recovery	17. Peer Supports and Services

**AUDIENCE** Students and practitioners in clinical psychology, social work, rehabilitation counseling, psychiatry, and psychiatric nursing.

**Patrick W. Corrigan, PsyD**, is Distinguished Professor of Psychology at the Illinois Institute of Technology. Previously, he was Professor of Psychiatry and Executive Director of the Center for Psychiatric Rehabilitation at the University of Chicago.

**Nicolas Rüsç, MD**, is Professor of Public Mental Health at Ulm University in Ulm, Germany, and Consultant Psychiatrist in a home treatment team in nearby Günzburg.

**Amy C. Watson, PhD**, is Professor in the School of Social Work at Wayne State University.

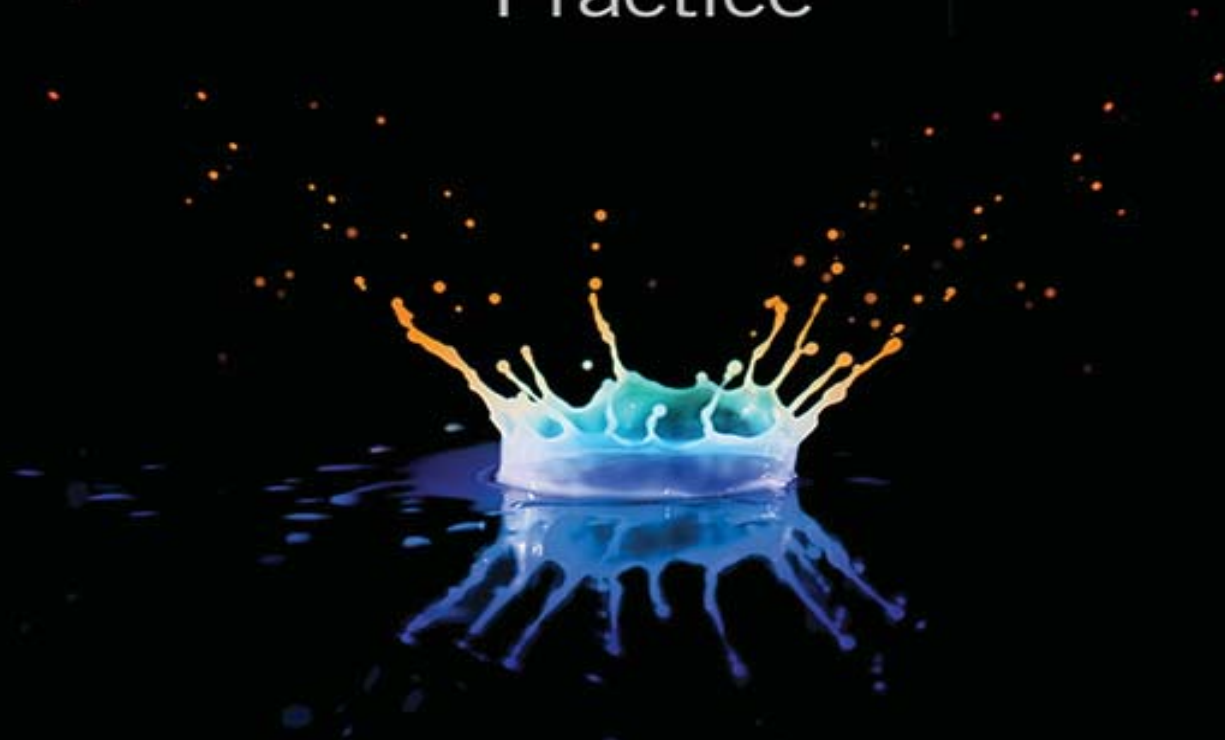
**Kristin Kosyluk, PhD**, is Assistant Professor of Mental Health Law and Policy at the University of South Florida, Faculty Affiliate of the Louis de la Parte Florida Mental Health Institute, and Director of the Stigma Action Research (STAR) Lab.

**Lindsay Sheehan, PhD**, is Assistant Professor of Psychology and Associate Director of the Center on Health Equity, Education, and Research at the Illinois Institute of Technology.

# Psychodynamic Therapy

SECOND EDITION

A Guide to Evidence-Based  
Practice



RICHARD F. SUMMERS

JACQUES P. BARBER

SIGAL ZILCHA-MANO

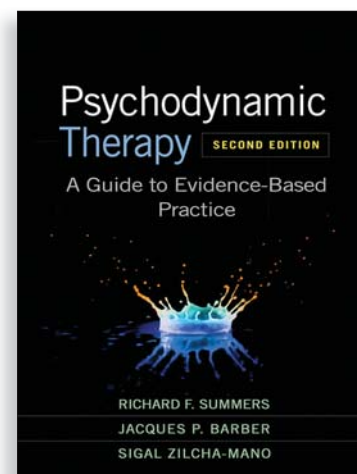


## PSYCHODYNAMIC THERAPY, SECOND EDITION

### A Guide to Evidence-Based Practice

Richard F. Summers, MD; Jacques P. Barber, PhD; and Sigal Zilcha-Mano, PhD

- This practical guide for professionals and students explains the theory underlying psychodynamic approaches and lays out a model for understanding psychopathology.
- Special topics include remote and hybrid treatment, combining therapy with psychopharmacology, working with couples and families, recognition of social determinants of health, diversity in age, gender, race, culture, and sexual identity.
- Authors are well-known overseas and give workshops internationally.



March 2024 | 410 pages | 6 x 9

### CONTENTS

Introduction

#### I. Context

1. Why Dynamic Psychotherapy?
2. Pragmatic Psychodynamic Psychotherapy
3. Psychodynamic Therapy and Other Therapies

#### II. Opening Phase

4. The Therapeutic Alliance: Goal, Task, and Bond
5. Core Psychodynamic Problems, Part I
6. Core Psychodynamic Problems, Part II
7. Psychodynamic Formulation
8. Defining a Focus and Setting Goals

#### III. Middle Phase

9. Narrative: Building a Personal Story

10. Change

11. Therapeutic Moments: Emotions in Psychotherapy

12. Therapist Strengths, or Managing Your Countertransference

#### IV. Telepsychotherapy and Combining Treatments

13. Telepsychotherapy

14. Psychopharmacology and Psychotherapy

15. The Patient Is Part of a Family, with Ellen Berman

#### V. Ending

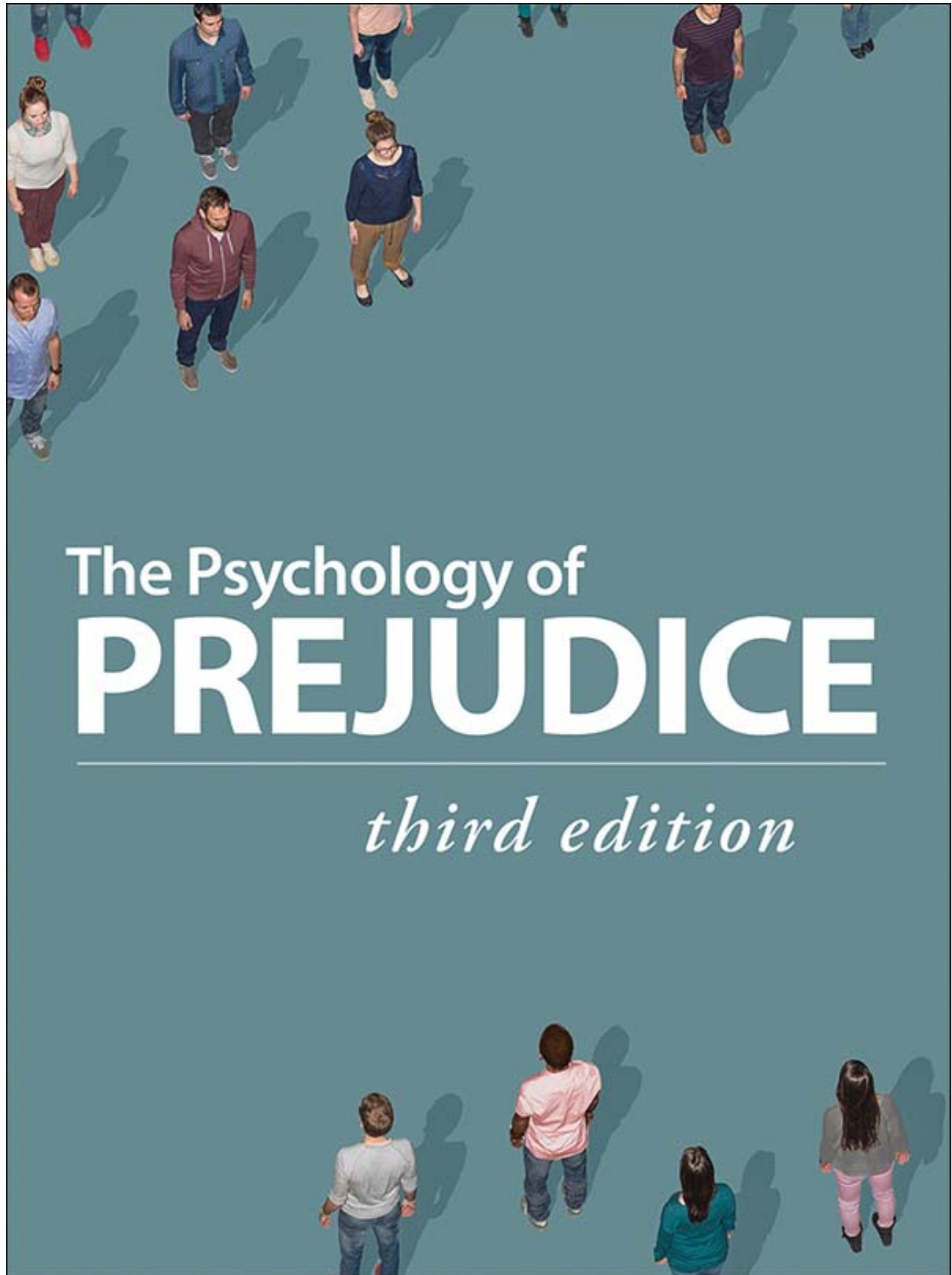
16. Goals and Termination

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

**Richard F. Summers, MD**, is Senior Residency Advisor and Clinical Professor of Psychiatry at the Perelman School of Medicine of the University of Pennsylvania.

**Jacques P. Barber, PhD, ABPP**, is Professor and Dean of the Gordon F. Derner School of Psychology at Adelphi University. He is also Adjunct Professor of Psychiatry at New York University and Professor Emeritus in the Department of Psychiatry and in the Graduate Psychology Group at the University of Pennsylvania.

