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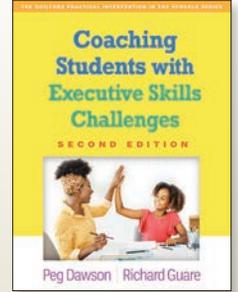
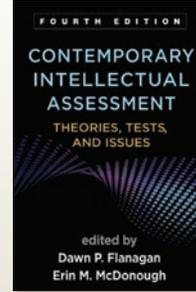
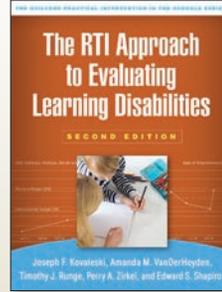
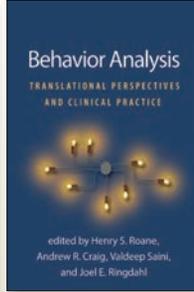
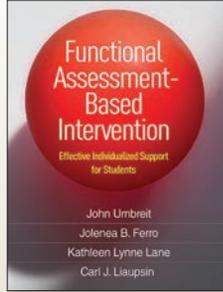
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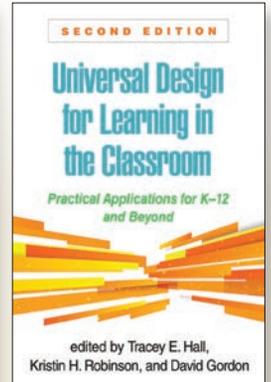
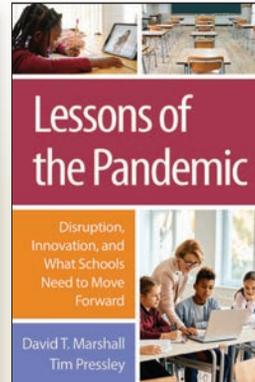
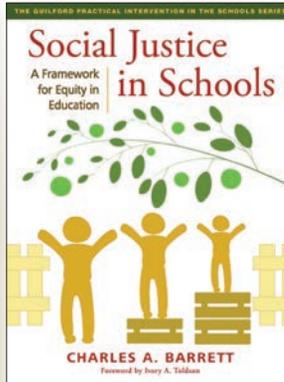
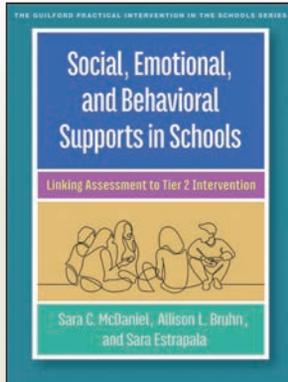
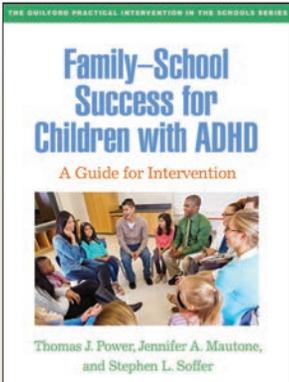
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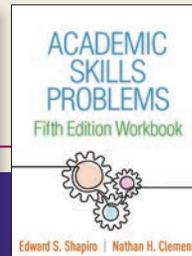
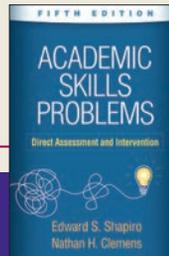
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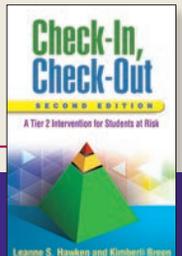


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New

# 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

Meeting a critical need, this accessible guide addresses the “whats,” “whys,” and “how-tos” of developing and implementing effective Tier 2 social, emotional, and behavioral supports. The book provides explicit steps for identifying K–12 students who could benefit from Tier 2, matching evidence-based interventions to student needs, and making individualized, data-based decisions regarding adapting, fading, or intensifying supports. Chapters review exemplary interventions in the areas of conduct, self-regulation, social issues, emotional issues, and co-occurring academic and social-emotional-behavioral needs. The place of Tier 2 in schoolwide positive behavioral interventions and supports (PBIS) is explained, and keys to implementation fidelity are highlighted. In a large-size format for easy photocopying, the book includes 23 reproducible forms and checklists that can also be downloaded and printed.

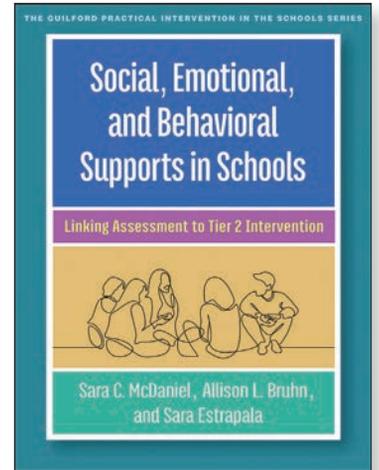
### CRITICAL ACCLAIM

“A much-needed and timely resource!... The authors provide a practical approach that will save schools valuable time and resources.”  
—**Tabathia Baldy, EdD, Mental Health and Wellness Program Manager, Georgia Department of Education**

“I love the accessibility of this book and the straightforward guidance it provides.... This hopeful book allows us to see Tier 2 supports as uplifting and preventive—the way they are meant to be.”  
—**Rhonda N. T. Nese, PhD, University of Oregon**

### CONTENTS

- Preface
- 1. Social, Emotional, and Behavioral Needs and Tier 2
- 2. Tier 2 Identification of Students' Strengths and Their Needs
- 3. Tier 2 Data-Based Decision Making for Initial Intervention Decisions
- 4. Evidence-Based Interventions for Conduct Issues
- 5. Evidence-Based Interventions for Self-Regulation Issues
- 6. Evidence-Based Interventions for Social Issues
- 7. Evidence-Based Interventions for Emotional Issues, *Gerta Bardhoshi*
- 8. Integrating Academic and Social-Emotional-Behavioral Interventions at Tier 2, *Stephen Kilgus, David Klingbeil, and Julia Porter*
- 9. Data-Based Decision Making and Ongoing Adaptations at Tier 2
- 10. Technical Assistance to Facilitate Fidelity and Effectiveness at Tier 2
- 11. But Wait, There's More



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### ABOUT THE AUTHORS



**Sara C. McDaniel, PhD,** is Professor of Special Education at the University of Alabama and Director of the Center for Interconnected Behavioral and Mental Health Systems.



