

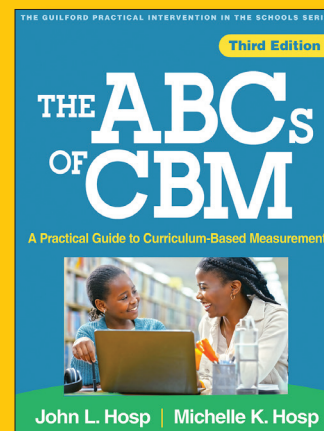
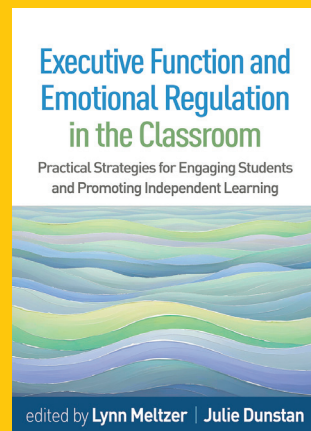
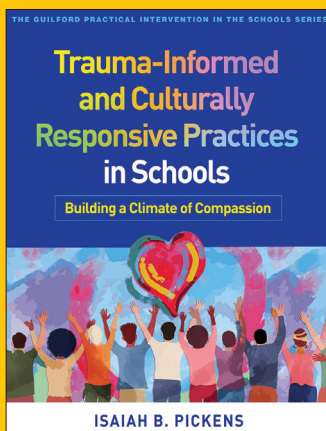
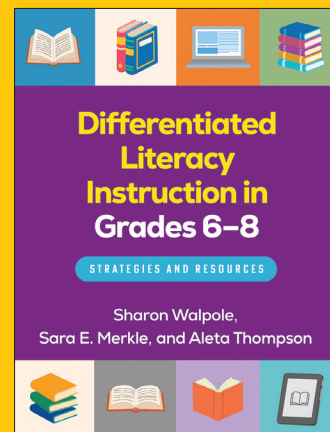
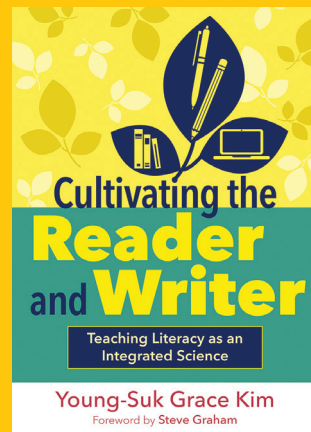
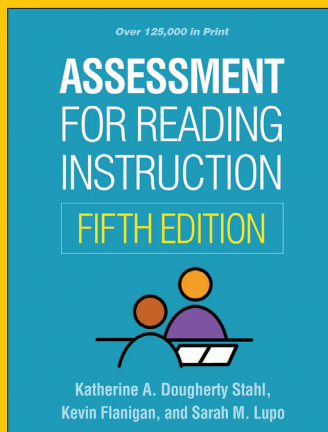
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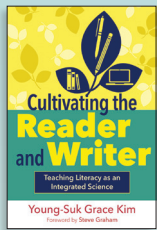
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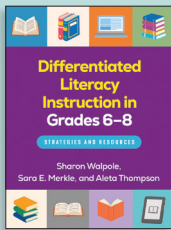


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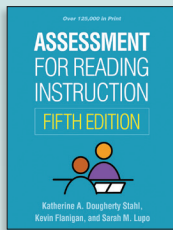
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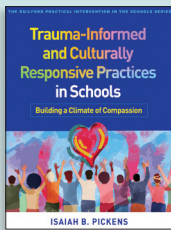
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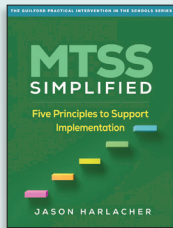
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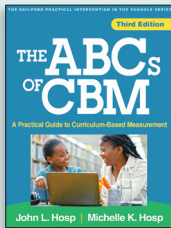
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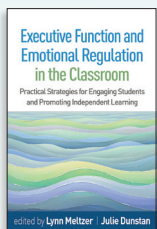
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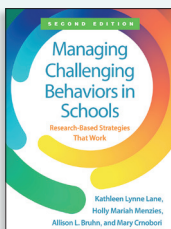
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## Dear Readers:

Welcome to Guilford’s K–12 School Practitioners Catalog. We are pleased to present new and forthcoming resources to promote all students’ literacy achievement, social–emotional well-being, and school success.

- *Cultivating the Reader and Writer* (page 2) explores the interconnections of reading and writing development and offers science-based keys to improving instruction in both areas.
- *Differentiated Literacy Instruction in Grades 6–8* (page 3) showcases vital tools and strategies to build middle schoolers’ knowledge and skills using high-quality text sets.
- *Assessment for Reading Instruction, Fifth Edition* (page 4), updates the bestselling work that has already helped more than 125,000 educators use assessment to get to the heart of students’ instructional needs.
- *Trauma-Informed and Culturally Responsive Practices in Schools* (page 11) shows how building a climate of compassion can help teachers and students overcome common obstacles to learning.
- *The ABCs of CBM, Third Edition* (page 16), updates the gold-standard guide to the “whats,” “whys,” and “how-tos” of curriculum-based measurement.
- *Executive Function and Emotional Regulation in the Classroom* (page 23) brings together field leaders to describe effective approaches to helping students thrive academically, socially, and emotionally.

Join us in celebrating 25 years of the groundbreaking Guilford Practical Intervention in the Schools series, which has transformed how evidence-based interventions are implemented in schools (pages 11–18). And there’s much more inside.



Sincerely,  
Laurie Rosatone  
Editor-in-Chief

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New

## Cultivating the Reader and Writer

*Teaching Literacy as an Integrated Science*

Young-Suk Grace Kim, EdD

Foreword by Steve Graham, EdD

From a preeminent literacy scholar, this book provides a research-based framework to guide teachers on how the sciences of reading and writing can be merged to strengthen instruction in both areas. Young-Suk Grace Kim explains the essential skills and mechanisms that underpin reading and writing and describes ways to leverage their interconnections to accelerate student learning. The book offers comprehensive coverage of both theory and research, identifying underlying principles and demonstrating how to translate this knowledge into effective classroom practices in grades K–12. Differentiated instruction is emphasized throughout, and applications for diverse learners—including bilingual students and those with learning difficulties—are given explicit attention. Chapter-opening Guiding Questions and Classroom Connections boxes throughout enhance the book’s utility as a course text and professional development resource.

### CRITICAL ACCLAIM

“Kim somehow manages to completely dissect the intricacies of reading and writing development while bringing all elements into a cohesive narrative of what it means to help students become literate. Teacher preparation programs should absolutely use this book to help new educators understand the complexities and implications of their instruction. Educators who are new to reading science need this book to ensure that they are skillfully integrating instruction to maximize their impact and produce socially significant outcomes for all learners. This book is just what the field needs right now.”

—Leslie Zoroya, MA, Project Director, Reading/Language Arts,  
Los Angeles County Office of Education

“I recommend this book for graduate-level courses in literacy development. Readers will benefit from the thorough presentation of both seminal and current research on literacy development, multi-lingual learning, differentiating instruction, and assessment. Throughout, Kim provides classroom connections, giving practitioners concrete strategies for implementing research-based instruction.”