**Sigal Zilcha-Mano, PhD**, is Professor of Clinical Psychology at the University of Haifa, Israel, where she heads the Psychotherapy Research Lab in the Department of Psychology,



The Psychology of  
**PREJUDICE**

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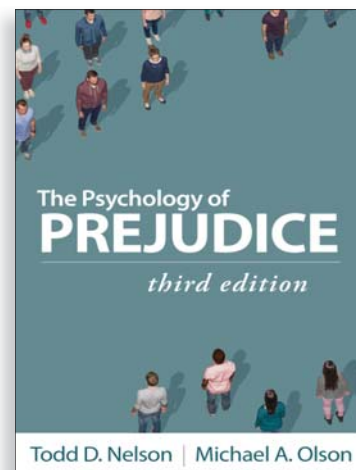
*third edition*

Todd D. Nelson | Michael A. Olson

## THE PSYCHOLOGY OF PREJUDICE, THIRD EDITION

Todd D. Nelson and Michael A. Olson

- Textbook that explores core questions about prejudice and stereotyping—their causes, consequences, and how to reduce them—written at an accessible yet scholarly level.
- Students learn about the cognitive, emotional, motivational, contextual, and personality processes that make stereotyping and prejudice more (or less) likely to occur.
- Includes in-depth analysis of various theories and experiments, and shows how and why those experiments were done, and why or why not those studies were important, reliable, and valid in the overall scientific effort to understand Prejudice.



Dec 2023 | 464 pages | 7 x 10

### CONTENTS

1. Introduction to the Study of Stereotyping and Prejudice
2. Origin and Maintenance of Stereotypes and Prejudice
3. Feeling versus Thinking in the Activation and Application of Stereotypes
4. Implicit Stereotyping and Prejudice
5. The Prejudiced Personality: Are Some People More Likely to Feel Prejudice?
6. Old-Fashioned versus Modern Prejudice
7. Experiencing Prejudice
8. Ageism
9. Sexual Prejudice
10. Sexism
11. Anti-Fat Prejudice
12. Reducing Prejudice

**AUDIENCE** Social psychology students and instructors.

**Todd D. Nelson, PhD**, is Professor of Psychology at California State University, Stanislaus. His research focuses on prejudice and stereotyping, with special emphasis on ageism.

**Michael A. Olson, PhD**, is Professor of Psychology at the University of Tennessee. Dr. Olson is past associate editor of *Personality and Social Psychology Bulletin* and the *Journal of Experimental Social Psychology*.



Treatment Plans and Interventions for Evidence-Based Psychotherapy

Robert L. Leahy, *Series Editor*

# Treatment Plans and Interventions in Couple Therapy

A Cognitive-Behavioral Approach



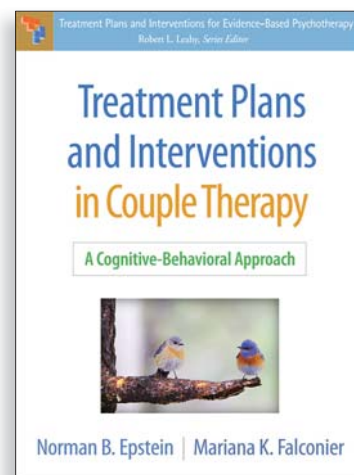
Norman B. Epstein | Mariana K. Falconier

## TREATMENT PLANS AND INTERVENTIONS IN COUPLE THERAPY

### A Cognitive-Behavioral Approach

Norman B. Epstein, PhD and Mariana K. Falconier, PhD

- This pragmatic book provides a complete toolkit for couple-focused cognitive-behavioral therapy (CBT).
- It explains how to assess relationship functioning, but also how to treat the issues of each individual within the context of that relationship.
- The book presents guidelines for planning and implementing evidence-based treatment for diverse couples.
- Drawing on decades of clinical experience and research, the authors demonstrate ways to tailor CBT for couples struggling with partner aggression; infidelity; sexual problems; financial issues; parenting conflicts; depression, anxiety, and other individual problems; and more.



March 2024 | 360 pages | 8 x 10.5

“The book is detailed and clear enough to provide guidance for the beginning couple therapist, with enough depth to enrich the knowledge and skills of the experienced couple therapist as well. I wish this book had been available when I was teaching couple therapy in my graduate seminar in psychology.”

—Barbara S. McCrady, PhD, University of New Mexico

### CONTENTS

Preface	5. Partner Aggression
I. Introduction and Overview	6. Infidelity
1. Introduction to Cognitive-Behavioral Couple Therapy Concepts and Methods	7. Sexual Relationship Problems
2. Conducting Couple Therapy	8. Financial Issues
3. Assessment	9. Co-Parenting Problems
4. Interventions in Cognitive-Behavioral Couple Therapy	10. Couple Interventions for Individual Psychopathology
II. Treatment Planner	11. Intercultural Couples
	12. Conclusions and Future Directions

**AUDIENCE** Couple and family therapists and counselors, clinical psychologists, social workers, pastoral counselors, and psychiatrists.

**Norman B. Epstein, PhD**, is Professor Emeritus in the Department of Family Science in the School of Public Health at the University of Maryland, College Park, and a licensed clinical psychologist.

**Mariana K. Falconier, PhD**, is Professor and Director of the Couple and Family Therapy Master’s Program at the University of Maryland, College Park.

# What Happens in Couple Therapy

**A Casebook  
on Effective Practice**



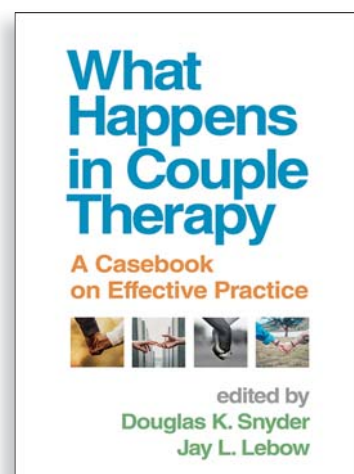
edited by  
**Douglas K. Snyder**  
**Jay L. Lebow**

## WHAT HAPPENS IN COUPLE THERAPY

### A Casebook on Effective Practice

Edited by Douglas K. Snyder, PhD and Jay L. Lebow, PhD

- A book of clinical cases for students, trainees, and practitioners.
- Authors draw from the leading contemporary models and theories of couple therapy. Their cases demonstrate techniques of specific therapy approaches, as well as show how things can go wrong in treatment.
- The cases include work with same sex and queer couples, treating partners with backgrounds in different faith traditions, working across cultural divides, supporting veteran and military couples, addressing couples' challenges with sexuality, helping couples living with psychological or medical disorders, and other key topics and issues that therapists grapple with every day.
- The editors and many of the contributing authors are well known around the world, and give workshops overseas.



July 2024 | 344 pages | 7 x 10

“In this wonderful book, a wide range of experts demonstrate how to think through tough cases. Therapists get to see how master clinicians confront common dilemmas in helping couples. This book is a great teaching tool.”

—John M. Gottman, PhD, *The Seven Principles for Making Marriage Work*

**AUDIENCE** Therapists and counselors working with couples; instructors and graduate students in couple and family therapy, clinical psychology, clinical social work, psychiatry, mental health counseling, pastoral counseling, and nursing.

**Douglas K. Snyder, PhD**, is Professor of Psychological and Brain Sciences at Texas A&M University, where he also served as Director of Clinical Training for 20 years.

**Jay L. Lebow, PhD, ABPP, LMFT**, is Clinical Professor of Psychology at Northwestern University and Senior Scholar at The Family Institute at Northwestern.

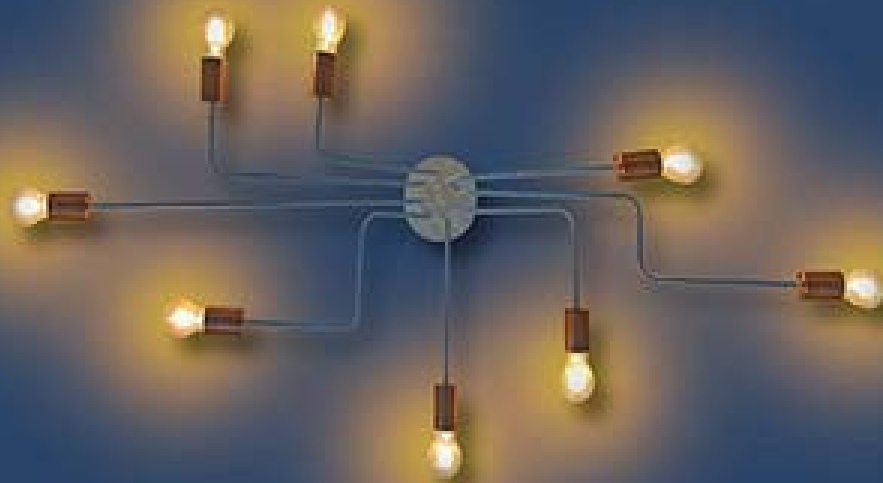




# CHILD & ADOLESCENT PSYCHOLOGY

# Behavior Analysis

TRANSLATIONAL PERSPECTIVES  
AND CLINICAL PRACTICE



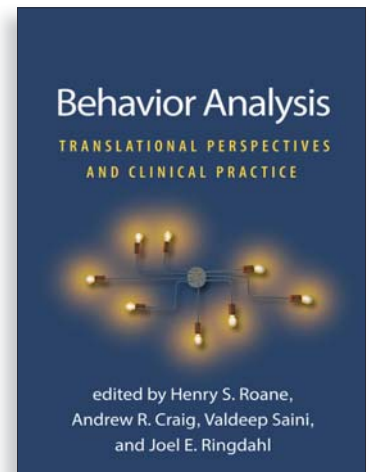
edited by Henry S. Roane,  
Andrew R. Craig, Valdeep Saini,  
and Joel E. Ringdahl

## BEHAVIOR ANALYSIS

### Translational Perspectives and Clinical Practice

Edited by Henry S. Roane, Andrew R. Craig, Valdeep Saini, and Joel E. Ringdahl

- Bridges the gap between (experimental) research into the basic principles and processes that explain behavior and the clinical practice of applied behavior analysis (ABA).
- The book demonstrates how laboratory research informs real-world interventions to facilitate behavior change, and vice versa.
- Addresses key principles of ABA such as reinforcement, punishment, and extinction as well as broader topics such as motivation and resistance to change.
- Provides a comprehensive resource of foundational knowledge for training and certification in ABA.



Jan 2024 | 552 pages | 7 x 10

### CONTENTS *(Highlighted Chapters)*

<b>I. Basic Principles of Behavior Analysis</b>	10. Punishment
1. Translational Science in Behavior Analysis	<b>V. Advanced Topics in Translational Research</b>
<b>II. Experimental Methodology</b>	16. Translational Approaches to Choice
3. Single-Case Experimental Designs	25. Ethical Considerations of Translational Research
<b>III. Pavlovian Conditioning</b>	
6. Pavlovian Conditioning: Principles to Guide Application,	
<b>IV. Operant Conditioning</b>	

**AUDIENCE** Behavior analysts and trainees working with children and adults, including special educators, school and clinical psychologists, autism specialists, and behavioral medicine professionals.

**Henry S. Roane, PhD, BCBA-D**, is a Fellow of the Association for Behavior Analysis International (ABAI), a member of the Society for Pediatric Research, and a recipient of the ABAI Nathan H. Azrin Distinguished Contribution to Applied Behavior Analysis Award from Division 25 of the American Psychological Association.

**Andrew R. Craig, PhD**, is Director for Research in the Golisano Center for Special Needs; and Chair of the Behavior Analysis Studies Program at the State University of New York Upstate Medical University.

**Valdeep Saini, PhD, BCBA-D**, is Associate Professor in the Department of Applied Disability Studies at Brock University.