**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.

**Individual Plan of Action (IPA): Tier 2**

Student Name: \_\_\_\_\_  
 Student Grade: \_\_\_\_\_  
 Team Members: \_\_\_\_\_  
 Initial Referral Date: \_\_\_\_\_

**Referral Information**

This student was referred by:  
 Universal screening score   
 Teacher referral   
 Caregiver referral   
 Student (self) referral   
 Other: \_\_\_\_\_

**Intervention Planning**

Results from the SDQ (fill in score and circle risk range):  
 Overall Score: \_\_\_\_\_ (normal, borderline, elevated)  
 Conduct: \_\_\_\_\_ (normal, borderline, elevated)  
 Hyperactivity: \_\_\_\_\_ (normal, borderline, elevated)  
 Peer problems: \_\_\_\_\_ (normal, borderline, elevated)  
 Prosocial: \_\_\_\_\_ (normal, borderline, elevated)  
 Emotional Symptoms: \_\_\_\_\_ (normal, borderline, elevated)

Student information summary (strengths, preferences, interests):

**Interventions for Conduct Issues** 49

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

	Rarely = 1 	Sometimes = 2 	Always = 3 
	<b>Be Respectful</b>		
Reading			
Math			
Science			
Social Studies			
Writing			
Totals			

Today's Goal: \_\_\_\_\_  
 Did I reach my goal? Yes No

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# The Guilford Practical Intervention in the Schools Series

Sandra M. Chafouleas, Series Editor • [www.guilford.com/practical](http://www.guilford.com/practical)

New

## Social Justice in Schools A Framework for Equity in Education

Charles A. Barrett, PhD

Foreword by Ivory A. Toldson, PhD

“While many social justice books are written from a theoretical perspective that leaves the reader wondering what to do next, Barrett’s book focuses on knowledge and tools that educators can use right away....A ‘must read!’”

—Andria Amador, EdD, NCSP,

Senior Director of Behavioral Health Services, Boston Public Schools

“Barrett has created an easy-to-read book that is a call to action for educators concerned with equity, fairness, and opportunity for marginalized students.”

—Sherrie L. Proctor, PhD, Queens College, City University of New York

This book guides PreK–12 educators and school-based clinicians on how to embed socially just practices into their day-to-day roles to achieve more equitable outcomes. *Social Justice in Schools* uses vivid vignettes and personal reflections to demystify complex concepts. It pinpoints ways educators can better understand their racially and ethnically minoritized students, reflect on and challenge implicit bias in assessment and decision making, and build meaningful home–school relationships. Chapters begin with clearly framed learning outcomes and close with discussion questions and resources for professional learning. **In a convenient large-size format, the book includes reproducible handouts and forms that can be downloaded and printed for repeated use.**

### CONTENTS

Foreword, *Toldson*

Preface

1. Social Justice: A Framework for Equity in Public Education

2. Social Justice Is About Systems

3. Social Justice Is About Challenging Ourselves and Others

4. Social Justice Is About Privilege, Implicit Bias, and Intersectionality

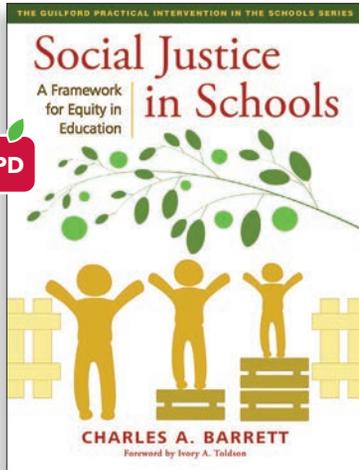
5. Social Justice Is About More Than Numbers

6. Social Justice Is About the Children, Families, Schools, and Communities We Serve

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9. Social Justice and Me: The Formation and Evolution of a Professional Identity



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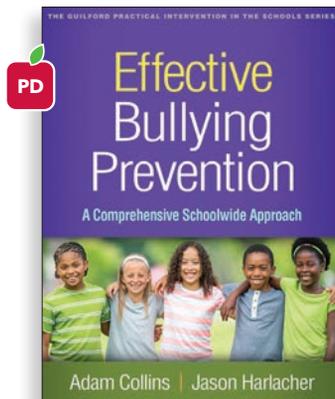
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for details 

### ABOUT THE AUTHOR



**Charles A. Barrett, PhD, NCSP**, a district-level administrator in Virginia, practiced as a school psychologist for 13 years at the elementary and secondary levels. He serves as an adjunct lecturer

at several universities, where he is actively involved in the training and development of future school psychologists.



## Effective Bullying Prevention

*A Comprehensive Schoolwide Approach*

Adam Collins, PhD, Colorado Department of Education, Denver

Jason Harlacher, PhD, American Institutes for Research, Denver

Foreword by Susan M. Swearer, PhD

“Drs. Collins and Harlacher have created a research-based, comprehensive, and practical model to help practitioners and educators find sure footing within a rapidly changing landscape.... I recommend it to professionals in any district or school seeking to develop or rewrite their student support policies.”

—Justin Gaddis, PhD, LP, Fort Worth Independent School District, TX

Going beyond other bullying prevention resources, this book presents an approach grounded in evidence-based best practices, together with concrete guidance for weaving it sustainably into the fabric of a school. The authors describe a range of ways to support the development of prosocial skills in K–12 students, make data-based decisions to respond to bullying, and build partnerships across students, staff, and families.

2023, 8" x 10½" Paperback, 240 Pages, ISBN 978-1-4625-5070-8, \$37.00

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New

## Family-School Success for Children with ADHD

A Guide for Intervention

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

Distilling decades of research, this practical manual presents an innovative intervention for families of 6- to 10-year-olds (grades 1–5) with ADHD. Family-School Success (FSS) focuses on improving children’s behavior and academic performance by strengthening parent-child, teacher-student, and family-school relationships. Detailed guidelines are provided for implementing FSS with parent groups or individual families, including how to involve children in groups and collaborate with teachers. The authors discuss ways to deliver FSS effectively in school- and clinic-based settings, private practice, and primary care. In a convenient large-size format, the book features dozens of reproducible parent handouts and worksheets, assessment tools, and fidelity checklists, which can also be downloaded and printed.