—Pamela A. Mason, EdD, Harvard Graduate School of Education

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Foreword, *Steve Graham*

#### I. The Science of Reading

1. Reading Products, Processes, and Component Skills and Knowledge
2. Direct and Indirect Effects Model of Reading
3. Structural Relations among Skills and Knowledge According to DIER
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5. Application of DIER to Diverse Learners

#### II. The Science of Writing

6. Writing Products, Processes, and Component Skills and Knowledge
7. Direct and Indirect Effects Model of Writing
8. Structural Relations among Skills and Knowledge According to DIEW

9. Implications of DIEW: Supporting All Students to Become Power Writers

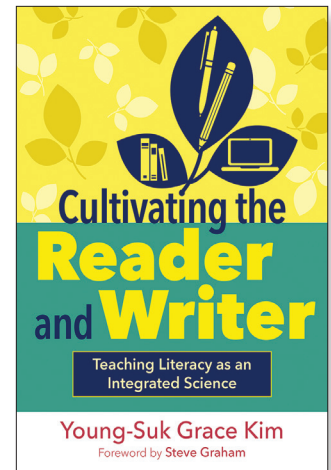
10. Application of DIEW to Diverse Learners

#### III. The Science of Reading–Writing and Writing–Reading Connections

11. Reading–Writing Relations: Theoretical Framework
12. Implications of Reading–Writing Relations According to the Interactive Dynamic Literacy Model

#### IV. The Science of Learning and Teaching: Principles for Effective Literacy Instruction

13. Theory- and Evidence-Based Assessment and Teaching Approaches: What and How
14. Durable Robust Learning



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### ABOUT THE AUTHOR

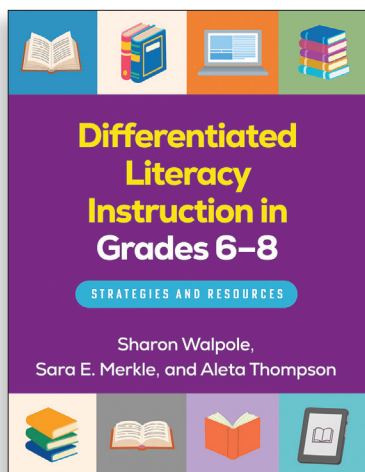


Young-Suk Grace Kim, EdD, is Professor and former Senior Associate Dean at the School of Education, University of California, Irvine. Previously she taught at Florida State University, where she served as Associate Director of the Florida Center for Reading Research.

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### ABOUT THE AUTHORS

Sharon Walpole, PhD, is Professor in the School of Education at the University of Delaware, where she is former Director of the Professional Development Center for Educators.

Sara E. Merkle, EdD, is a School Success Specialist at the University of Delaware's School Success Center and teaches courses in the College of Education and Human Development.

Aleta Thompson, MA, has been an educator for 50 years as a teacher, literacy and instructional coach, and curriculum writer.

### New

## Differentiated Literacy Instruction in Grades 6-8 Strategies and Resources

Sharon Walpole, PhD, Sara E. Merkle, EdD, and Aleta Thompson, MA

Filling a vital need for grades 6-8 educators, this practical guide presents a field-tested framework for promoting students' reading, writing, and collaborative learning in the middle school years. The expert authors describe ways to scaffold the development of content knowledge and core literacy skills using challenging, full-length anchor texts and connected text sets. They provide specific differentiation strategies and instructional routines, all emphasizing culturally responsive practice. Teachers see how students with varying support needs can engage productively in lessons focused on reading, discussion, grammar and language, writing, and research. **In a convenient large-size format, the book includes links to two complete lesson modules, numerous "Try It Yourself!" activities for teachers, and 19 reproducible/downloadable forms.**

"The authors present a clear and realistic instructional approach that balances research evidence and equity.... Teachers, literacy coaches, and teacher educators can use this book to ensure that all students have access to high-quality, engaging, and challenging reading opportunities throughout their academic careers."

—Laura S. Tortorelli, PhD, Michigan State University

"Supports both students and teachers without selling a 'magic bullet.' The book reads like a candid, supportive conversation with fellow educators."

—Ashley Karkkainen, MA, literacy coach,  
Menominee County Intermediate School District, MI

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8. Routines for Discussion
9. Routines for Grammar and Language
10. Routines for Writing
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12. Routines for Assessment
13. Changing the Status Quo in Middle School

### ★ Bestseller

## How to Plan Differentiated Reading Instruction

SECOND EDITION

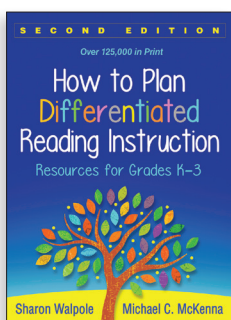
Resources for Grades K-3

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Sharon Walpole, PhD  
Michael C. McKenna, PhD

The authors provide a detailed framework for implementing differentiated small-group instruction over multiweek cycles. Each component of the beginning reading program is addressed—phonological awareness, word recognition, fluency, vocabulary, and comprehension.

■ An NCTQ Exemplary Text  
for Reading Instruction



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### ★ Bestseller

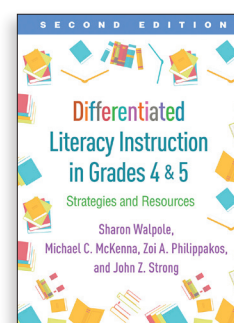
## Differentiated Literacy Instruction in Grades 4 and 5

SECOND EDITION

Strategies and Resources

Sharon Walpole, PhD  
Michael C. McKenna, PhD  
Zoi A. Philippakos, PhD  
John Z. Strong, PhD

This trusted book guides upper elementary teachers to design and implement a research-based literacy program. The expert authors show how to teach and assess students in differentiated small groups, and explain how instruction works in a tiered response-to-intervention model.



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★ *New Edition of a Bestselling Practitioner Guide and Text*

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# Assessment for Reading Instruction

FIFTH EDITION

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

This trusted text and teacher resource is now in a revised and updated fifth edition, reflecting key advances in the science of reading. It covers the “whys,” “whats,” and “how-tos” of systematic reading assessment in grades K–8. The authors provide a roadmap and practical tools for evaluating students’ strengths and needs in each component of reading, resulting in a seamless integration of assessment, evidence-based instruction, and intervention. Essential topics include evaluating the comprehension of beginning readers, assessing older struggling readers, supporting English learners, and preparing diagnostic reading reports. In a convenient large-size format, the book includes 30 reproducible and downloadable tools, plus an online-only appendix with an additional multipage assessment.

## NEW TO THIS EDITION

- ✓ Explicitly connects assessment guidelines to the science of reading.
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- ✓ Aligns with the NAEP 2026 reading framework and definitions.
- ✓ Fully updated research, additional instructional resources, and two new assessments—Text Analysis Tool and Reading Engagement Scale.

## CRITICAL ACCLAIM

“The fifth edition of this text has been updated with tons of valuable new content, including much more coverage of the science of reading....An excellent resource on formative assessment for planning reading instruction, particularly for general educators and reading specialists.”

—Louise Spear-Swerling, PhD, Southern Connecticut State University (Emerita)

“An essential reference for teachers, coaches, and teacher educators....Overall, the coherent, measured approach and balanced attention to younger and older readers makes this a go-to text for all of us who want to thoughtfully administer and interpret literacy assessments. I am glad to have this text for use in my Reading Assessment course.”