**Joel E. Ringdahl, PhD, BCBA**, is Professor in the Department of Communication Sciences and Special Education at the University of Georgia.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

# Family–School Success for Children with ADHD

A Guide for Intervention



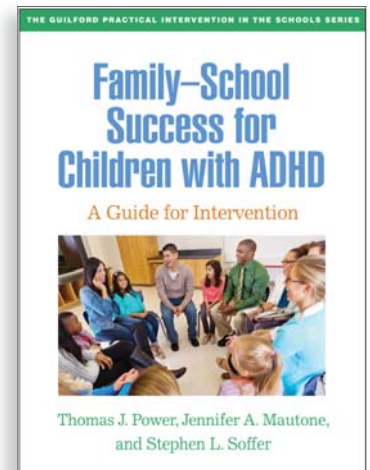
Thomas J. Power, Jennifer A. Mautone,  
and Stephen L. Soffer

## FAMILY-SCHOOL SUCCESS FOR CHILDREN WITH ADHD

### A Guide for Intervention

Thomas J. Power, PhD; Jennifer A. Mautone, PhD; and Stephen L. Soffer, PhD

- A practical intervention for families of 6- to 10-year-olds with attention-deficit/hyperactivity disorder (ADHD).
- FSS has a dual emphasis on strengthening relationships -- parent-child, teacher-student, and family-school – and building skills in the classroom.
- Also appropriate for the broader group of children with symptoms and impairment related to ADHD who may not meet criteria for an ADHD diagnosis as well as children who are younger or older than ages 5-11.
- The ADHD rating scale has been translated into Italian, Japanese, Spanish, and Chinese-Simplified.



May 2024 | 260 pages | 8 x 10.5

### CONTENTS *(Highlighted Chapters)*

#### I. Foundations of the Family-School Success Program

2. Theoretical and Empirical Justification for Family-School Success

#### II. The Family-School Success Manual

6. Strengthening Family Relationships

7. Understanding the Basics of Behavior Management

13. Planning for Future Success

#### III. Adaptations and Evaluation

14. Adaptations across Settings, Populations, and Time of Year

16. Assessing the Outcomes of Family-School Success

**AUDIENCE** School psychologists and counselors working with children ages 6 to 10 (grades 1–5), school and clinical social workers, child clinical psychologists, and child psychiatrists.

**Thomas J. Power, PhD**, is Professor of School Psychology in Pediatrics and Psychiatry at the Perelman School of Medicine at the University of Pennsylvania and Distinguished Endowed Chair in the Department of Pediatrics at Children’s Hospital of Philadelphia.

**Jennifer A. Mautone, PhD**, is Assistant Professor of School Psychology in Psychiatry at the Perelman School of Medicine at the University of Pennsylvania.

**Stephen L. Soffer, PhD**, is Associate Professor of Clinical Psychiatry at the Perelman School of Medicine at the University of Pennsylvania.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

# Social, Emotional, and Behavioral Supports in Schools

Linking Assessment to Tier 2 Intervention



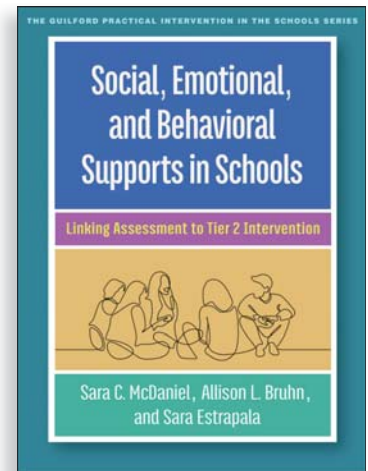
Sara C. McDaniel, Allison L. Bruhn,  
and Sara Estrapala

## SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORTS IN SCHOOLS

### Linking Assessment to Tier 2 Intervention

Sara C. McDaniel, PhD; Allison L. Bruhn, PhD; and Sara Estrapala, PhD

- An accessible and comprehensive to developing and implementing effective Tier 2 social, emotional, and behavioral supports.
- This practical book presents interventions in 5 areas: conduct, self-regulation, social issues, emotional issues, and integrating academic and social-emotional-behavioral needs.
- Readers will learn explicit steps for implementing interventions with fidelity; practical features include illustrative case examples, opportunities to apply knowledge, and implementation forms and checklists.



Jan 2024 | 194 pages | 8 x 10.5

### CONTENTS *(Highlighted Chapters)*

- |  |   |
|--|---|
| 1. Social, Emotional, and Behavioral Needs and Tier 2: Logic, Purpose, and Readiness | 8. Integrating Academic and Social–Emotional–Behavioral Interventions at Tier 2         |
| 2. Tier 2 Identification of Students and Their Needs                                 | 9. Data-Based Decision Making and Ongoing Adaptations at Tier 2                         |
| 3. Tier 2 Data-Based Decision Making for Initial Intervention Decisions              | 10. Technical Assistance to Facilitate Fidelity and Effectiveness at Tier 2             |
| 4. Evidence-Based Interventions for Conduct Issues                                   | 11. But Wait, There’s More: Final Thoughts on Important Topics to Ensure Tier 2 Success |
| 5. Evidence-Based Interventions for Self-Regulation Issues                           |   |
| 6. Evidence-Based Interventions for Social Issues                                    |   |
| 7. Evidence-Based Interventions for Emotional Issues                                 |   |

**AUDIENCE** K–12 school psychologists, behavior specialists, and administrators; PBIS trainers, coaches, and team leaders; instructional coaches; school counselors; and classroom teachers and special educators.

**Sara C. McDaniel, PhD**, is a Principal Researcher at the American Institutes for Research.

**Allison L. Bruhn, PhD**, is Professor of Special Education at the University of Iowa and Executive Director of the Scanlan Center for School Mental Health.

**Sara Estrapala, PhD**, is Assistant Research Professor in the Department of Special Education at the University of Missouri–Columbia.





# EDUCATION

# Functional Assessment- Based Intervention

Effective Individualized Support  
for Students

John Umbreit

Jolenea B. Ferro

Kathleen Lynne Lane

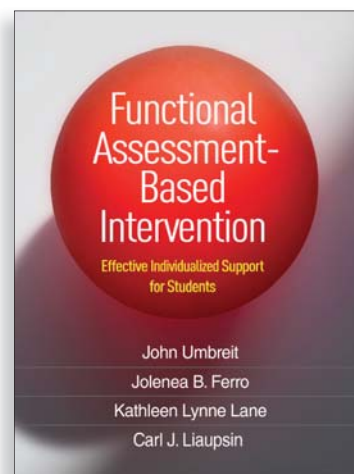
Carl J. Liaupsin

## FUNCTIONAL ASSESSMENT-BASED INTERVENTION

### Effective Individualized Support for Students

John Umbreit, PhD; Jolenea B. Ferro, PhD; Kathleen Lynne Lane, PhD; and Carl J. Liaupsin

- An accessible, step-by-step manual for identifying and intervening with students who need intensive/individualized support within a multitiered system.
- Includes effective methods to define target behaviors, determine the function of the undesirable behavior, identify appropriate replacement behaviors, and deliver and monitor intensive interventions.
- Ethical issues, professional standards, equity concerns, and cultural and linguistic considerations are addressed throughout.



March 2024 | 324 pages | 8 x 10.5

### CONTENTS *(Highlighted Chapters)*

- I. Introduction to Functional Assessment-Based Interventions
- II. Step 1—Identifying Students Who May Need a Functional Assessment-Based Intervention
- III. Step 2—Conducting the Functional Assessment
- IV. Step 3—Collecting Baseline Data
- V. Step 4—Designing the Functional Assessment-Based Intervention
- VI. Step 5—Testing the Intervention
- VI. Step 5—Testing the Intervention

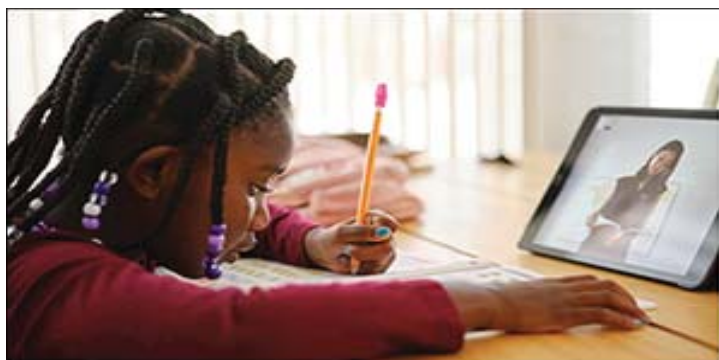
**AUDIENCE** Special educators and classroom teachers of children ages 5–17 (grades K/n-12), school psychologists, behavior specialists, and school administrators.

**John Umbreit, PhD**, is Professor Emeritus of Special Education at the University of Arizona.

**Jolenea B. Ferro, PhD**, is Research Associate Professor in the Department of Child and Family Studies at the University of South Florida.

**Kathleen Lynne Lane, PhD**, is a Roy A. Roberts Distinguished Professor in the Department of Special Education and Associate Vice Chancellor for Research at the University of Kansas.

**Carl J. Liaupsin, EdD**, is Professor and Department Head of the Department of Disability and Psychoeducational Studies at the University of Arizona.



# Lessons of the Pandemic

Disruption,  
Innovation, and  
What Schools  
Need to Move  
Forward

David T. Marshall  
Tim Pressley



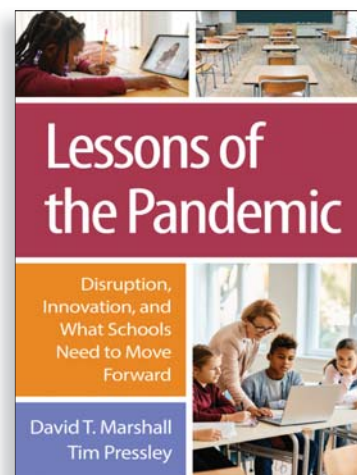
## LESSONS OF THE PANDEMIC

Disruption, Innovation, and What Schools Need to Move Forward

David T. Marshall, PhD, and Tim Pressley, PhD

Foreword by Harry A. Patrinos

- This book concisely outlines the current crisis in schools in the core areas of student learning, student and teacher mental health, and teacher burnout.
- Sharing findings from original research, concrete examples, and teachers' own voices about what they need to succeed, the book provides recommendations for moving schools forward effectively and sustainably.
- Examples are both US-based and International.



Dec 2023 | 172 pages | 6 x 9

“Employing a comprehensive literature review, analyses of school responses in all 50 states, international comparisons, and unique teacher surveys and focus groups, Marshall and Pressley detail the errors of feckless policymakers while giving voice to the teachers who struggled through the pandemic with much fear and little leadership. Ultimately, U.S. schools dramatically reduced academic content, harming the most vulnerable students both intellectually and emotionally. We must read this history so that we may never repeat it.”

—Robert Maranto, PhD, University of Arkansas

### CONTENTS *(Highlighted Chapters)*

- |   |  |
|---|--|
| 1. The Great Disruption                               | 7. What Changes Remain?  |
| 2. The Case against Prolonged School Closures         | 8. What Do Teachers Need to Be Successful?                     |
| 3. The Impact on Student Learning                     | 9. Where Do We Go from Here? Lessons Learned from the Pandemic |
| 4. The Impact on Student Mental and Social Well-Being |  |
| 5. The Impact on Teacher Well-Being                   |  |
| 6. Impact on Teacher Labor Markets                    |  |

**AUDIENCE** Teachers at all grade levels, school leaders, and teacher educators; education policymakers.

**David T. Marshall, PhD**, is Associate Professor of Educational Research in the College of Education at Auburn University.