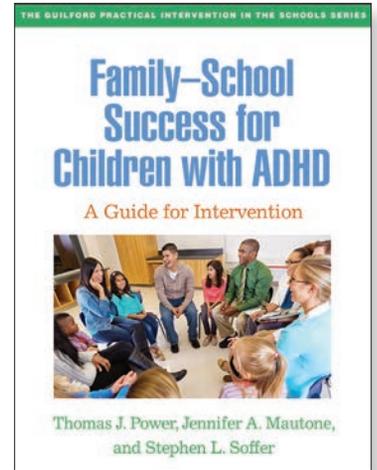
### CRITICAL ACCLAIM

“This book is a ‘must have’ for clinicians, researchers, and trainers concerned with supporting children with ADHD....I can’t think of any intervention more important than FSS for students with ADHD!”  
—Susan M. Sheridan, PhD, University of Nebraska-Lincoln

“Few ADHD resources integrate home and school interventions like this one, making it a unique and necessary manual for therapists and school mental health providers.”  
—Andrea Chronis-Tuscano, PhD, University of Maryland, College Park

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Preface	7. FSS Session 3	15. Assessing Intervention Fidelity, Engagement, and Outcomes, with Jenelle Nissley-Tsiopinis
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1. Introduction and Overview	9. FSS Session 5	<b>Appendices.</b> Parent Handouts and Homework Assignments • Fidelity Checklists • Outcome Measures
2. Theoretical and Empirical Justification for FSS	10. FSS Session 6	
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<b>II. The FSS Manual</b>	13. FSS Session 9	
5. FSS Session 1	<b>III. Adaptations and Evaluation</b>	
6. FSS Session 2	14. Adaptations across Settings, Populations, and Time of Year	



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### ABOUT THE AUTHORS



**Thomas J. Power, PhD, ABPP**, 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 (CHOP).



**Jennifer A. Mautone, PhD, ABPP**, is Associate Professor of School Psychology in Psychiatry at the Perelman School of Medicine at the University of Pennsylvania and Director of Primary Care Behavioral Health Research in the Department of Child and Adolescent Psychiatry and Behavioral Sciences at CHOP.



**Stephen L. Soffer, PhD**, is Professor of Clinical Psychiatry at the Perelman School of Medicine at the University of Pennsylvania. At CHOP, he is Chief of Clinical and Professional Affairs in the Division of Outpatient Behavioral Health of the Department of Child and Adolescent Psychiatry and Behavioral Sciences, Training Director of the Psychology Internship Program, and a psychologist at the Center for Management of ADHD.

FAMILY-SCHOOL SUCCESS  
**SESSION 5**  
Homework—Target Behaviors

- Please make a list of possible target behaviors for your child.
  - These behaviors should be stated positively. For example, “Follow directions the first time.”
  - Include target behaviors that are relatively easy and difficult for your child.
- Indicate how difficult the behavior is for your child to complete.
- CIRCLE** the 2–3 BEHAVIORS you would like to focus on for the next week.

Target behavior	Difficulty
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Barriers	Strategies
Hard to remember to write down	Put homework sheet on kitchen table

Includes dozens of  
reproducible parent handouts  
and worksheets, assessment tools,  
and fidelity checklists!

FAMILY-SCHOOL SUCCESS  
**SESSION 1**  
Attention Grid

Adult Attention as a Consequence  
Child Behavior

	“OK” Behavior	“Not-OK” Behavior	
Adult attention	Present	☺ ↑ Rate of desired behavior	✗
	Absent	✗	☺ ↓ Rate of problem behavior

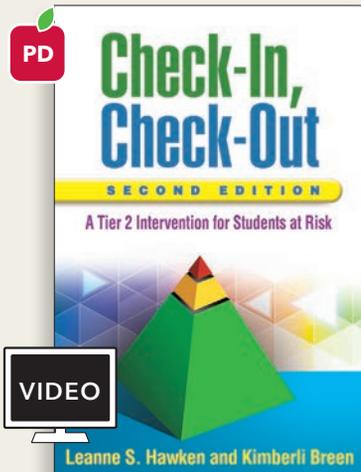
**Key**

✗ Not recommended parenting practice

☺ Recommended parenting practice

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## The Check-In, Check-Out (CICO) Intervention



### Check-In, Check-Out SECOND EDITION

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*A Tier 2 Intervention for Students at Risk*

**Leanne S. Hawken, PhD, BCBA**, University of Utah (Emeritus)  
**Kimberli Breen, MS, CAS, MA**, national educational consultant, Chicago, IL

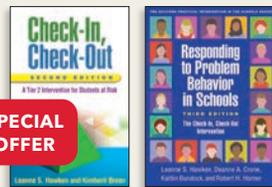
“The video program can be used as a component of training workshops or staff meetings or to enhance individual teachers’ understanding of CICO....School leadership teams will find useful information on how to embed CICO within a multi-tiered framework.”  
—**Steve Goodman, PhD, Director, Michigan’s MTSS Technical Assistance Center**

CICO is the most widely implemented Tier 2 intervention for the approximately 10–15% of K–12 students who exhibit chronic, mild behavior problems. This professional training video—now downloadable—illustrates the key components of CICO and shows how school personnel and parents can quickly and effectively support positive behavior throughout the day. CICO is ideal for implementation in multi-tiered systems of support (MTSS) or positive behavior interventions and support (PBIS) frameworks. Special features include reproducible forms, PowerPoint training materials, and two graphing spreadsheets for managing daily data.

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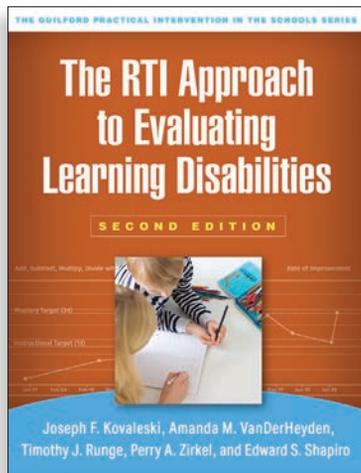
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The downloadable video *Check-In, Check-Out, Second Edition: A Tier 2 Intervention for Students at Risk* demonstrates CICO in action. The related book, *Responding to Problem Behavior in Schools, Third Edition: The Check-In, Check-Out Intervention*, provides a comprehensive presentation of CICO, plus guidelines and tools for implementation.