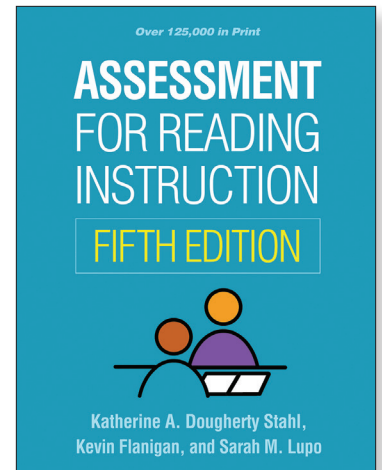
—Dixie D. Massey, PhD, Seattle Pacific University

“A comprehensive, practical, ‘must-have’ resource....The first chapter alone should be required reading for all teacher prep candidates and should be used in districtwide trainings. The authors’ three-pathway cognitive model offers a reliable way to fully assess each student’s needs and includes valuable next-step advice. The authors have hit it out of the park with this easy-to-use, teacher-friendly fifth edition!”

—Wiley Blevins, EdD, educational researcher, writer, and consultant

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## ABOUT THE AUTHORS



Katherine A. Dougherty Stahl, EdD, is a literacy consultant and author who focuses on translating literacy research into practice. Formerly, she was Clinical Professor of Literacy at New York University.

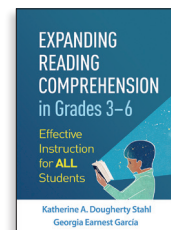


Kevin Flanigan, PhD, is Professor in the Literacy Department at West Chester University in Pennsylvania.



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

See also—



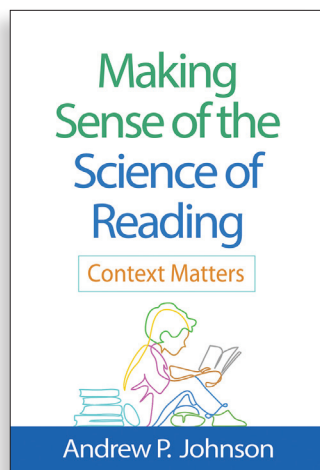
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### ABOUT THE AUTHOR

Andrew P. Johnson, PhD, is Professor of Literacy Instruction and Distinguished Faculty Scholar at Minnesota State University, Mankato. A former elementary classroom teacher for 9 years, he is the author of numerous books and over 50 book chapters and academic articles related to literacy, learning, and the human condition.

**New**

## Making Sense of the Science of Reading *Context Matters*

Andrew P. Johnson, PhD

Is the Science of Reading (SOR) a movement? A body of research? A rigid prescription for how to teach? This witty but serious—and very accessible—book distills both the intrinsic value and the notable limitations of current SOR approaches. Andrew P. Johnson provides crucial context for some of the claims about reading instruction that are frequently cited under the SOR banner. Twenty-one concise chapters separate fact from myth about commercial reading curricula; whole language approaches; decoding, phonics, and phonemic awareness; direct and explicit instruction; and the role of reading assessment. The book guides educators to become more discerning consumers of research so they can make informed instructional choices for diverse learners.

“The problem with making reading, instruction, or related policies simple is that it requires cutting corners on details that matter for children and their teachers. What Johnson does instead is make things plain—plain enough for anyone to understand and for everyone to identify some common ground.”

—Rachael Gabriel, PhD, University of Connecticut

**CONTENTS:** Preface **I. Understanding the Problem** 1. What Is the Science of Reading? 2. Context Matters 3. A Crisis in Reading That Isn't **II. Understanding Research** 4. Understanding Science, Research, and Research Methods 5. Understanding Theories 6. Understanding Evidence-Based Instruction and Whole Language 7. Understanding Paradigms 8. Becoming a Responsible Consumer of Educational Research **III. Understanding the Reading Process** 9. Word Activation and Semantic Connections 10. Cognitive Science, Reading, and Orthographic Mapping 11. Three Cueing Systems and the Three-Cueing System 12. Research to Support the Three-Cueing System 13. Applying the Research 14. Children of the Code **IV. Understanding Reading Instruction** 15. Using Direct and Explicit Instruction to Teach Skills in Reading 16. The Glorious Music of Balanced Literacy Instruction 17. What Dance Can Teach Us about Reading Instruction 18. Phonemic Awareness, Time, Magic, and the Challenge **V. Understanding Assessment—and the Greater Context** 19. Criterion-Referenced Tests, Norm-Referenced Tests, Academic Performance Standards—and Miracles 20. Teaching and Teachers 21. Epilogue: Education Sciences Reform Act of 2002 • **Appendix**

★ **Bestseller**

## Structured Literacy Planner *Designing Interventions for Common Reading Difficulties, Grades 1-9*

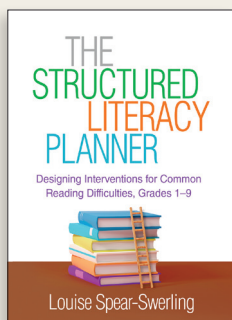
Louise Spear-Swerling, PhD, Southern Connecticut State University (Emerita)

Structured Literacy (SL) approaches are increasingly recognized as the gold standard for teaching struggling readers. This highly practical book walks educators through designing SL interventions for students with common types of reading difficulties—word reading, comprehension, or a combination of both.



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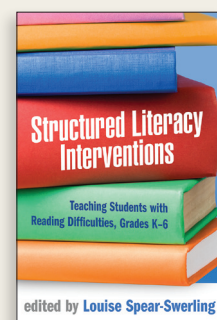
## Structured Literacy Interventions *Teaching Students with Reading Difficulties, Grades K-6*

Edited by Louise Spear-Swerling, PhD

This book brings together leading experts to present a wealth of SL interventions for different components of literacy. Chapters describe instructional strategies for supporting phonological awareness, basic and multisyllabic word decoding, spelling, reading fluency, vocabulary, oral and reading comprehension, and written expression.

“This is the seminal book every educator of struggling readers deserves.”

—Pamela M. Kastner, EdD,  
Literacy Statewide Lead, Pennsylvania  
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New

## Putting AI to Work in Disciplinary Literacy Shifting Mindsets and Guiding Classroom Instruction

Rachel Karchmer-Klein, PhD

Foreword by Amy C. Hutchison, PhD

Can generative AI support—not supplant—students’ reading, writing, critical thinking, and problem-solving skills? In this practical, literacy-centered guide, Rachel Karchmer-Klein shows how AI tools like ChatGPT and Copilot can be integrated into grades 6–12 instruction without compromising academic rigor or student voice. Grounded in the principles of disciplinary literacy, the book helps teachers shift their mindsets, explore ethical dilemmas, and design content-rich lessons that keep student thinking at the center. With ready-to-use lesson plans, classroom vignettes, Try It Out activities, discussion prompts, and **reproducible planning forms that can also be downloaded and printed**, this resource empowers educators to reimagine learning in the age of AI.