**Tim Pressley, PhD**, is Associate Professor of Psychology at Christopher Newport University.

**Harry Anthony Patrinos** is the Senior Adviser, Education, at the World Bank. Previously, he worked in the Office of the Chief Economist for Europe and Central Asia. He managed education teams in Europe and Central Asia, East Asia and the Pacific, Middle East and North Africa, and the Global Unit.

# THE STRUCTURED LITERACY PLANNER

Designing Interventions for Common  
Reading Difficulties, Grades 1–9



Louise Spear-Swerling

## THE STRUCTURED LITERACY PLANNER

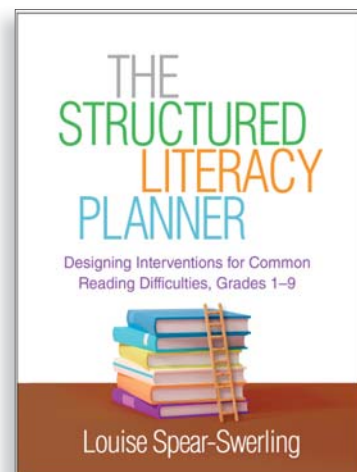
Designing Interventions for Common Reading Difficulties, Grades 1-9

Louise Spear-Swerling, PhD

- This highly practical book walks educators through designing Structured Literacy (SL) interventions for students with common types of reading difficulties—word reading, comprehension, or a combination of both.
- The volume is packed with case studies, sample lesson plans addressing both early and advanced stages of reading, instructional activities, and application exercises for teachers.

“Useful for all educators, this text is essential for teachers of reading. A map for assessment and progress monitoring, lesson plan examples, templates for student activities, and other materials provide the resources needed to apply SL practices.”

—Martha Hougen, PhD, Center for Effective Reading Instruction



April 2024 | 252 pages | 8 x 10.5

### CONTENTS *(Highlighted Chapters)*

- |   |   |
|---|---|
| 1. How Structured Literacy Interventions Can Help Students with Varied Reading Problems | 6. Structured Literacy Interventions for SRCD–Early Stages    |
| 2. The Structure of Language  | 7. Structured Literacy Interventions for SRCD–Advanced Stages |
| 3. Assessment for Planning Structured Literacy Interventions                            | 8. Structured Literacy Interventions for MRD–Early Stages     |
| 4. Structured Literacy Interventions for SWRD–Early Stages                              | 9. Structured Literacy Interventions for MRD–Advanced Stages  |
| 5. Structured Literacy Interventions for SWRD–Advanced Stages                           |   |

**AUDIENCE** Special educators and classroom teachers working with students ages 6 to 14 (grades 1–9), reading specialists and coaches, school psychologists, principals, staff developers, and teacher educators.

**Louise Spear-Swerling, PhD**, is Professor Emerita in the Department of Special Education at Southern Connecticut State University. She helped prepare both general and special educators to teach reading using Structured Literacy approaches for many years, including supervising a public school tutoring program that paired teacher candidates with struggling readers.

THIRD EDITION

Teaching Reading  
Comprehension  
to Students  
with Learning  
Difficulties

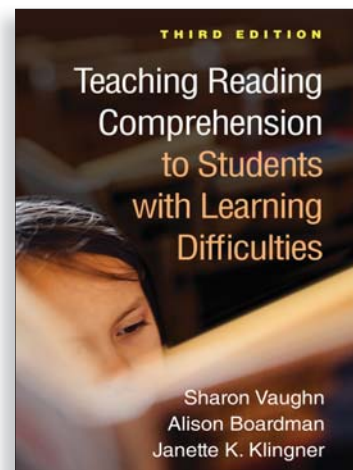
Sharon Vaughn  
Alison Boardman  
Janette K. Klingner



## TEACHING READING COMPREHENSION TO STUDENTS WITH LEARNING DIFFICULTIES, THIRD EDITION

Sharon Vaughn, PhD; Alison Boardman, PhD; and Janette K. Klingner, PhD

- Third edition of a respected resource for teaching reading comprehension to students with learning difficulties.
- This practical text considers all facets of comprehension including assessment, vocabulary, background knowledge, and text structure.
- Includes specific chapters on English learners, intensive instruction, and content literacy.



### CONTENTS *(Highlighted Chapters)*

- |   |   |
|---|---|
| 1. Overview of Reading Comprehension                          | 8. Intensive Interventions for Students with Significant Reading Comprehension Difficulties |
| 2. Assessing Reading Comprehension                            | 9. Multicomponent Approaches to Strategy Instruction  |
| 3. Vocabulary Instruction                                     | 10. Questions Teachers Ask About Teaching Reading Comprehension                             |
| 4. Instructional Practices That Promote Reading Comprehension |   |
| 5. Effectively Using Text to Promote Reading Comprehension    |   |
| 6. Promoting Content-Area Literacy                            |   |
| 7. Supporting English Learners with Learning Difficulties     |   |

July 2024 | 240 pages | 7 x 10

**AUDIENCE** K–12 classroom teachers and special educators, literacy specialists, and coaches; teacher educators and students; school psychologists.

**Sharon Vaughn, PhD**, holds the Manuel Justiz Chair in Education at the University of Texas at Austin and is Executive Director of the Meadows Center for Preventing Educational Risk.


**Alison Boardman, PhD**, is Associate Professor in Equity, Bilingualism, and Biliteracy and Codirector of Elementary Teacher Education in the School of Education at the University of Colorado Boulder.

**Janette K. Klingner, PhD**, until her death in 2014, was Professor of Bilingual Special Education at the University of Colorado Boulder.

SECOND EDITION

# Universal Design for Learning in the Classroom

*Practical Applications for K–12  
and Beyond*



edited by Tracey E. Hall,  
Kristin H. Robinson, and David Gordon

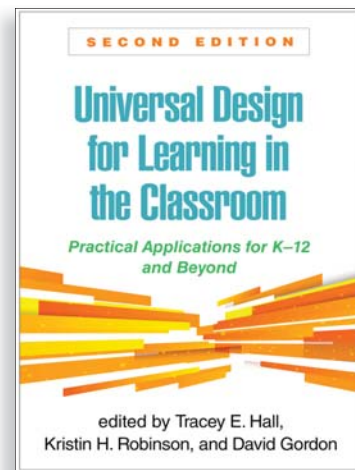
## UNIVERSAL DESIGN FOR LEARNING IN THE CLASSROOM, SECOND EDITION

Practical Applications for K-12 and Beyond

Edited by Tracey E. Hall, Kristin H. Robinson, and David Gordon

Foreword by David H. Rose

- The Universal Design for Learning (UDL) framework has grown from its origins in special education to being widely used to support all students.
- This fully rewritten new edition takes a broader, more in-depth approach to the multiple ways UDL can be applied to today's classrooms.
- The role of digital technology in education has changed and this new edition reflects those changes.
- Filled with practical, vivid examples and tips, the book demonstrates the power of UDL when applied to particular content areas. (could drop if space is needed)
- Specific teaching ideas are presented for literacy, STEM, project-based learning, career and technical education, and the arts.



Jan 2024 | 186 pages | 7 x 10

### CONTENTS

1. Universal Design for Learning Guidelines: Past, Present, and Promise
2. Universal Design for Learning of Literacy
3. Meeting the Needs of All Learners in STEM: A Universal Design for Learning Approach
4. The Unbound Classroom: A UDL and Project-Based Approach to Curriculum Design
5. Universal Design for Learning and the Arts: A Culturally Sustaining Pedagogical Remix,
6. Universal Design for Social and Emotional Learning,
7. Career and Technical Education and Universal Design for Learning: Promoting School and Career Success for All Students
8. Promoting Antiracism with Design and Intention
9. Journey Mapping and Universal Design for Learning: Putting Students at the Center of Learning,

**AUDIENCE** General and special educators, literacy specialists, school psychologists, and administrators working with children ages 5–17 (grades K–12); teacher educators and graduate students.

**Tracey E. Hall, PhD**, is Senior Research Scientist and Instructional Designer at CAST, the nonprofit education research and development organization that created the Universal Design for Learning (UDL) framework.

**Kristin H. Robinson, MPhil, MA**, is Senior Instructional Designer and Research Associate at CAST.

**David Gordon, MFA**, is Chief Content Officer at CAST and founder of CAST Professional Publishing. He is the former editor of the award-winning Harvard Education Letter and helped to found the Harvard Education Press.

THIRD EDITION

The cover features four stylized human figures in blue, green, orange, and purple, positioned around the central text. Each figure is partially visible, appearing to be part of a larger group. The figures are simple, rounded shapes with no facial features, representing diverse individuals.

**Building**

**Literacy**

with **Multilingual  
Learners**

*Insights from  
Linguistics*

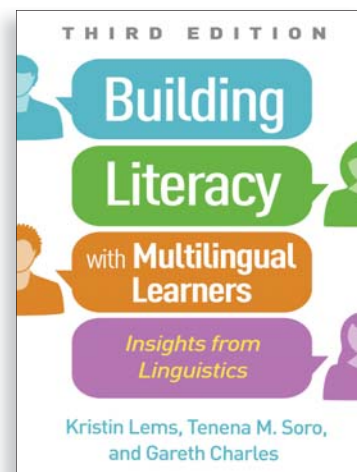
Kristin Lems, Tenena M. Soro,  
and Gareth Charles

## BUILDING LITERACY WITH MULTILINGUAL LEARNERS, THIRD EDITION

Insights from Linguistics

Kristin Lems, EdD; Tenena M. Soro, PhD; and Gareth Charles, MEd

- Revised and expanded third edition with 25% new material, this established course text and teacher guide explores practical instructional strategies for teaching kids aged 5 - 18.
- Includes personal reflections from the authors and other educators, that help to explain relevant linguistic concepts with a focus on what works in today's diverse classrooms.
- Highlighting ways to draw on emergent bilingual and multilingual students' strengths, the book presents innovative learning activities, lesson planning ideas, technology applications(Chat GPT and AI), downloadable reproducible forms, and other resources.



Dec 2023 | 374 pages | 6 x 9

### CONTENTS

- |  |  |
|--|--|
| 1. Big Ideas and Research That Guide the Profession                      | and Collocations   |
| 2. First-Language Influence in Second-Language Acquisition               | 8. “The Same, but Different”: Reading Fluency in English as a New Language |
| 3. ELL Oracy: Listening Comprehension and Oral Language Development      | 9. Achieving Comprehension in L2 English Reading                           |
| 4. Learning to Read, Write, and Spell Words in English as a New Language | 10. Writing to Learn in English across the Curriculum                      |
| 5. Visual Literacy and Language Growth                                   | 11. Multilingual Learners in the Multimodal Classroom                      |
| 6. Using Morphemes to Learn Vocabulary                                   |  |
| 7. Word Formation Processes, Cognates,                                   |  |

**AUDIENCE** Teachers of 4- to 17-year-olds (grades PreK–12) in ESL, bilingual, and general education; teacher educators and students in ESL/TESOL certification programs; ELL specialists; literacy specialists and coaches.