**Order both the video download and book for \$82.95 instead of \$110.00 if bought separately!** Online: [www.guilford.com/package/BEP2](http://www.guilford.com/package/BEP2) • Phone/Mail: Cat. #BEP2



### The RTI Approach to Evaluating Learning Disabilities SECOND EDITION

**Joseph F. Kovaleski, DEd, NCSP**, Indiana University of Pennsylvania (Emeritus)  
**Amanda M. VanDerHeyden, PhD**, Education Research and Consulting, Daphne, AL  
**Timothy J. Runge, PhD, NCSP, BCBA**, Indiana University of Pennsylvania  
**Perry A. Zirkel, PhD, JD, LLM**, Lehigh University (Emeritus)  
**Edward S. Shapiro, PhD**

“This book accurately captures our evolving understanding of response to intervention (RTI) within MTSS and clearly illustrates how to leverage the essential components of MTSS to identify significant learning disabilities.”  
—**Tessie Bailey, PhD, American Institutes for Research**

“A ‘must read’ for practitioners who are just beginning to use RTI for specific learning disabilities (SLD) identification, or for anyone working to have a more effective, legally defensible practice that improves children’s lives.”  
—**Matthew K. Burns, PhD, University of Florida Literacy Institute**

From leading authorities, this indispensable work shows how to use RTI to evaluate K–12 students for SLD. The second edition gives increased attention to optimizing the instructional environment in the context of an MTSS. Procedures are described for screening at-risk students; using RTI to intensify instruction in reading, writing, and math; identifying SLD; determining eligibility for special education; and planning individualized education programs. Case examples and pointers for practice are woven throughout. **In a convenient large-size format, the book includes reproducible tools that can be downloaded and printed for repeated use.**

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## Lessons of the Pandemic

*Disruption, Innovation, and What Schools Need to Move Forward*

**David T. Marshall, PhD**

**Tim Pressley, PhD**

Foreword by **Harry Anthony Patrinos, PhD**

“An invaluable treatment of COVID-19 and schools. 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.... We must read this history so that we may never repeat it.” **–Robert Maranto, PhD, University of Arkansas**

“This book provides eye-opening information... The authors analyze an impressive range of sources to produce a fair, unbiased analysis. Not only does this book validate teachers’ experiences with pandemic teaching, but it also identifies crucial lessons for governmental and educational decision makers.”

**–Laura Cvitanovich, MS, Secondary English Instructor, Virtual Virginia, Virginia Department of Education**

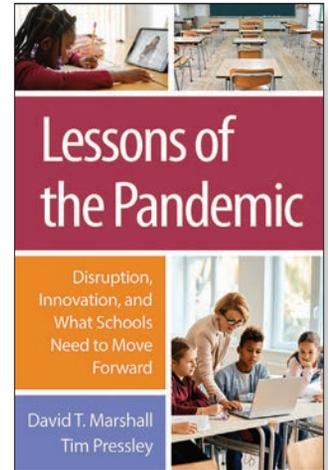
“Marshall and Pressley concisely show how the COVID-19 pandemic and the lockdown affected students’ learning and the well-being of students and teachers, while exacerbating inequities in our educational system. This book goes beyond analyzing facts—it synthesizes recommendations for positive change and responsive leadership. A ‘must read’ for educators!”

**–Heather L. Walter, EdD, George Mason University**

“This book is well-structured and thoroughly referenced.... The authors recognize that we have very few pandemic-based intervention studies on which to base the way forward, and so they have based their plan on best practices established pre-pandemic in combination with the new insights gained from teachers. I highly recommend this compelling, comprehensive look at the pandemic and the next steps forward in educational recovery.”

**–Laura Sokal, PhD, University of Winnipeg**

The impacts of the COVID-19 pandemic on K–12 education have been pervasive and profound. This engaging book concisely outlines the current crisis in schools in the core areas of student learning, student and teacher mental health, and teacher burnout. Synthesizing original research, David T. Marshall and Tim Pressley offer in-depth descriptions of the disruptions caused by prolonged school closures and remote instruction. They also identify some positive changes, such as increased use of online resources and technology, flexible work models, and greater attention to social and emotional learning. Sharing key findings, concrete examples, and teachers’ own voices about what they need to succeed, the book provides clear recommendations for moving schools forward effectively and sustainably.



2024, 6" x 9" Paperback, 170 Pages  
ISBN 978-1-4625-5387-7, \$32.00

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ISBN 978-1-4625-5388-4, \$48.00



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### ABOUT THE AUTHORS



**David T. Marshall, PhD**, is Associate Professor of Educational Research in the College of Education at Auburn University. Since 2020, much of his research has focused on the COVID-19 pandemic and its impact on K-12 education.



**Tim Pressley, PhD**, is Associate Professor of Psychology at Christopher Newport University, where he is also a faculty member in the Master of Arts in Teaching program and the Center for Education Research and Policy.

► See an interview with featured author David T. Marshall:  
[www.guilford.com/marshall-2024](http://www.guilford.com/marshall-2024)

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Foreword, *Patrinos*

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2. The Case against Prolonged School Closures

3. The Impact on Student Learning

4. The Impact on Student Mental and Social Well-Being

5. The Impact on Teacher Well-Being

6. The Impact on Teacher Labor Markets

7. What Changes Remain?

8. What Do Teachers Need to Be Successful?

9. Where Do We Go from Here?

Lessons Learned from the Pandemic

**Appendix:** Overview of Methodology

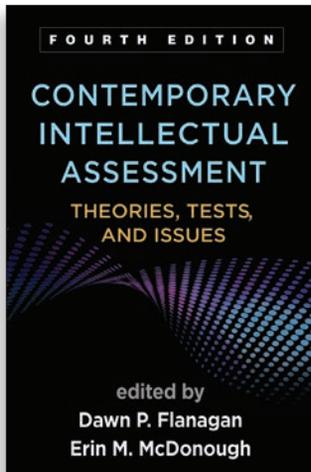
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Foreword by **Alan S. Kaufman, PhD**

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—**John M. Garruto, DEd, NCSP, school psychologist, Oswego City School District, NY**

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This leading practitioner reference and text provides the knowledge needed to use cognitive tests with individuals of all ages, from preschoolers to adults. The volume examines major theories and tests of intelligence (in chapters written by the theorists and test developers themselves) and presents research-based approaches to test interpretation. Contributors address critical issues in evaluating culturally and linguistically diverse students, gifted students, and those with intellectual disability, sensory-motor impairments, traumatic brain injuries, and learning difficulties and disabilities. The fourth edition highlights the use of cognitive test results in planning school-based interventions.

**New**

### Practical Psychometrics

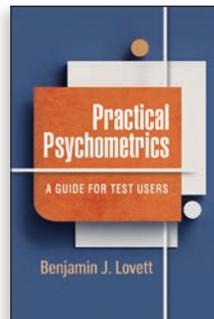
*A Guide for Test Users*

**Benjamin J. Lovett, PhD**

“Many of us have been clamoring for a resource like this for use in our master’s-level programs! The presentation is incredibly accessible, and is anchored in a strong balance of practical, timely examples throughout.”