“This book skillfully bridges theory with actionable implementation, making it an ideal cornerstone for professional development workshops. Teachers and coaches in grades 6–12 will gain concrete examples and strategies to enhance their disciplinary literacy instruction and prepare students for an AI-integrated future.”  
—Jeff Kilner, MEd, K-12 Instructional Technology Specialist,  
Indian River School District, Selbyville, DE

“The approach featured in this essential guide transforms generative AI from an intimidating unknown into a powerful tool for advancing disciplinary literacies. Scaffolded classroom activities illuminate how AI can deepen students’ critical analysis of disciplinary texts, strengthen their ability to construct evidence-based arguments, and develop their capacity to evaluate and synthesize information through disciplinary lenses. This book empowers K–12 teachers and teacher educators—and their students—to use AI ethically, thoughtfully, and creatively.” —Jill Castek, PhD, University of Arizona

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7. Reimagining Writing Instruction

#### III. How Do We Prepare Students for an AI-Infused Workforce and Higher Education?

8. Reimagining Teaching in the Age of GenAI

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

Edited by Susan B. Neuman, EdD and Melanie R. Kuhn, PhD

Foreword by Sharon Vaughn, PhD

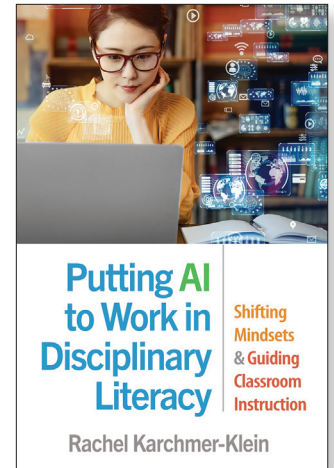
Contributors present cutting-edge research on reading and writing development in grades 3–8 and review evidence-based classroom practices and professional learning frameworks. The *Handbook* explores how to support upper elementary and middle grades learners in improving morphological knowledge and vocabulary, understanding text complexity, and building comprehension.

“With so much attention being given to the implications of the science of reading on foundational skills and early literacy, the field is in desperate need of a trustworthy, comprehensive reference to inform literacy instruction with grades 3–8 students—and this is it!”

—Jennifer Serravallo, MA, educator, author, and founder of Literacy Strategies Consulting

GRADE RANGE: 3-8

2025, 7" x 10" Hardcover, 464 Pages, ISBN 978-1-4625-5801-8, \$85.00



GRADE RANGE: 6-12

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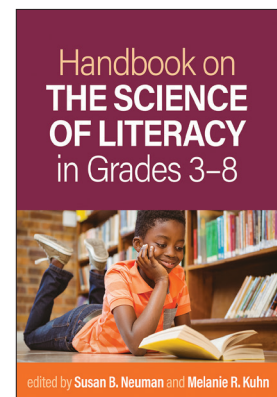
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### ABOUT THE AUTHOR



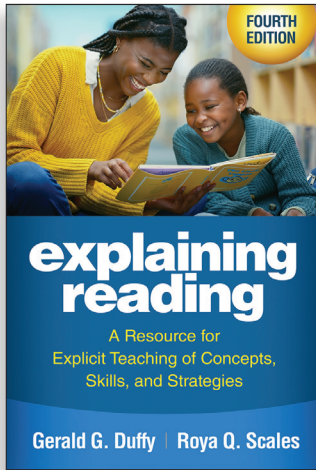
Rachel Karchmer-Klein, PhD, is Associate Professor in the School of Education at the University of Delaware, where she teaches undergraduate and graduate courses in literacy and educational technology.



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#### ABOUT THE AUTHORS

Gerald G. Duffy, EdD, is the former William E. Moran Distinguished Professor of Literacy and Reading at the University of North Carolina at Greensboro and Professor Emeritus at Michigan State University.

Roya Q. Scales, PhD, is Professor of Literacy Education at Western Carolina University. Dr. Scales is the recipient of the 2022 Association of Literacy Educators and Researchers A. B. Herr Award for outstanding contributions to literacy education.

#### CONTENTS

Foreword, Parsons  
Preface

#### I. Introduction

1. Focusing on Meaning
2. How Comprehension and Word Identification Work
3. How to Use Part II of This Book

4. Tips for Managing Differentiated Instruction

5. A Final Word

#### II. The Teaching Examples

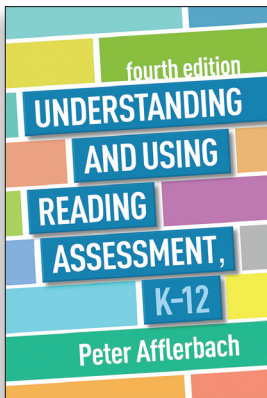
- Examples for Comprehension Generally
- Examples for Explaining Literature Strategies

- Examples for Explaining Informational Text Strategies

- Examples for Explaining Word Identification Skills

- Examples for Explaining Fluency

**Appendix.** Research Foundations Supporting This Book



## Understanding and Using Reading Assessment, K-12

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Peter Afflerbach, PhD

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

“Afflerbach is without question one of the world’s leading authorities on reading assessment. I strongly and unreservedly recommend the fourth edition of this seminal text.”

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## Best Practices of Literacy Leaders

*Keys to School Improvement*

THIRD EDITION

Edited by **Allison Swan Dagen, PhD**, West Virginia University

**Jacy Ippolito, EdD**, Salem State University

**Rita M. Bean, PhD**, University of Pittsburgh (Emerita)

Foreword by **Dana A. Robertson, EdD**

Addressing key challenges facing today’s school leaders, the third edition of this authoritative text and practitioner resource has been thoroughly revised with 50% new material. Prominent experts present research-based, culturally responsive methods for improving instruction, assessment, and professional learning in PreK–12. The volume focuses on how literacy leaders at all levels can take a systems approach to continually improving literacy schoolwide. Pedagogical features include chapter-opening guiding questions; vignettes illustrating key concepts; extended case examples; engagement activities; and annotated resources for further learning.

**NEW TO THIS EDITION:** ✓ Introduces a Framework for Effective Literacy Leadership that runs throughout the chapters. ✓ Chapters on new topics: literacy leadership for birth to age four, differentiated instruction within an MTSS framework, and building word knowledge to support multilingual students. ✓ New chapters on core topics: primary grade literacy, intermediate grade literacy, writing as a core literacy skill, and family–school partnerships. ✓ Three “Leadership in Action” extended case examples from real schools.

“*Best Practices of Literacy Leaders* has been my go-to text for my Leadership and Literacy course since the first edition was published. It has supported the preparation of my students to collaborate with administrators, teachers, and families to elevate literacy instruction in their schools.”

—Bethanie Pletcher, EdD, Texas A&M University–Corpus Christi

**New**

## Language and Literacy Beyond Decoding

*Evidence-Based Instruction in Grades PreK-6*

Edited by **Rebecca D. Silverman, EdD**, Stanford University

**Kristin Keane, PhD**, University of California, Berkeley

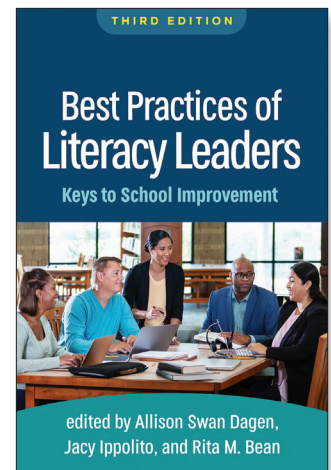
Foreword by **Catherine E. Snow, PhD**

This timely teacher reference and text explains how language comprehension develops throughout grades PreK–6 and presents evidence-based instructional strategies. The volume reviews innovative ways to conduct content-rich classroom conversations, deliver strategy and text structure instruction, target motivational aspects of comprehension, use assessment to guide comprehension-focused instruction, and more. Ideal for professional learning within a science-of-reading perspective, each chapter provides guiding questions, research reviews, classroom applications, and reflection questions.