**Kristin Lems, EdD**, is Professor in the ESL/Bilingual Education Program at National Louis University. A two-time Fulbright Scholar, to Algeria and Mongolia, she directed two 5-year grants from the Office of English Language Acquisition of the U.S. Department of Education.

**Tenena M. Soro, PhD**, has taught courses in linguistics, cross-cultural education, foundations, and reading at National Louis University, where he received the Outstanding Adjunct Faculty Award. Originally from Ivory Coast, he analyzed the syntax patterns of his native language, Senufo/Cibaari, for the first time in his dissertation.

**Gareth Charles, MEd**, teaches academic English for international students at KMUTT University in Bangkok, Thailand, and has also taught high school English courses as part of the Thai government’s outreach program for disadvantaged youth. In addition, Mr. Charles has developed and taught online lessons and training for Chinese education companies across Asia.



Unpacking  
Research,  
Theory, and  
Practice

# Disciplinary Literacies

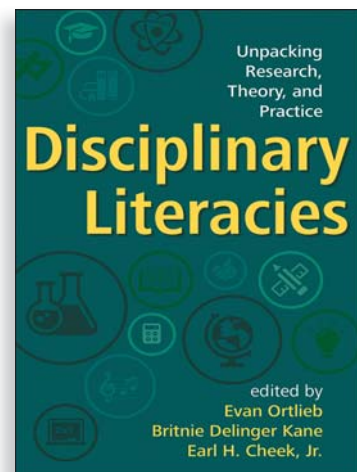
edited by  
**Evan Ortlieb**  
**Britnie Delinger Kane**  
**Earl H. Cheek, Jr.**

## DISCIPLINARY LITERACIES

### Unpacking Research, Theory, and Practice

Edited by Evan Ortlieb, Britnie Delinger Kane, and Earl H. Cheek, Jr.

- This comprehensive volume examines ways to help K–12 students develop the literacy skills and inquiry practices needed for high-level work in different academic domains.
- Chapters interweave research, theory, and practical applications for teaching literature, mathematics, science, and social studies, as well as subjects outside the standard core—physical education, visual and performing arts, and computer science.
- “Unpacks” current research, theory, and culturally responsive pedagogies across the disciplines.
- Essential topics include use of multimodal and digital texts, culturally responsive and sustaining pedagogy, and new directions for teacher professional development.



October 2023 | 320 pages | 6x 9

### CONTENTS

- |   |   |
|---|---|
| 1. History of Disciplinary Literacies                             | 9. Computer Science   |
| <b>I. Disciplinary Literacies in Core Content-Area Classrooms</b> | <b>III. Opportunities and Challenges in Disciplinary Literacies</b> |
| 2. Teaching and Learning  | 10. Centering Minoritized Voices                                    |
| 3. Disciplinary Literacy in Mathematics                           | 11. Who Defines Disciplinary Literacy?                              |
| 4. Promoting Science Literacy                                     | 12. Youth Connection and Agency                                     |
| 5. Integrative, Culturally Responsive                             | 13. Transcending Disciplinary Literacy in a Digital World           |
| <b>II. Other Areas</b>  | <b>IV. Research and Teaching Teachers</b>                           |
| 6. Physical Education   | 14. Methodologies in Research                                       |
| 7. Visual Arts  | 15. Collaborative Inquiry   |
| 8. Performing Arts  |   |

**AUDIENCE** Teacher educators and graduate students; researchers; academic coaches and school leaders in K–12.

**Evan Ortlieb, PhD**, is Dean and Zucker Endowed Chair in Entrepreneurial Education Leadership in the Zucker Family School of Education at The Citadel.

**Britnie Delinger Kane, PhD** is Associate Professor of Literacy Education and the department head for the Zucker Family School of Education at The Citadel.

**Earl H. Cheek, Jr., PhD**, is the Patrick and Edwidge Olinde Endowed Professor Emeritus in the School of Education at Louisiana State University.



**third edition**

# Early Literacy Instruction and Intervention

**The Interactive Strategies Approach**

Donna M. Scanlon  
Kimberly L. Anderson, Erica M. Barnes,  
and Joan M. Sweeney

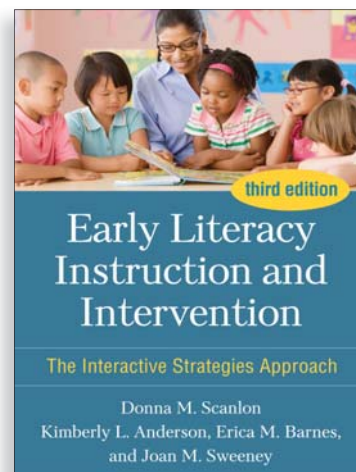


## EARLY LITERACY INSTRUCTION AND INTERVENTION, THIRD EDITION

### The Interactive Strategies Approach

Donna M. Scanlon, PhD; Kimberly L. Anderson, PhD; Erica M. Barnes;  
and Joan M. Sweeney

- This established text and teacher resource now includes a broader focus on whole-class instruction as well as small-group and individualized intervention.
- Interactive Strategies Approach (ISA) provides a clear framework for supporting literacy development for ages 5–9, particularly for students who experience reading difficulties.
- The practical book shows teacher how to use existing curricular materials to meet core instructional goals in the areas of phonemic awareness, phonics, word solving/word learning, vocabulary and language skills, comprehension and teaching linguistically diverse students.



March 2024 | 532 pages | 7 x 10

### CONTENTS *(Highlighted Chapters)*

- I. Theoretical and Practical Understandings of Early Literacy Learning and Instruction
- II. Understanding Print and the English (Alphabetic) Writing System
- III. Word Learning
- IV. Meaning Construction
- V. Integration of the Goals: Putting It All Together

**AUDIENCE** Teachers of children ages 5–8 (grades K–3); literacy coaches; school administrators; teacher educators and graduate students.

**Donna M. Scanlon, PhD**, is Professor Emeritus in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York, where she served as director of the Child Research and Study Center.

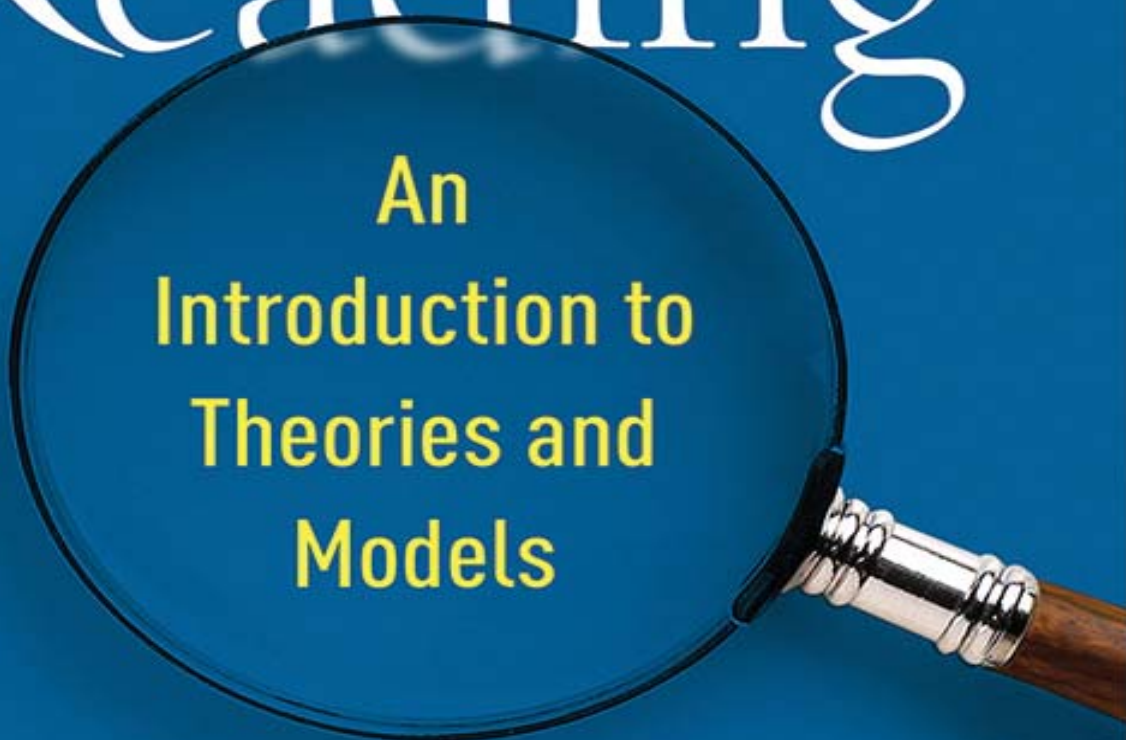
**Kimberly L. Anderson, PhD**, is Associate Professor in the Department of Literacy Studies, English Education, and History Education at East Carolina University.

**Erica M. Barnes, PhD**, is Associate Professor in the Department of Literacy Teaching and Learning at the University at Albany, State University of New York.

**Joan M. Sweeney, MEd**, is a reading specialist in a Capital District public school in New York.

FOURTH EDITION

# Lenses on Reading



An  
Introduction to  
Theories and  
Models

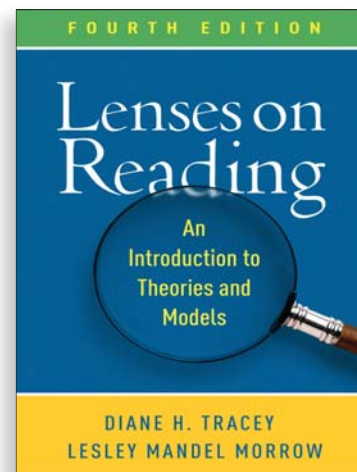
DIANE H. TRACEY  
LESLEY MANDEL MORROW

## LENSES ON READING, FOURTH EDITION

### An Introduction to Theories and Models

Diane H. Tracey and Lesley Mandel Morrow, PhD

- The book is organized chronologically, from classical approaches to contemporary cognitive, social learning, physiological, and affective perspectives.
- It emphasizes that the more lenses' educators possess for examining reading processes, the better equipped they will be to understand and facilitate children's literacy development.
- This revised and updated fourth edition incorporates current advances in research and instructional practices, and introduces prominent theories and models related to reading.
- New and significantly expanded topics in the fourth edition include Direct/Explicit Instruction, Social and Emotional Learning, Culturally Responsive Teaching, Social Justice and Equity, the Science of Reading, recent Neuroscientific approaches, and Digital Literacy Lenses, including theories of online reading comprehension and multiliteracies.



June 2024 | 290 pages | 6.125. x 9.25

## CONTENTS

- |  |  |
|--|--|
| 1. Introduction to Theories and Models   | 7. Affective Lenses (1940s–Present)            |
| 2. Early Lenses (400 B.C.E.–Present)     | 8. Social Learning Lenses (1950s–Present)      |
| 3. Behavioral Lenses (1900–Present)      | 9. Cognitive-Processing Lenses (1960s–Present) |
| 4. Constructivist Lenses (1920s–Present) | 10. Digital Literacy Lenses (1990s–Present)    |
| 5. Developmental Lenses (1930s–Present)  | 11. Putting It All Together                    |
| 6. Physiological Lenses (1940s–Present)  |  |

**AUDIENCE** Teacher educators and graduate students; K–12 staff developers; school and educational psychologists.

**Diane H. Tracey** is a psychoanalyst in private practice and a faculty member at the Center for Modern Psychoanalytic Studies in New York City. She is Professor Emerita in the College of Education at Kean University.