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**New**

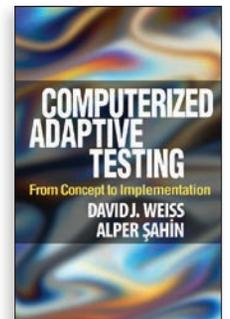
### Computerized Adaptive Testing

*From Concept to Implementation*

**David J. Weiss, PhD**  
**Alper Şahin, PhD**

“Written at an accessible level, the book does not require a strong background in psychometrics. It is an excellent resource for anyone with administrative responsibility for a CAT system, or for courses in applied measurement.” —**Mark Reckase, PhD,**

**Michigan State University**



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This authoritative work provides a complete how-to guide for planning and implementing an effective computerized adaptive testing (CAT) to create a test unique to each person in real time. The book reviews the history of CAT and the basics of item response theory used in CAT. It walks the reader through developing an item bank, pretesting and linking items, selecting required CAT options, and using simulations to design a CAT. Engaging multidisciplinary examples illustrate applications of CAT for measuring academic or clinical progress, ability, achievement, proficiency, personality, attitudes, perceptions, and patients’ reports of their symptoms.

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## Academic Skills Problems

FIFTH EDITION

*Direct Assessment and Intervention*

**Edward S. Shapiro, PhD**

**Nathan H. Clemens, PhD**, The University of Texas at Austin

Foreword by **Jay Shapiro**, with **Dan Shapiro** and **Sally Shapiro**

“The fifth edition is significantly updated with contemporary research, while retaining its comprehensive practitioner-oriented approach.... This unique book is a great text for school psychologists in training as well as practitioners seeking to further their professional development.”

—**Stacy-Ann A. January, PhD, NCSPP, University of South Florida**

**N**ow in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention, this text addresses a perennial need for school practitioners and practitioners in training. Presented is a comprehensive, problem-solving-based approach for working with K–12 students who are struggling with reading, writing, or mathematics. The book provides a framework for evaluating the instructional environment as well as each student’s context and unique learning needs; planning instructional modifications; and monitoring progress. The companion workbook, available separately, contains practice exercises and reproducible forms.

### NEW TO THIS EDITION

- ✓ Revised throughout by new coauthor Nathan H. Clemens, while retaining the core elements of Edward S. Shapiro’s approach.
- ✓ Fresh perspectives on behaviors that facilitate learning, such as attention to task and following directions.
- ✓ New emphasis on the central role of language in reading, mathematics, and writing development and difficulties, and implications for working more effectively with linguistically and culturally diverse students.
- ✓ Updated and expanded coverage of key topics—universal screening; progress monitoring; intensive, individualized academic skills interventions; and more.

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## Academic Skills Problems Fifth Edition Workbook

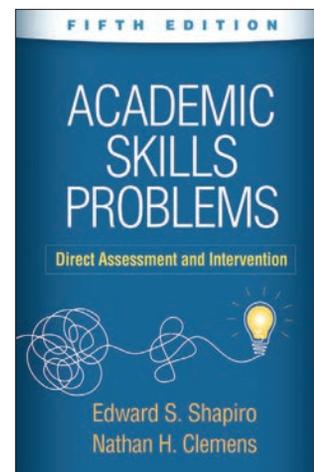
**Edward S. Shapiro, PhD**

**Nathan H. Clemens, PhD**

“Prior editions have been staple texts in psychoeducational assessment and intervention courses. The fifth edition of the text and workbook, updating Shapiro’s foundational framework, are more inclusive of different types of assessments and offer critical considerations for implementation within response-to-intervention models.”

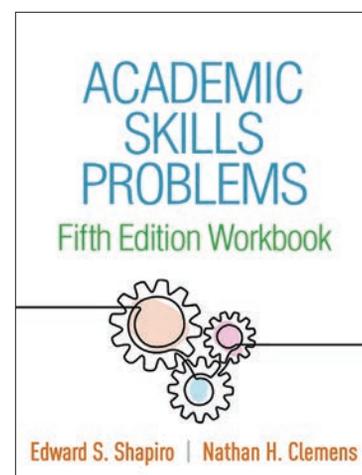
—**Ethan R. Van Norman, PhD, Lehigh University**

**U**pped in conjunction with *Academic Skills Problems, Fifth Edition*, the companion workbook contains reproducible forms discussed in the text as well as additional useful materials for direct assessment, intervention planning, and data-based decision making. The *Workbook* is geared to service delivery in a multi-tiered system of support (MTSS). It features step-by-step instructions for using each form along with exercises for practicing assessment processes and procedures. **The convenient large-size format facilitates photocopying; purchasers also get access to a webpage where they can download and print the reproducible tools.**



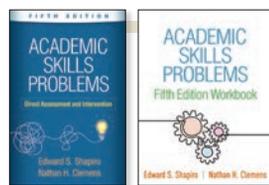
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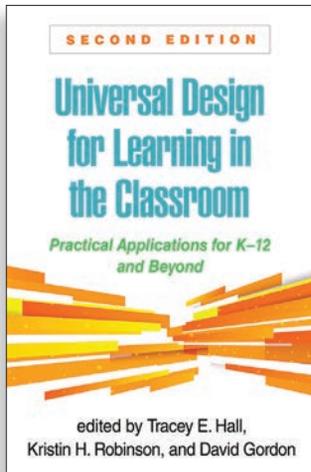
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*Academic Skills Problems, Fifth Edition*, presents a framework for assessment and intervention with K–12 students struggling with reading, writing, or mathematics. The companion volume, *Academic Skills Problems Fifth Edition Workbook*, provides reproducible forms, practice exercises, and more, in a convenient large-size format. **Order both books for \$78.95 instead of \$109.00 if bought separately!** Online: [www.guilford.com/package/ACADSKILLS](http://www.guilford.com/package/ACADSKILLS) • Phone/Mail: Cat. #ACADSKILLS

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#### ABOUT THE EDITORS



**Tracey E. Hall, PhD**, is Senior Research Scientist and Instructional Designer at CAST, the nonprofit education research and development organization that created the 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.