“Amazing! A master class from some of the top researchers and instructors in language and literacy research and instruction....I plan to use it immediately in my reading methods courses for both preservice and practicing teachers.”

—Jeanne Wanzek, PhD, Vanderbilt University

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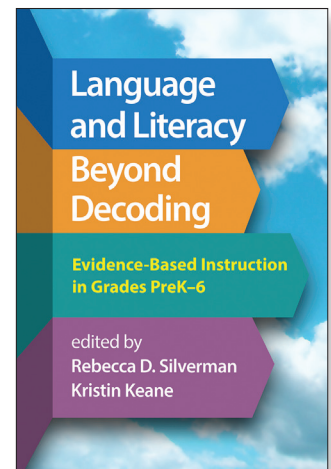
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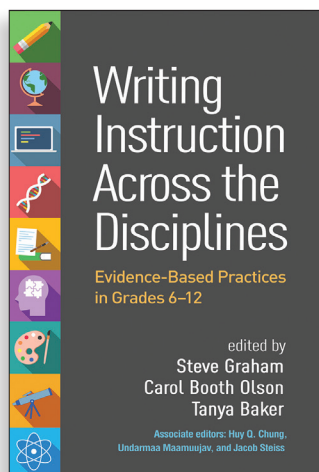
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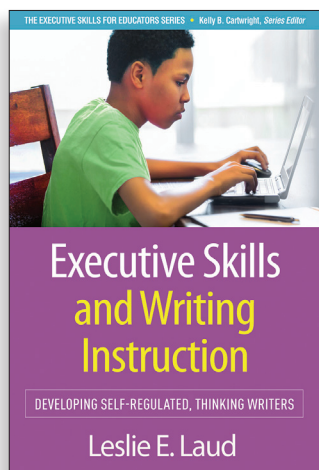
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## New

### Writing Instruction Across the Disciplines *Evidence-Based Practices in Grades 6-12*

Edited by **Steve Graham, EdD**, Arizona State University  
**Carol Booth Olson, PhD**, University of California, Irvine  
**Tanya Baker, PhD**, National Writing Project, Berkeley, CA

This book translates the best current research on adolescent writing instruction into teacher-friendly practices that are easy to implement in today's diverse classrooms. Leading experts present instructional methods that are applicable across the curriculum as well as specific, proven techniques to build writing skills and promote critical thinking in English language arts, social studies, science, and math. Guiding Questions, Action Steps, and helpful classroom examples in each chapter enhance the book's utility as a teacher resource and course text.

"[The editors] and their colleagues translate the most rigorous, comprehensive meta-analysis of writing ever completed into step-by-step practices for teachers. Read this book, try it out, and share it with your colleagues--everyone will benefit!" —**P. David Pearson, PhD**, University of California, Berkeley

**CONTENTS:** Introduction **I. Writing Instruction Across the Disciplines** 1. Strategies for Teaching Writing to Foster Critical Thinking Across the Disciplines 2. Culturally Sustaining Writing Practices 3. Teaching Argument Writing to Support Secondary Students for College Readiness and Beyond 4. Self-Regulated Strategy Development in Secondary Classrooms 5. Writing Like an Expert **II. Writing in the Disciplines** 6. Telling the Stories of Our Lives in Prose and Poetry 7. Teaching Argument Writing in the English Language Arts Classroom 8. Multilingual Learners 9. Teaching Counterarguments for Improved Historical Reasoning and Civic Discourse 10. Constructing and Using Propositional Concept Maps for Writing and Learning in Science 11. Writing-to-Learn in the Secondary Science Classroom 12. Using Writing to Improve Learning in Mathematics **III. Writing in a Digital World** 13. Leveraging Generative AI to Improve Secondary Writing Instruction 14. Multimodal Writing

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## New

### Executive Skills and Writing Instruction *Developing Self-Regulated, Thinking Writers*

**Leslie Laud, EdD**, ThinkSRSD, Wellesley, MA

From leading science-of-writing expert Leslie E. Laud, this is the first book that helps K–12 educators harness the power of executive skills in evidence-based writing instruction. Laud shows how self-regulation supports learning and growth in every step of the writing process, from planning to drafting, editing, and revising. The book provides a clear roadmap and practical strategies for teaching and scaffolding both writing skills and executive skills. It is packed with sample lessons, writing prompts, extended examples, "Take It to the Classroom" tips, and **reproducible/downloadable tools**.

"What an excellent book!...This book equips educators to unlock the full potential of their learners, making it a 'must-have' for any teacher, interventionist, or teacher educator. I can't wait to use it for professional development!"

—**Faith Borkowsky, MSEd**, literacy consultant, New York; co-host, "The Literacy View" podcast

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| 1. Executive Skills | 5. Cognitive Flexibility          | • Epilogue                                |
| 2. The End Game     | 6. Working Memory                 | • Appendix of Resources and Reproducibles |
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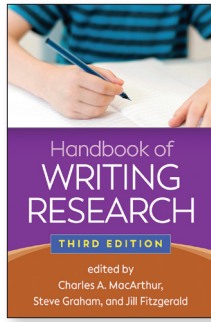
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## Handbook of Writing Research, THIRD EDITION

Edited by **Charles A. MacArthur, PhD**  
**Steve Graham, EdD**  
**Jill Fitzgerald, PhD**

Synthesizing the breadth of current research on the teaching and learning of writing, the third edition of this definitive handbook has more than 90% new content, reflecting the growth and dynamism of the field. Leading scholars review major theories, developmental issues, and instructional approaches for students at all grade levels. The third edition has been updated with chapters on executive functions in writing; disciplinary writing in math, science, and social studies; the role of vocabulary in writing; and formative assessment, among other topics.

“An essential resource for graduate students and writing researchers, and is highly appropriate for courses in special education and educational and school psychology.”  
—Dolores Perin, PhD,  
Teachers College, Columbia University (Emerita)



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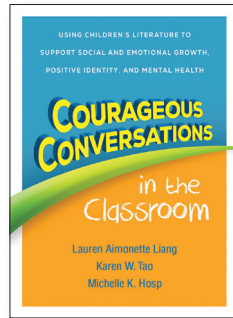
## Courageous Conversations in the Classroom

*Using Children’s Literature to Support Social and Emotional Growth, Positive Identity, and Mental Health*

**Lauren Aimonette Liang, PhD**  
**Karen W. Tao, PhD**  
**Michelle K. Hosp, PhD**

Nine thematic instructional units are built around carefully curated book sets. Teachers are guided to spark meaningful conversations and foster empathy by exploring challenging themes like friendship, bullying, racism, disability, and mental health, through read-alouds and expert-designed activities. Step-by-step lesson plans include ready-to-use scripts, activities, and discussion prompts—all aligned with current academic and social and emotional learning standards.