**Lesley Mandel Morrow, PhD**, is Distinguished Professor and Director of the Center for Literacy Development in the Graduate School of Education at Rutgers, The State University of New Jersey and a recipient of the William S. Gray Citation of Merit from the International Literacy Association (ILA). Dr. Morrow has served as president of both the ILA and the Reading Hall of Fame.

# THE POWER OF INSTRUCTIONAL COACHING IN CONTEXT

**A Systems  
View  
for Aligning  
Content and  
Coaching**



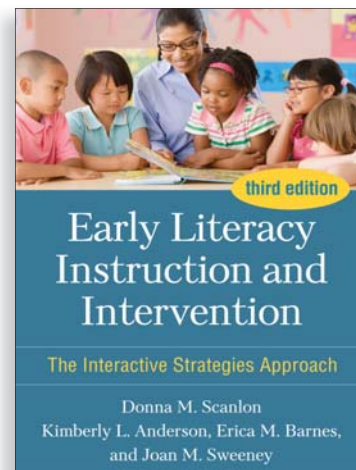
**Jacy Ippolito  
Rita M. Bean**

## THE POWER OF INSTRUCTIONAL COACHING IN CONTEXT

### A Systems View for Aligning Content and Coaching

Jacy Ippolito and Rita M. Bean, PhD

- This practical book provides guidance for leveraging the power of instructional coaching and helping coaching programs succeed.
- It addresses the crucial importance of developing practices that align instructional goals with school, district, and community factors that influence the work of teachers and coaches.
- The authors present a framework and practical tools for embedding coaching into the fabric of school life, in service of creating equitable opportunities and outcomes for all students.



Feb 2024 | 276 pages | 6 x 9

### CONTENTS

#### I. Introduction

1. Content and Context Matter: Coaching Doesn't Happen in a Vacuum
2. Seeing the Systems at Work in Schools: The First Step to Building and Sustaining a Culture of Coaching

#### II. The Content of Coaching

3. The Instructional Core: Identifying the What and Why of Coaching
4. Supporting the Implementation and Sustainability of the Instructional Core

#### III. Coaching Programs and Processes

5. Designing a Coaching Program That Works for Your School and District

6. Defining Roles and Responsibilities to Support Coaching Programs and Processes
7. Differentiating Coaching Moves to Support Coaching Programs and Processes

#### IV. The Context of Coaching

8. Stepping Back to See the Bigger Picture
9. District, School, and Community Levers to Support the Context of Coaching
10. Sustaining a Healthy System for Coaching: The Need for Support and Pressure
11. A Final Note: Why the Content and Coaching in Context Framework Matters for Coaches and Schools

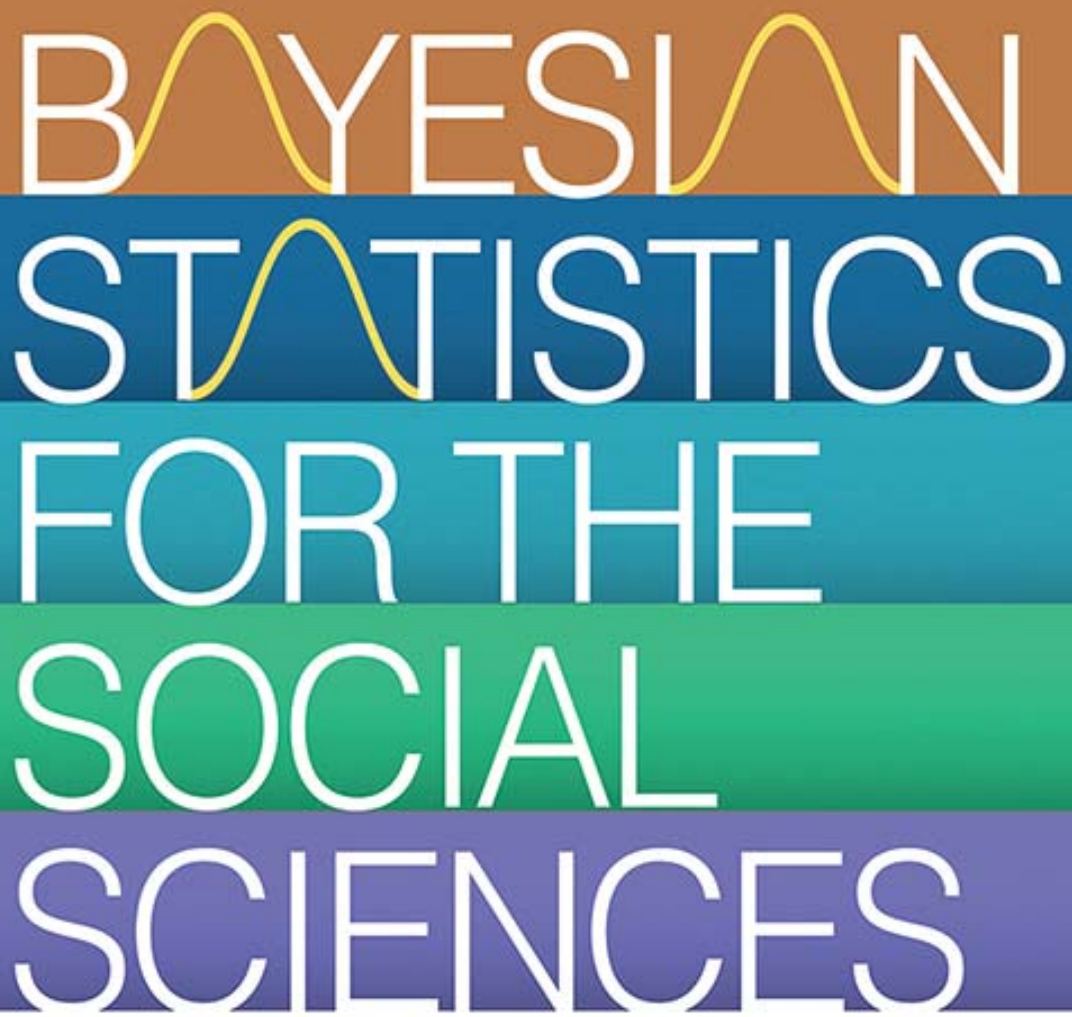
**AUDIENCE** Instructional and specialized coaches (including literacy and SEL coaches) in K–12; interventionists; school administrators.

**Jacy Ippolito, EdD**, is Professor in the McKeown School of Education at Salem State University in Massachusetts, where he teaches courses in literacy and leadership, codirects graduate programs in Educational Leadership, and is the cofounder and co-leader of the **Center for Educational Leadership**.

**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.



# RESEARCH METHODS

The book cover features a vertical stack of five horizontal color bands: brown at the top, followed by dark blue, teal, green, and purple. A yellow wave graphic, resembling a normal distribution curve, is overlaid on the text. The text is arranged in five lines, each within a color band: 'BAYESIAN' in the brown band, 'STATISTICS' in the dark blue band, 'FOR THE' in the teal band, 'SOCIAL' in the green band, and 'SCIENCES' in the purple band. The letters are white, except for the 'Y' in 'BAYESIAN' and the 'A' in 'STATISTICS', which are yellow and follow the path of the wave.

BAYESIAN  
STATISTICS  
FOR THE  
SOCIAL  
SCIENCES

second edition

DAVID KAPLAN



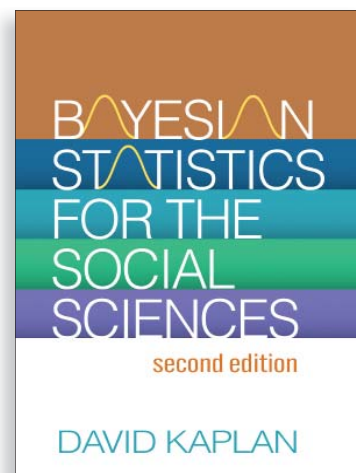
## BAYESIAN STATISTICS FOR THE SOCIAL SCIENCES, SECOND EDITION

David Kaplan, PhD

- Practical book that equips social science researchers to apply the latest Bayesian methodologies to their data analysis problems.
- It includes new chapters on model uncertainty, Bayesian variable selection and sparsity, and Bayesian workflow for statistical modeling and emphasizes use of the open-source RStan software package.
- The author is the International Guest Professor at the University of Heidelberg, a Humboldt Award winner, and well known for his work with the OECD Program for International Student Assessment (PISA).

“I recommend this book for providing a careful overview of the Bayesian framework, at a level accessible to a wide audience, with examples, code, and key references. Kaplan does a great job of covering so many different aspects of Bayesian modeling in a coherent way and presenting a number of substantive methods for analyzing complex data.”

—Irini Moustaki, PhD, London School of Economics and Political Science



Nov 2023 | 250 pages | 7 x 10

### CONTENTS *(Highlighted Chapters)*

#### I. Foundations

1. Probability Concepts and Bayes' Theorem

1.1 Relevant Probability Axioms

#### II. Bayesian Model Building

5. Bayesian Linear and Generalized Models

5.1 The Bayesian Linear Regression Model

#### III. Advanced Topics and Methods

9. Missing Data From a Bayesian Perspective

9.1 A Nomenclature for Missing Data

**AUDIENCE** Behavioral and social science researchers; instructors and graduate students in psychology, education, sociology, management, and public health.

**David Kaplan, PhD**, is the Patricia Busk Professor of Quantitative Methods in the Department of Educational Psychology at the University of Wisconsin–Madison. Dr. Kaplan was the Johann von Spix International Visiting Professor at the Universität Bamberg and the Max Kade Visiting Professor at the Universität Heidelberg, both in Germany, and is currently International Guest Professor at the Universität Heidelberg.



# **COMPUTERIZED ADAPTIVE TESTING**

**From Concept to Implementation**

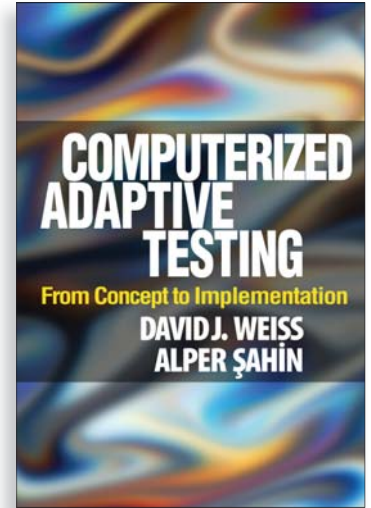
**DAVID J. WEISS  
ALPER ŞAHİN**

## COMPUTERIZED ADAPTIVE TESTING

### From Concept to Implementation

David J. Weiss and Alper Sahin

- Computerized adaptive testing (CAT) is used worldwide in assessment and professional certification contexts and offers a powerful means to measure individual differences or make classifications.
- This text provides a complete how-to guide for planning and implementing an effective CAT to create a test unique to each person in real time.
- Engaging multidisciplinary examples illustrate applications of CAT for measuring ability, achievement, proficiency, personality, attitudes, perceptions, patients' reports of their symptoms, and academic or clinical progress.