★ **New Edition of a Bestselling Practitioner Guide and Text—  
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## Universal Design for Learning in the Classroom SECOND EDITION

*Practical Applications for K-12 and Beyond*

Edited by **Tracey E. Hall, PhD, Kristin H. Robinson, MPhil, MA,**  
and **David Gordon, MFA**

Foreword by **David H. Rose, EdD**

“A ‘must read’ that empowers educators to create dynamic, accessible, and equitable learning environments for all... The second edition has a sharp focus on confronting equity and bias, including racial, cultural, and socioeconomic dimensions.” —**Kimberly Coy, PhD, California State University, Fresno**

“The book highlights multiple ways to teach and build expertise in learners, with special attention to social-emotional learning and equitable access... I look forward to incorporating it into my graduate course on universal design for learning (UDL).” —**Frances G. Smith, EdD, George Washington University**

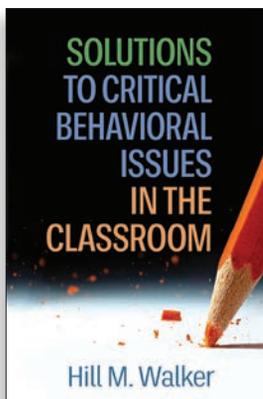
The UDL framework has grown from its origins in special education to being widely used to support all students, making the **fully rewritten second edition** of this indispensable guide more relevant than ever. Filled with practical, vivid examples and tips, the book demonstrates the power of UDL when applied to particular content areas. Specific teaching ideas are presented for literacy, STEM, project-based learning, career and technical education, and the arts.

**NEW TO THIS EDITION:** Entirely new content. • Coverage expanded from elementary and middle grades to secondary and beyond. • Innovative approaches embracing the growth of UDL and the ubiquity of digital technologies in today’s classrooms. • Spotlight on issues of equity and inclusion. • Chapters on antiracism, social-emotional learning, career and technical education, journey mapping, and curriculum design. • Compelling discussions of advances in UDL principles and research directions.

#### CONTENTS

Foreword, Rose	4. The Unbound Classroom	7. Career and Technical Education and UDL
Preface	5. UDL and the Arts	8. Promoting Antiracism with Design and Intention
1. UDL Guidelines	6. Universal Design for Social and Emotional Learning	9. Journey Mapping and UDL
2. UDL in Literacy		
3. Meeting the Needs of All Learners in STEM		

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## Solutions to Critical Behavioral Issues in the Classroom

**Hill M. Walker, PhD**, University of Oregon (Emeritus); Oregon Research Institute

“Provides an almost instant source of practical, evidence-based strategies for management and motivation of students with emotional or behavioral problems.”

—**Steven R. Forness, EdD, University of California, Los Angeles (Emeritus)**

Like a “Physician’s Desk Reference” for teachers, this book matches proven intervention techniques to specific target behaviors. The volume is organized around the problem behaviors that K-6 teachers see as the greatest barriers to student success --and the positive behaviors they value the most. Hill M. Walker presents exemplary strategies for managing such classroom challenges as defiance, low motivation, and aggression.

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## Functional Assessment-Based Intervention

*Effective Individualized Support for Students*

John Umbreit, PhD, Jolene B. Ferro, PhD, Kathleen Lynne Lane, PhD, and Carl J. Liaupsin, EdD

“This is an essential resource for anyone responsible for supporting students with intensive needs across general and special education settings. This excellent book will enhance the training and technical assistance we provide to schools, districts, regional educational service centers, and state education agency staff. It is a preeminent resource.” —**Kelcey Schmitz, MEd, University of Washington**

From noted authorities, this book presents a comprehensive approach to designing and implementing evidence-based Tier 3 behavior interventions for K–12 students. The authors’ functional assessment-based intervention (FABI) process has been supported by multiple peer-reviewed studies conducted in authentic educational environments. Step by step, chapters spell out proven methods to define target behaviors, determine the function of the undesirable behavior, identify appropriate replacement behaviors, and deliver and monitor intensive interventions. **In a convenient large-size format, the book includes reproducible checklists and forms that can also be downloaded for ease of use.**

### CONTENTS

<b>I. Introduction and Overview</b>	<b>IV. Step 3: Collecting Baseline Data</b>	18. Generalization and Maintenance
1. An Introduction to FABI	9. Identifying the Dimension of Interest and Selecting an Appropriate Measurement System	19. Designing Your Intervention
2. Primer on Behavior Analysis	10. Getting Started	<b>VI. Step 5: Testing the Intervention</b>
<b>II. Step 1: Identifying Students Who May Need an FABI</b>	<b>V. Step 4: Designing the FABI</b>	20. Determining Intervention Outcomes
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5. Getting Started	14. Intervention Method 3	23. A Step-by-Step Training Model
6. Functional Assessment Interviews	15. Intervention Methods 1 and 2	<b>Appendix. Published Research on the FABI Model</b>
7. Functional Assessment	16. Treatment Integrity	<b>FABI Completion Checklists</b>
8. Determining the Function of the Behavior	17. Social Validity	

New

## Social and Emotional Learning in Action

*Creating Systemic Change in Schools*

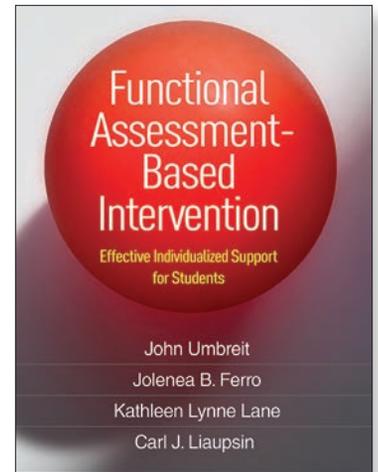
Edited by **Sara E. Rimm-Kaufman, PhD**, University of Virginia  
**Michael J. Strambler, PhD**, Yale University  
**Kimberly A. Schonert-Reichl, PhD**, University of British Columbia  
Foreword by **Aaliyah A. Samuel, PhD**

“Educators frequently struggle with how to ‘do social and emotional learning (SEL).’ This practical guide takes what may often feel like abstract concepts and puts them into actionable practices. The authors’ focus on SEL as a universal, proactive approach is refreshing.”

—**Jason A. Pedersen, PhD, NCSP, Derry Township School District, Hershey, PA**

This book explores the conditions needed to implement, strengthen, and sustain effective SEL, and identifies paths that schools, districts, and states have taken to create those conditions. Major themes include equity of access to high-quality SEL, promoting interracial understanding in all school interactions, and enhancing the well-being and SEL skills of teachers and school leaders as well as students.