“Like a trusted mentor, this book empowers educators to guide courageous conversations about topics like mental health, immigration, and grief, using the power of picturebook sets.”  
—Naomi Watkins, PhD, Secondary English Language Arts Specialist,  
Utah State Board of Education



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## Making Sense of Phonics

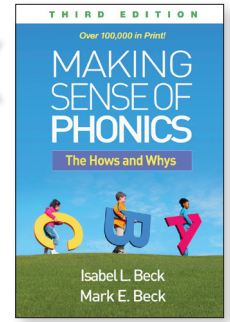
THIRD EDITION  
*The Hows and Whys*

**Isabel L. Beck, PhD**  
**Mark E. Beck, MEd**

100,000  
In Print

Isabel L. Beck and Mark E. Beck present innovative approaches to assessing and teaching letter–sound relationships, blending, Word Building, multisyllabic decoding, fluency, and more. A wealth of reproducible forms and word lists can be copied from the book or downloaded and printed; the companion website also features supplemental word lists, word and syllable cards, and 30 illustrated Syllasearch stories. Engaging teacher anecdotes and end-of-chapter “Your Turn” activities enhance the book’s utility as a professional development resource and course text.

“This is the ultimate phonics guide....Not to be missed!”  
—Lisa Yonek, EdD, Reading Coordinator, Reading Achievement Center, Allegheny Intermediate Unit, PA



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## Cultivating Coaching Mindsets

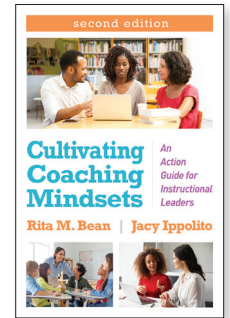
SECOND EDITION  
*An Action Guide for Instructional Leaders*

**Rita M. Bean, PhD**  
**Jacy Ippolito, EdD**

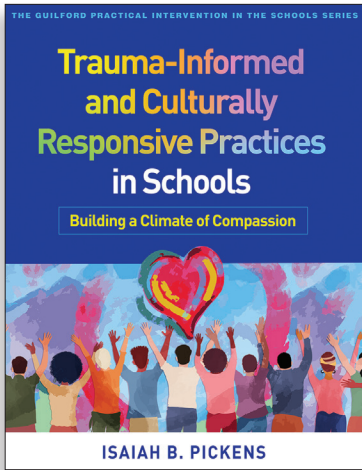
Foreword by **Allison Swan Dagen, PhD**

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

“This is an essential guide for teachers transitioning to a coaching role, or for any school leader aiming to have a greater impact on adult learning.”  
—Emily Floyd, MEd, ELA instructional coach,  
Chelsea High School, MA



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**ABOUT THE AUTHOR**



Isaiah B. Pickens, PhD, is a clinical psychologist and organizational development specialist whose career is dedicated to strengthening people and systems. He is a former Assistant Director at

the UCLA-Duke National Center for Child Traumatic Stress and a former Clinical Assistant Professor at New York University School of Medicine.

**New**

**Trauma-Informed and Culturally Responsive Practices in Schools**

*Building a Climate of Compassion*

Isaiah B. Pickens, PhD

This book explains practical ways to infuse schools with trauma-informed and culturally responsive (TICR) practices that can foster compassionate relationships, promote the well-being of students and educators alike, and unlock students' academic and social-emotional potential. Isaiah B. Pickens provides a wealth of tools for implementing TICR strategies in classroom instruction, multi-tiered systems of support, school safety planning, and professional learning. **In a convenient large-size format**, the book is packed with case examples, checklists, activity guides, templates for assessment, and best-practice resources. **The companion website offers 41 reproducible and downloadable handouts.**

"I find the TICR framework both affirming and actionable.... This book is not just theory—it's a roadmap for building school cultures where every student is seen, supported, and empowered to thrive."

—Rey Saldaña, President and CEO, Communities In Schools

"This text is ideal for teacher preparation, educational leadership, and applied psychology courses, guiding reflective discussion and system-level application. Students will gain both the theory and practical tools needed to promote healing-centered, culturally responsive schools."

—Farzana T. Adjah, PhD, Stanford University

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

**School Crisis Intervention**

*An Essential Guide for Practitioners*

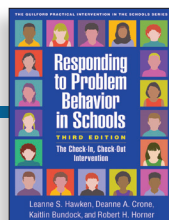
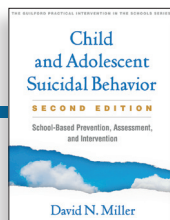
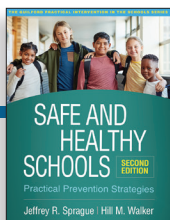
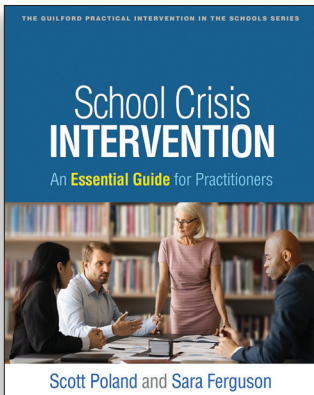
Scott Poland, EdD and Sara Ferguson, PsyD

The authors address all aspects of team-based crisis intervention and postvention. With a key focus on prevention, the book describes ways to identify risk factors and enhance students' mental health, connectedness, and resilience. Best practices are outlined for responding effectively to specific crises, including unexpected deaths in the school community, youth suicide, school violence, and natural disasters.

"An invaluable resource.... Provides the perfect mix of best-practice guidance, real-life scenarios, expert reflection, ready-to-use forms, and links to additional resources." —Jane King, EdS, School Psychologist and Crisis Response Co-Lead, Green Hills Area Education Agency, Council Bluffs, IA

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## MTSS Simplified

### Five Principles to Support Implementation

Jason Harlacher, PhD

Why are some schools able to implement and sustain a multi-tiered system of supports (MTSS), while others struggle to keep momentum going? This concise book cuts through the complexity with five clear principles to keep MTSS on track. Using humor, everyday examples, and pop culture references, MTSS expert Jason Harlacher demystifies technical aspects of implementation while also addressing the human side of change. **In a convenient large-size format, the book includes 20 reproducible and downloadable forms** and hands-on activities to put each principle into action. Harlacher shows how to make MTSS implementation more successful—by keeping it simple.

“Unique among resources on MTSS, this book delivers practical guidance based on an understanding of what drives educators to accept and embrace change.”

—Julie Q. Morrison, PhD, NCSP, University of Cincinnati

“It is not often that a book is able to address the needs of both MTSS beginners and experts, but *MTSS Simplified* does just that....Should be required reading for all building and district leaders involved in MTSS and other change efforts.”