June 2024 | 378 pages | 7 x 10

#### CONTENTS *(Highlighted Chapters)*

##### I. The Why, What, and How of CAT

1. Why CAT?
2. The Birth of Adaptive Testing and Its Current Status
3. Item Response Theory Used in CAT
4. Using CAT to Measure Individual Differences
5. CAT for Classification and Classification Plus Measurement

##### II. Getting Your CAT Operational

6. Feasibility and Planning
7. Developing a CAT Item Bank: Writing and Evaluating Items
8. Pretesting and Linking Your Items, and Adding New

##### Items to an Existing Bank

##### 9. Using Simulations to Design a CAT

##### 10. Implementing Your CAT

##### III. Applications, Special Types of CATs, Special Issues, and a Potential Future for CAT

##### 11. Examples of Operational CAT Programs

##### 12. Other Types of CATs

##### 13. Special Issues

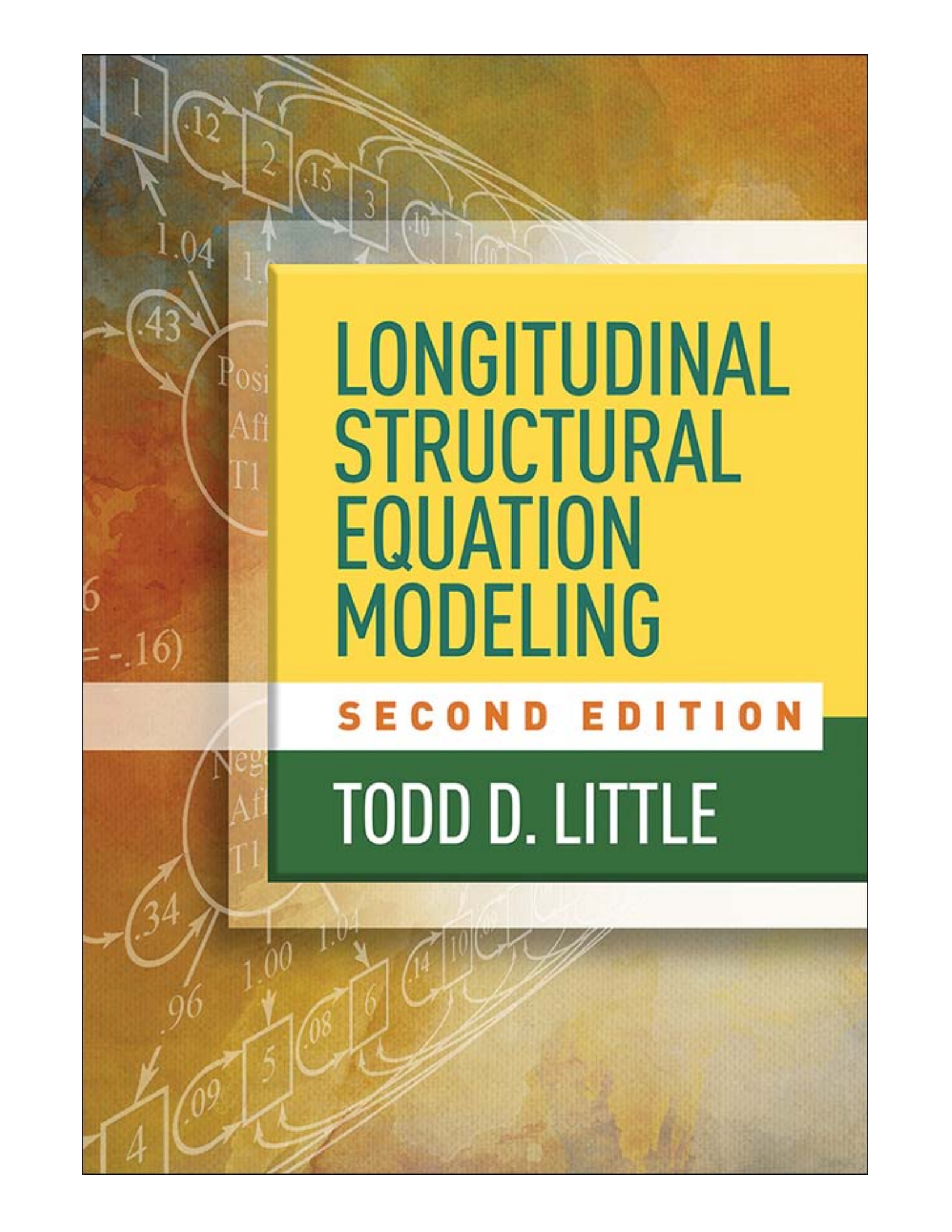
##### 14. Adaptive Measurement of Change: Evaluating the Psychometric Significance of Measured Individual Change

##### 15. Some Pathways Toward Future CATs and CAT Research

**AUDIENCE** Testing and assessment professionals in education, health care, licensing and certification organizations, human resources, and other settings; graduate students in psychology, education, public health, and management.

**David J. Weiss, PhD**, is Professor of Psychology at the University of Minnesota. Widely regarded as the father of computerized adaptive testing (CAT), he began his CAT research and founded the Quantitative and Psychometric Methods program at the University of Minnesota in 1970.

**Alper Şahin, PhD**, is Chairperson of the Department of Basic English at Atilim University in Ankara, Türkiye, and Director of Education for the International Association for Computerized Adaptive Testing.



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# LONGITUDINAL STRUCTURAL EQUATION MODELING

**SECOND EDITION**

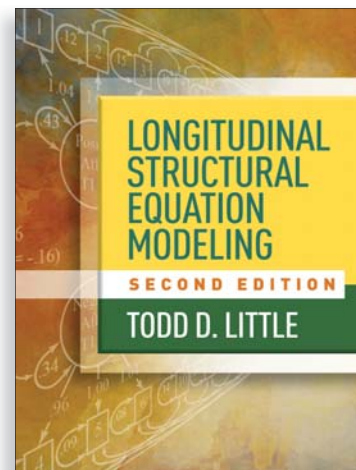
**TODD D. LITTLE**

## LONGITUDINAL STRUCTURAL EQUATION MODELING, SECOND EDITION

Todd D. Little, PhD

Foreword by Noel A. Card

- This fully updated second edition equipped with user-friendly features and a companion website, presents the latest developments in longitudinal structural equation modeling (SEM).
- New chapters on missing data, the random intercepts cross-lagged panel model (RI-CLPM), longitudinal mixture modeling, and Bayesian SEM.
- The author describes the steps of modeling a longitudinal change process. He explains the big picture and technical how-tos of using longitudinal confirmatory factor analysis, longitudinal panel models, and hybrid models for analyzing within-person change.



Dec 2023 | 608 pages | 7 x 10

“This is a good core textbook for an advanced course in SEM. What is special about this book is the extensive use of examples, the end-of-chapter summaries (including definitions), and the detailed discussion of many problems, issues, and controversies—such as whether parceling makes sense, or how to deal with convergence issues or with longitudinal data attrition—not treated extensively in other texts.”

—Douglas Baer, PhD, University of Victoria, British Columbia

### CONTENTS *(Highlighted Chapters)*

Foreword, Noel A. Card

1. Overview and Foundations of Structural Equation Modeling

2. Design Issues in Longitudinal Studies

3. Modern Approaches to Missing Data in Longitudinal Studies

4. The Measurement Model

5. Model Fit, Sample Size, and Power

6. The Longitudinal CFA Model

7. Specifying and Interpreting a Longitudinal Panel

Model

8. Multiple-Group Longitudinal Models

9. The Random Intercept Cross-Lagged Panel Model

10. Mediation and Moderation

11. Multilevel Growth Curves and Multilevel SEM

12. Longitudinal Mixture Modeling: Finding Unknown Groups

13. Bayesian Longitudinal Structural Equation Modeling

14. Jambalaya: Complex Construct Representations and Decompositions

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

**Todd D. Little, PhD**, is Professor of Educational Psychology, Leadership, and Counseling at Texas Tech University. He is also an Extraordinary Professor at the Optentia Research Focus Area, North-West University, Vanderbijlpark, South Africa.

# MOBILE SENSING in Psychology

METHODS AND APPLICATIONS



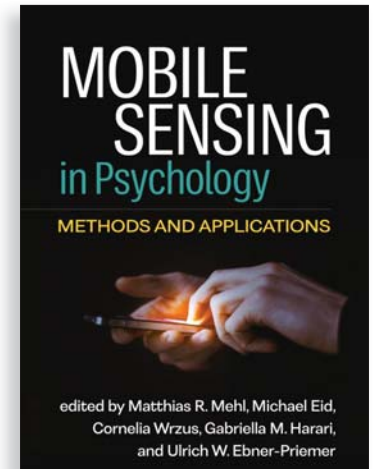
edited by Matthias R. Mehl, Michael Eid,  
Cornelia Wrzus, Gabriella M. Harari,  
and Ulrich W. Ebner-Priemer

## MOBILE SENSING IN PSYCHOLOGY

### Methods and Applications

Edited by Matthias R. Mehl, PhD; Michael Eid, Cornelia Wrzus, PhD; Gabriella M. Harari, PhD; and Ulrich W. Ebner-Priemer, PhD

- This handbook describes the key concepts and tools of mobile sensing and explains how to plan and conduct a mobile sensing study.
- Renowned experts address how and why to collect “big data” using smartphones and other wearables, and explore which research questions can best be addressed with these tools.
- The book includes best-practice research examples of applications in clinical psychology, aging, neuroscience, health, emotions, relationships, personality, the workplace, and other areas.
- Authors are known overseas and give international workshops.



Dec 2023 | 760 pages | 7 x 10

### CONTENTS *(Highlighted Chapters)*

- I. Mobile Sensing: Background and Key Concepts
- II. Mobile Sensors: Technological Know-How and Methodological How-To
- III. Analysis of Mobile Sensing Data
- IV. Mobile Sensing Applications in Psychological Science
- V. Conclusions and Future Directions

**AUDIENCE** Applied researchers and graduate students in social, personality, health, developmental, industrial/organizational, and clinical psychology; public health; sociology; medicine; computer science; and information science.

**Matthias R. Mehl, PhD**, is Professor of Psychology at the University of Arizona.

**Michael Eid, PhD**, is Professor of Methods and Evaluation at the Free University of Berlin in Germany.

**Cornelia Wrzus, PhD**, is Professor of Psychological Aging Research at the Ruprecht-Karls University of Heidelberg, Germany, where she founded the Daily Life Lab.

**Gabriella M. Harari, PhD**, is Assistant Professor in the Department of Communication at Stanford University.

**Ulrich W. Ebner-Priemer, PhD**, is Professor of Psychology and Chair of the Mental mHealth (mobile health) Lab at the Karlsruhe Institute of Technology in Germany.



WRITING AND  
PUBLISHING  
QUALITATIVE  
RESEARCH



PATRICIA LEAVY

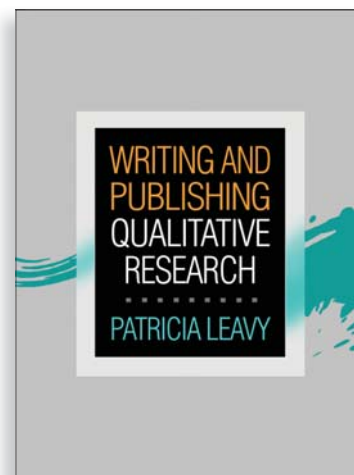




## WRITING AND PUBLISHING QUALITATIVE RESEARCH

Patricia Leavy, PhD

- Award-winning author Patricia Leavy covers everything from how to develop a unique writer’s voice to how to craft a successful book proposal, understand a publishing contract, establish relationships with editors, and much more.
- The practical book is filled with effective tools for using data and theory in different genres of writing, building a profile as a scholar, and getting research findings out into the world.
- This is the first guide to writing and publishing in a range of both scholarly and popular formats—from journal articles and monographs to op-eds and fictional works.