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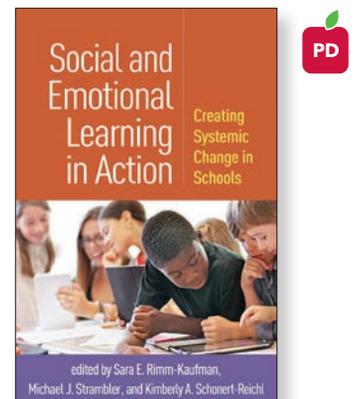
### ABOUT THE AUTHORS

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

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

**Kathleen Lynne Lane, PhD, BCBA-D**, 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



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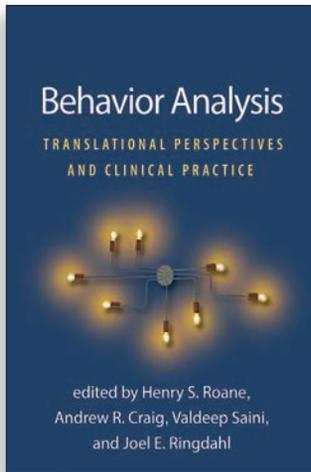
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New

## Behavior Analysis

*Translational Perspectives and Clinical Practice*

Edited by **Henry S. Roane, PhD, BCBA-D**, SUNY Upstate Medical University  
**Andrew R. Craig, PhD**, SUNY Upstate Medical University  
**Valdeep Saini, PhD**, Brock University  
**Joel E. Ringdahl, PhD**, University of Georgia

“An exceptional work from leaders in the field of behavior analysis across both basic and applied contexts. This book is an invaluable resource for students, researchers, and those in clinical practice. The distillation of complex research into understandable terms is truly an accomplishment. I strongly trust this book will be a cornerstone in advancing the field of behavior analysis.”

—**Valerie M. Volkert, PhD, BCBA-D, Emory University School of Medicine; Marcus Autism Center**

“Roane and colleagues have gathered accomplished experts in basic, applied, and translational behavior analysis to present this comprehensive, accessible work... Each chapter is written by researchers and practitioners, whose complementary skill sets coalesce to offer important contributions to the field. In the classroom, the text will introduce students to the seminal works in behavior analysis while providing extended explanations and clinical illustrations.”

—**John C. Borrero, PhD, BCBA-D, LBA, University of Maryland, Baltimore County**

This is the first comprehensive volume to bridge the gap between the science of behavior and applied behavior analysis (ABA). The book demonstrates how laboratory research informs real-world interventions to facilitate behavior change, and vice versa. Most of the chapters are written by researcher–clinician collaborators, who highlight commonalities and differences in the ways they conceptualize behavior and collect, analyze, and use data. Chapters present translational perspectives on conditioning, reinforcement, extinction, choice, verbal behavior, and more. Ethical considerations in translational research are explored. Training in foundational knowledge is a key requirement for behavior analyst certification, making this a needed resource for current and future ABA practitioners.

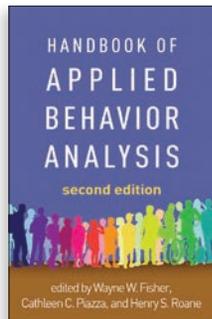
★ **Bestseller**

## Handbook of Applied Behavior Analysis

SECOND EDITION

Edited by  
**Wayne W. Fisher, PhD, BCBA-D**  
**Cathleen C. Piazza, PhD**  
**Henry S. Roane, PhD, BCBA-D**

“A monumental effort to capture the breadth and depth of behavior analysis... This comprehensive handbook is an ideal text for a graduate course in ABA and an invaluable reference for practitioners and students.” —**Jon S. Bailey, PhD, BCBA-D, Florida State University (Emeritus)**



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Widely regarded as the authoritative work on the principles and practice of ABA, this indispensable volume presents evidence-based procedures for supporting positive behaviors and reducing problem behaviors with children and adults in diverse contexts. Chapters delve into applications in education, autism treatment, addictions, behavioral pediatrics, and other areas.

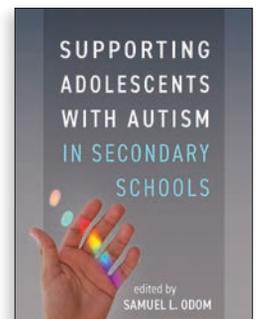
## Supporting Adolescents with Autism in Secondary Schools

Edited by **Samuel L. Odom, PhD**

“This is a strong book, grounded in clear values, practical experience, and empirical documentation.”

—**Robert H. Horner, PhD, University of Oregon (Emeritus)**

This book presents the first research-based, comprehensive program designed to support high school students with autism spectrum disorder (ASD). Developed and tested in public schools by the Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA), the program addresses four critical areas—literacy, social competence and peer relationships, independence, and postschool transition preparation for students and their families.



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## Coaching Students with Executive Skills Challenges SECOND EDITION

**Peg Dawson, EdD**, executive skills trainer and educator, Brentwood, NH  
**Richard Guare, PhD, BCBA-D**, Executive Skills LLC, Rye, NH

“The second edition is comprehensive and pragmatic...As a clinical psychologist working in a school setting for over 20 years, I can attest that executive skills coaching can be life changing for many students.”

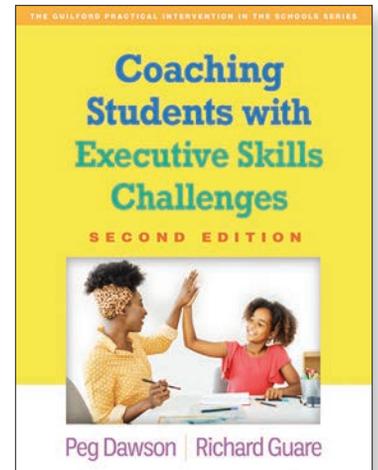
—Isabel de Puigdorfila, PsyD, school psychologist, Baldwin School of Puerto Rico

“Professionals will find a diverse toolbox of strategies designed to promote self-regulated learning... Dawson and Guare also provide tools to measure progress and tailor approaches to the unique needs and contexts of younger and older students.”

—Margaret H. Sibley, PhD, University of Washington School of Medicine

**W**ith 55% new material, the significantly revised second edition of this influential resource presents a refined coaching model and an expanded set of tools for helping K–12 students live up to their potential in school and beyond. The book describes how to provide evidence-based, individualized instruction and support for kids and teens with executive skills challenges. Guidelines are provided for partnering with students and improving their performance in such areas as time and task management, planning, organization, and impulse control.

**NEW TO THIS EDITION:** Two new chapters on coaching 5- to 8-year-olds (K–3), and more material on younger students throughout. • Shows how to enhance coaching by incorporating motivational interviewing and cognitive rehearsal strategies. • Chapter of case examples, plus chapters on self-assessment for coaches and the building blocks of executive skills coaching. • Expanded content on goal setting, action planning, and progress monitoring. • Updated research and revised reproducible tools.