—Karen Jensen, EdS, Mental Health Services Coordinator,  
Harrison School District 2, Colorado Springs

#### CONTENTS

Preface

1. Introduction: Simplifying MTSS

#### I. Foundations of MTSS

2. What's in a Name?: An Overview of MTSS

3. Layered Cake: The Tiers of Support

4. Taking the Reins: Data and Teams

#### II. Simplifying MTSS

5. Acknowledge That Change Is Hard

6. Build the Need for Change

7. Think Systems, Not Individuals

8. Get a Spark Going

9. Ask the Right Questions

Epilogue: Steady Improvement

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

Andy Garbacz, PhD, Devon R. Minch, PhD,

and Mark D. Weist, PhD

Foreword by Kelly Henderson, PhD

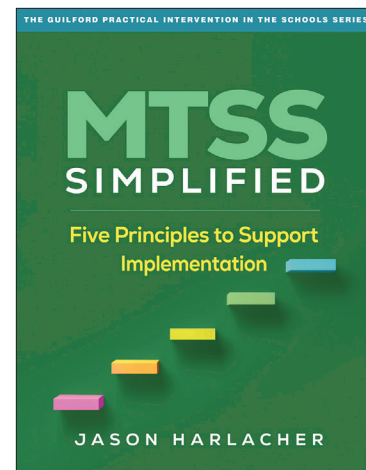
This timely resource provides an equity-focused, culturally responsive framework for embedding family collaboration within MTSS. The field-leading authors present best practices for involving families in data-based decision making and problem solving at Tiers 1, 2, and 3. Chapters from guest experts address key issues in implementation, including detailed case studies. **In a convenient large-size format, the book provides implementation guides, practitioner vignettes, candid parent quotations, and reproducible checklists, forms, and sample scripts that can be downloaded and printed.**

“This book stands out as a vital resource for educators, practitioners, and administrators.... The book provides practical insights to foster authentic collaboration between schools and historically marginalized families, making it an indispensable tool for cultivating inclusive educational environments.”

—Janine Jones, PhD, NCSP, University of Washington

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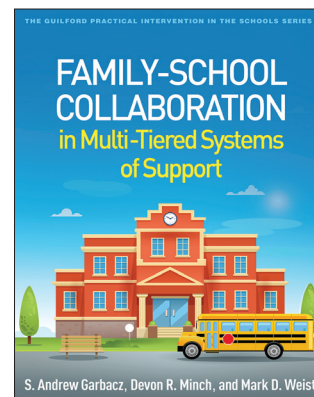
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#### ABOUT THE AUTHOR



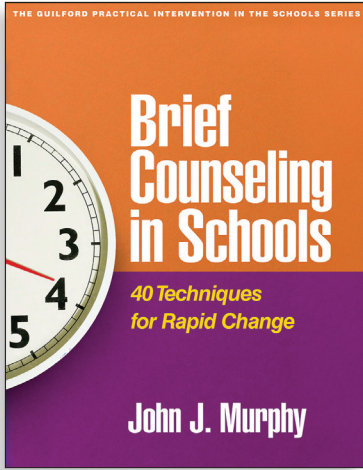
Jason Harlacher, PhD, is a Senior Researcher at American Institutes for Research, where he is Director of the Center on MTSS, and a technical assistance provider for the National Center on Intensive Intervention.



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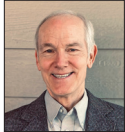
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**ABOUT THE AUTHOR**



John J. Murphy, PhD, is a school psychologist and Distinguished Professor Emeritus in the Psychology and Counseling Department at the University of Central Arkansas. Dr. Murphy is a

former high school teacher, a finalist for School Psychologist of the Year from the National Association of School Psychologists, and a recipient of numerous awards for his clinical, scholarly, and advocacy work.

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*40 Techniques for Rapid Change*

**John J. Murphy, PhD**

With child and adolescent mental health problems on the rise, this timely book offers school practitioners a practical blueprint and 40 effective techniques for supporting meaningful change as quickly as possible. Brief counseling expert John J. Murphy provides evidence-based, culturally responsive tools for helping PreK–12 students resolve frequently encountered psychological and behavioral challenges. The book presents streamlined strategies that can be applied by practitioners of any theoretical orientation to build alliances, set goals, leverage resources, change problem patterns, and empower progress. **In a convenient large-size format, the book includes vivid case examples and dialogues, sample scripts, reflection questions, learning activities, and reproducible/downloadable forms for use with students, parents, and teachers.**

“Read today, use tomorrow! This essential guide equips school mental health professionals with effective, culturally responsive interventions they can apply immediately.... This is a ‘must-have’ resource for school psychologists, counselors, and social workers ready to move from deficit-focused to strengths-based practice.”  
—Andria Amador, EdD, NCSP,  
Senior Director of Behavioral Health Services, Boston Public Schools

“Murphy has delivered a practical, engaging, and highly usable text that deserves a place on the shelf of every school mental health professional and trainer. I recommend it for graduate courses, as well as for practitioners seeking to refresh their skills.”  
—Jessica S. Reinhardt, PhD, NCSP,  
Temple University; 2026 President-Elect, APA Division 16

**CONTENTS**

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

**Includes Reproducible Forms for Use With Students, Parents, and Teachers!**

**FORM 5.2**

**Building on Exceptions: Teacher Worksheet**

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

- Be on a special lookout for “exceptions” to the student’s problem (times the problem doesn’t happen or is less troublesome than usual). List one or more recent exceptions in the space below.
- For each exception listed above, describe what you and/or the student did differently to help make it happen.
- What else was different (other details and differences about the exception, such as when and where it occurred, who was around, what was happening just before it occurred, and more)?

**Child Outcome Rating Scale  
(CORS; Duncan, Miller, & Sparks, 2003a)**

Name \_\_\_\_\_ Age (Yrs): \_\_\_\_\_ Gender: \_\_\_\_\_  
Date: \_\_\_\_\_

Put this form? Please check one: Self \_\_\_\_\_ Other \_\_\_\_\_  
is your relationship to this person? \_\_\_\_\_

How are things going in your life? Please make a mark on the scale to let us know. The smiley face, the better things are. The closer to the frowny face, things are not so good.

Me  
(How am I doing?)

Family  
(How are things in my family?)

School  
(How am I doing at school?)

Everything  
(How is everything going?)

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New

# DBT Skills in Elementary Schools

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

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

Foreword by Shannon M. Suldo, PhD

Packed with practical tools, this manual presents DBT STEPS-E, a comprehensive social-emotional learning (SEL) program grounded in the proven skills of dialectical behavior therapy (DBT). Two complete curricula are designed to integrate seamlessly into multi-tiered systems of support in grades K-2 and 3-5 classrooms. With a focus on prevention, DBT STEPS-E offers a nonclinical application for building emotion regulation, coping, interpersonal, and decision-making skills aligned with core SEL competencies. Detailed lesson plans are accompanied by teaching scripts, examples, and “From the Field” vignettes. In a convenient large-size format, the volume includes a reproducible daily diary card to track skills use and 77 reproducible student handouts, which also can be downloaded and printed.

“This book represents a significant innovation in prevention-focused school-based mental health care by bringing empirically validated DBT skills into elementary schools....An excellent resource that will shape how schools embed best practices into the classroom.”

—Nathaniel P. von der Embse, PhD, NCSP, University of South Florida

“An invaluable resource. The DBT STEPS-E lesson plans are clear and easy to follow. The activities are fun and engaging. Most important, the program equips students with essential skills for life.”