April 2024 | 231 pages | 6.125 x 9.25

“A much-needed guide for students and early-career scholars. The combination of highly relevant writing tips and indispensable publishing advice makes this book unique among existing qualitative inquiry texts.”

—Season Ellison, PhD, Bemidji State University

### CONTENTS

#### I. Getting Started Writing

1. How We Get Started Writing
2. Writing Qualitatively
3. Writing with Literature and Theory
4. Cultivating Your Voice

#### II. Writing and Publishing in Different For-

#### mats

5. Writing and Publishing Academic Journal Articles
6. Writing and Publishing Academic Books
7. Writing and Publishing in Literary Forms
8. Writing and Publishing Blogs and Op-Eds

**AUDIENCE** Graduate students in psychology, education, counseling, sociology, social work, management, marketing, nursing, public health, and communication; qualitative researchers who want to build their writing portfolios across both academic and popular settings.

**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. She is the author, coauthor, or editor of 40 nonfiction and fiction books, which have received numerous awards and have been translated into multiple languages. She has served as the creator and editor of 10 book series and is cofounder of the journal *Art/Research International*. For her work in the field of research methods.



# **Computing Geographically**

**Bridging Giscience and Geography**

**David O'Sullivan**

## COMPUTING GEOGRAPHICALLY

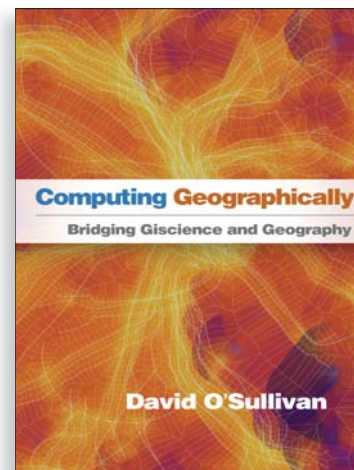
### Bridging Giscience and Geography

David O'Sullivan, PhD

- This book considers how key concepts have developed in geography and are represented (or not) in geographic information science (GISc) and systems (GIS), with a view to bridging gaps between the two.
- The author shows how revisiting the theoretical underpinnings of geography offers insights on enduring GIS challenges—including map projections, the modifiable areal unit problem, scale and map generalization, and the nature of space and place—while also enriching geographic thought.

“A masterpiece—one of the greatest steps forward in computational geographic thinking since Waldo Tobler’s and William Bunge’s seminal work of the 1960s and 1970s...this book offers both a panoramic view of past achievements and an accessible guide into future thinking.”

—Danny Dorling, PhD, University of Oxford



Jan 2024 | 312 pages | 6 x 9

### CONTENTS *(Highlighted Chapters)*

1. Building Bridges
2. Location and Space
3. Scale and Projection
4. Place and Meaning in Space
5. Lines and Areas sample
6. Relations, Networks, Flows
7. Time and Dynamics
8. Process and Pattern
9. Doing Giscience Doing Geography

**AUDIENCE** Students in geography, environmental and earth sciences, and GIS certificate programs; geographers; GIS researchers and professionals

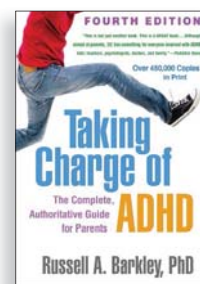
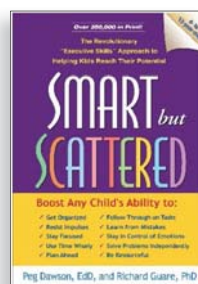
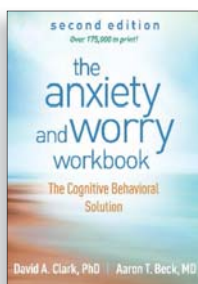
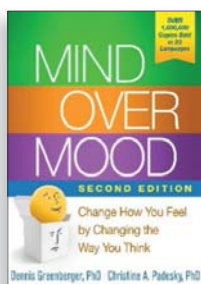
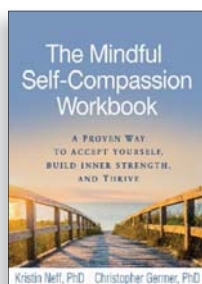
**David O'Sullivan, PhD**, is an independent scholar who has held positions at Te Herenga Waka—Victoria University of Wellington; the University of California, Berkeley; the University of Auckland; and Penn State. He has published extensively on novel approaches to the simulation of change in urban and ecological systems, and the implications of different representations in giscience in relation to wider currents in geographical thought.



# BACKLIST

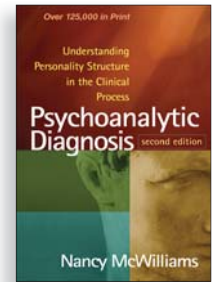
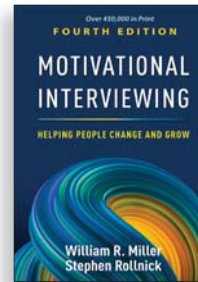
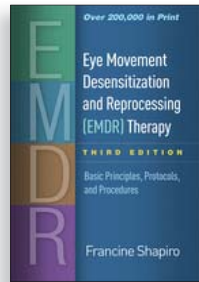
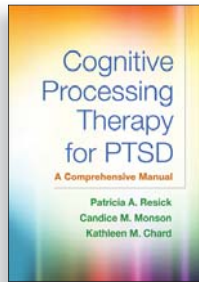
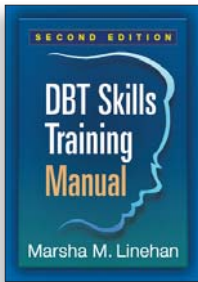
# GUILFORD PRESS

## BEST SELLING TITLES FOR GENERAL READERS



1	<b>Mindful Self-Compassion Workbook</b> Aug 2018	Neff	RIGHTS SOLD in 18 languages
2	<b>Mind Over Mood</b> Oct 2015	Greenberger	RIGHTS SOLD in 22 languages
3	<b>Smart but Scattered</b> Jan 2009	Dawson	RIGHTS SOLD in 19 languages
4	<b>Taking Charge of Adult ADHD</b> Nov 2021	Barkley	RIGHTS SOLD Chinese-Simplified, German, Korean, Portuguese, Russian
5	<b>Taking Charge of ADHD</b> June 2020	Barkley	RIGHTS SOLD Chinese-world, German, Greek, Lithuanian, Russian, Spanish, Ukrainian
6	<b>Smart but Scattered Teens</b> Dec 2012	Guare	RIGHTS SOLD Bulgarian, Chinese-world, Dutch, Korean, Polish, Russian, Vietnamese
7	<b>Overcoming Binge Eating</b> July 2013	Fairburn	RIGHTS SOLD in 14 languages
8	<b>12 Principles for Raising a Child with ADHD</b> Oct 2020	Barkley	RIGHTS SOLD Chinese-Simplified, Dutch, Japanese, Korean, Portuguese, Russian, Vietnamese
9	<b>Bipolar Disorder Survival Guide</b> June 2019	Miklowitz	RIGHTS SOLD Chinese-Simplified, Italian, Japanese, Lithuanian, Portuguese, Russian
10	<b>Smart but Scattered Guide to Success</b> Jan 2016	Dawson	RIGHTS SOLD Arabic, Dutch, Spanish, Thai, Turkish, Vietnamese
11	<b>Raising a Secure Child</b> Feb 2017	Hoffman	RIGHTS SOLD in 12 languages
12	<b>Anxiety and Worry Workbook</b> <b>NEW</b> April 2023	Clark	RIGHTS SOLD Chinese-Simplified, Japanese, Portuguese, Spanish
13	<b>Mindful Way Workbook</b> Jan 2014	Teasdale	RIGHTS SOLD in 17 languages
14	<b>Early Start for Your Child with Autism</b> May 2012	Rogers	RIGHTS SOLD in 20 languages
15	<b>Loving Someone with Borderline Personality Disorder</b> June 2011	Manning	RIGHTS SOLD Chinese-Simplified, German, Japanese, Russian, Turkish
16	<b>Without Conscience</b> Jan 1999	Hare	RIGHTS SOLD in 19 languages
17	<b>DBT Solution for Emotional Eating</b> Jan 2018	Safer	RIGHTS SOLD Chinese-Simplified, Italian, Portuguese

BEST SELLING TITLES FOR PROFESSIONALS



1	<b>DBT Skills Training Handouts and Worksheets</b> Oct 2014	Linehan	RIGHTS SOLD in 20 languages
2	<b>Eye Movement Desensitization and Reprocessing (EMDR) Therapy</b> Dec 2017	Shapiro	RIGHTS SOLD in 14 languages
3	<b>Motivational Interviewing</b> <b>NEW</b> Aug 2023	Miller	RIGHTS SOLD in 13 languages
4	<b>DBT Skills Training Manual</b> Oct 2014	Linehan	RIGHTS SOLD in 18 languages
5	<b>Cognitive Processing Therapy for PTSD</b> Dec 2016 <b>NEW EDITION COMING APRIL 2024</b>	Resick	RIGHTS SOLD Azerbaijani, Chinese-Simplified, Japanese, Korean, Polish
6	<b>Seeking Safety</b> Dec 2001	Najavits	RIGHTS SOLD Chinese-world, Dutch, German, Japanese, Korean, Polish
7	<b>Internal Family Systems Therapy</b> Sept 2019	Schwartz	RIGHTS SOLD in 11 languages
8	<b>DBT Skills Manual for Adolescents</b> Nov 2014	Rathus	RIGHTS SOLD Chinese-Simplified, French, Icelandic, Italian Korean, Polish, Portuguese, Russian
9	<b>DBT Skills in Schools</b> June 2016	Mazza	RIGHTS SOLD Chinese-Simplified, Icelandic, Italian, Korean, Spanish
10	<b>Managing Suicidal Risk</b> <b>NEW</b> July 2023	Jobes	RIGHTS SOLD Chinese-Simplified, Portuguese
11	<b>Attachment Theory in Practice</b> Jan 2019	Johnson	RIGHTS SOLD in 16 languages
12	<b>Work-Smart Academic Planner</b> Feb 2017	Dawson	
13	<b>Psychoanalytic Diagnosis</b> July 2011	McWilliams	RIGHTS SOLD in 17 languages
14	<b>Motivational Interviewing in Health Care</b> Sept 2022	Rollnick	RIGHTS SOLD French, Korean, Russian, Swedish
15	<b>Executive Function Skills in the Classroom</b> March 2022	Faith	
16	<b>DSM-5-TR® Made Easy</b> <b>NEW</b> April 2023	Morrison	RIGHTS SOLD Korean, Turkish
17	<b>Executive Skills in Children and Adolescents</b> July 2018	Dawson	RIGHTS SOLD Dutch, Japanese



# LONDON BOOK FAIR

## 12 - 14 MARCH 2024

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