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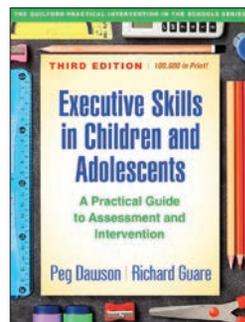
## Executive Skills in Children and Adolescents

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★ **Bestseller**

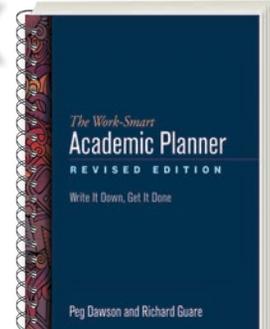
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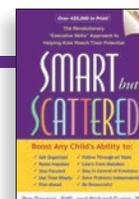
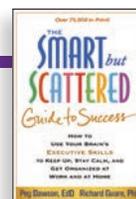
“I know of no other resource that not only provides an individual guide for executive skill development but also includes many helpful checklists, tip sheets, and templates to support the successful completion of essential school tasks.”

—George J. DuPaul, PhD, Lehigh University

This academic planner that has helped thousands of students in grades 6–12 provides an all-in-one resource for keeping track of assignments and due dates while developing the crucial executive skills needed to succeed in school and beyond. There is an online-only User’s Guide for school psychologists, educators, coaches, and parents ([www.guilford.com/work-smart-guide](http://www.guilford.com/work-smart-guide)).

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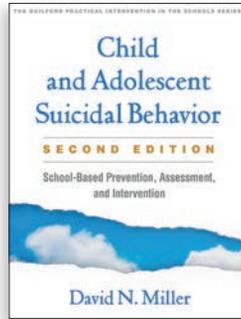
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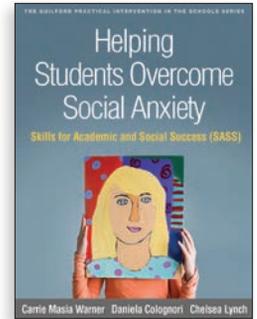
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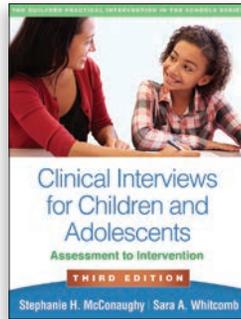
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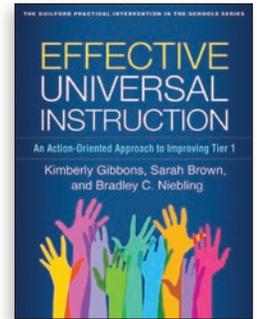
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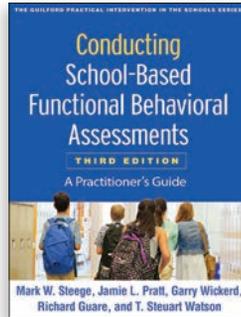
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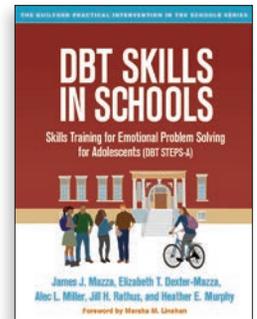
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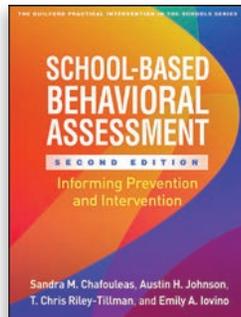
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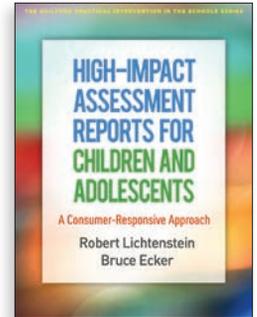


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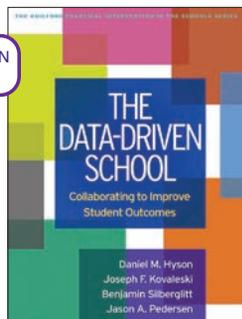
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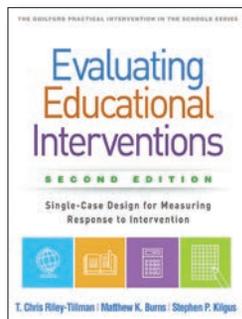
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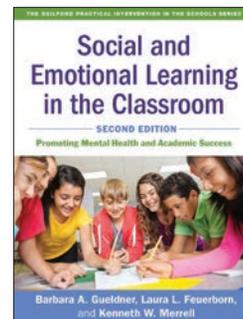
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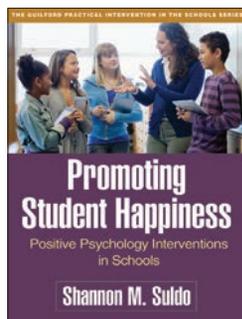
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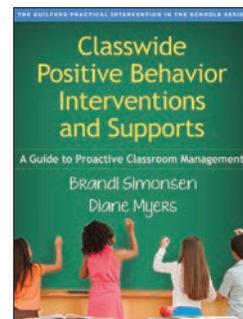
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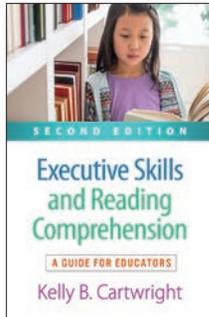


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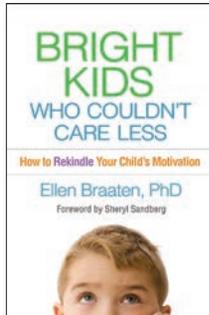
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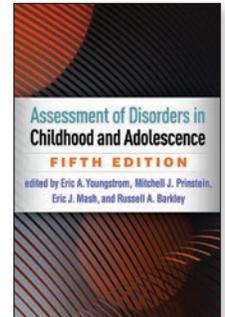
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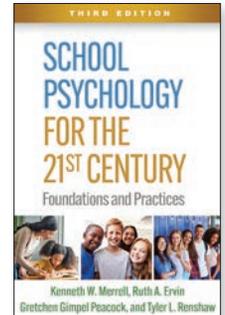
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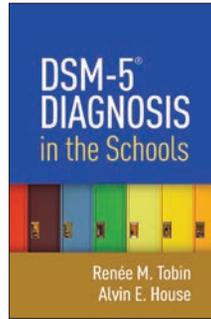
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