—Dawn Catucci, MSEd, LMHC, former school psychologist; mental health counselor, Pleasantville, NY

## CONTENTS

Foreword, Shannon M. Suldo

### I. Overview of DBT STEPS-E

1. What Is DBT Skills Training for Emotional Problem Solving in Elementary Schools (DBT STEPS-E)?
2. Need for a Downward Extension to Elementary Grades

### II. Implementation of DBT STEPS-E

3. Overview of the DBT STEPS-E Curricula: Skill Modules and Specific Skills
4. Implementation Issues, Adaptations, and the School Environment
5. Feedback from the Field

### III. Lesson Plans and Handouts for Grades K-2

### IV. Lesson Plans and Handouts for Grades 3-5

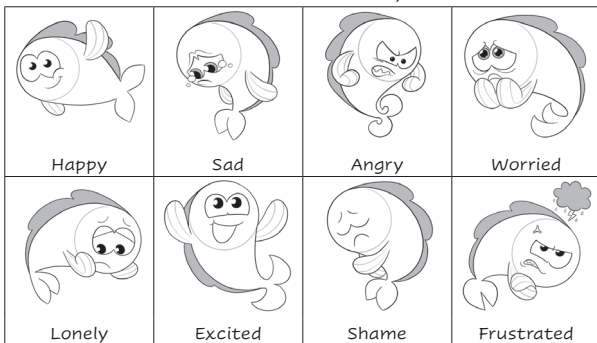
Includes 77 Reproducible Student Handouts!

HANDOUT 9.2

K-2

#### Emotion Regulation: Here Are the Facts

Common emotions we may feel:



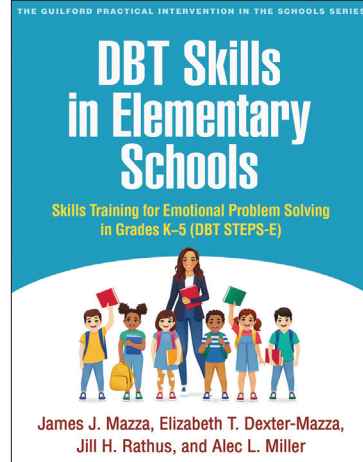
15.1

3-5

#### Effectiveness: Building Healthy Relationships



ful!  
threats, or make judgments.  
one of voice.



GRADE RANGE: K-5

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### ABOUT THE AUTHORS



James J. Mazza, PhD, is Professor in the College of Education at the University of Washington, where he teaches and conducts research in the field of adolescent mental health.



Elizabeth T. Dexter-Mazza, PsyD, President and cofounder of DBT in Schools LLC, is a codeveloper of the DBT STEPS-A and DBT STEPS-E curricula.



Jill H. Rathus, PhD, is a former Professor of Psychology at Long Island University Post, where she directed the DBT Clinical Research Lab.

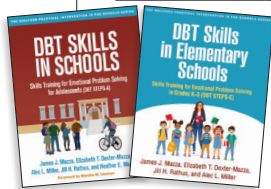


Alec L. Miller, PsyD, is cofounder of Cognitive and Behavioral Consultants, a treatment, training, and consultation center in White Plains and Manhattan, NY.



See a Q&A with Drs. Mazza and Dexter-Mazza!

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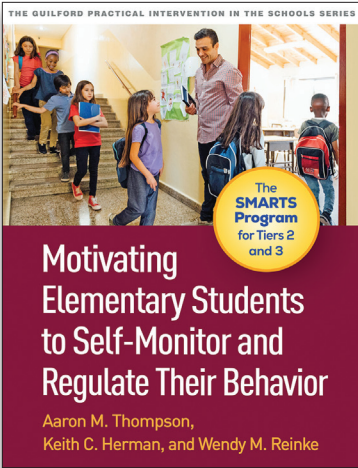


Together, *DBT Skills in Elementary Schools* (grades K-5) and *DBT Skills in Schools* (grades 6-12) provide innovative, developmentally informed SEL curricula, grounded in DBT, for students of all ages.

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**ABOUT THE AUTHORS**



Aaron M. Thompson, PhD, MSW, MEd, is Professor and Director of the School of Social Work at the University of Missouri, where he also serves as Associate Director of the Missouri Prevention Science Institute.



Keith C. Herman, PhD, is Curators' Distinguished Professor in School Psychology at the University of Missouri, where he codirects the Missouri Prevention Science Institute.



Wendy M. Reinke, PhD, is Curators' Distinguished Professor in School Psychology at the University of Missouri, where she codirects the Missouri Prevention Science Institute.

**New**

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

*The SMARTS Program for Tiers 2 and 3*

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

Self-monitoring is a key life skill that can be beneficial for everyone—especially children struggling with behavior challenges—to learn and improve. This practical manual presents the Self-Monitoring And Regulation Training Strategy (SMARTS), a motivating and engaging Tier 2 or 3 behavior support program for grades K–5. The authors are prominent experts who explain the conceptual and empirical rationale for SMARTS and provide everything needed for implementation. Unlike traditional interventions that rely solely on teacher assessments, SMARTS actively involves students in their own behavioral improvement process, reinforcing their sense of agency and competence. **In a convenient large-size format, the book includes a structured yet flexible curriculum and numerous reproducible tools, which also can be downloaded and printed at the companion website.**

**CRITICAL ACCLAIM**

“This book is the perfect combination of scholarly and practical...Practitioners will especially appreciate the sensible solutions for responding to implementation challenges.”

—Allison L. Bruhn, PhD, University of Iowa

“A transformative resource for educators and school-based mental health professionals seeking practical, evidence-based strategies to support student behavior and self-regulation.”

—Cynthia G.S. Franklin, PhD, LCSW-S, The University of Texas at Austin

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**I. Background and Rationale for SMARTS**

1. Is Self-Monitoring Effective?
2. SMARTS Overview
3. SMARTS as an Intervention in a Multi-Tiered System of Support
4. SMARTS: Tapping the Power of Autonomy Support
5. Motivational Interviewing and SMARTS

**II. Implementing SMARTS**

6. Tips on Preparing for and Implementing SMARTS
7. SMARTS Phase I: Student Training Lesson Plans
8. SMARTS Phase II: Student Self- and Teacher Monitoring
9. SMARTS Phase III: Processing Self and Teacher Data

**III. Next Steps**

10. SMARTS Modifications and Next Steps

**FORM 6.10**

**SMARTS Fidelity Checklist**

Phase I: Student Training. Place the start and stop time of each lesson in the boxes on days that students attend trainings.

Student Study ID	Comments	1	2	3	4	5	6	7	8	9

Phase II: Student Self-Monitoring  
List only the dates that students did not self-monitor (i.e., no self- or teacher-monitoring data):

--	--	--	--	--	--	--	--	--	--	--

Phase III: Student Data-Review Meetings  
a. List the date for each weekly data-processing form completed by students:

1	10	19	28
2	11	20	29

**FORM 8.2**

**SMARTS Self-Monitoring Form for Students in Grades 1–3**

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

Strategy: \_\_\_\_\_

	YES	SOMETIMES	NO
	☺ = 2	☹ = 1	☹ = 0
	☺ = 2	☹ = 1	☹ = 0
	☺ = 2	☹ = 1	☹ = 0
	☺ = 2	☹ = 1	☹ = 0

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## The ABCs of CBM

*A Practical Guide to Curriculum-Based Measurement*

THIRD EDITION

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

With over 50 years of research validation, curriculum-based measurement continues to expand across schools and districts due to its proven effectiveness, ease of implementation, and alignment within multi-tiered systems of support (MTSS). The revised and updated third edition of the gold-standard *The ABCs of CBM* delivers essential guidance as educators increasingly rely on data-driven instruction for universal screening, progress monitoring, and instructional decision making. In a convenient large-size format, the book accessibly covers the “whats,” “whys,” and “how-tos” of CBM across reading, spelling, writing, and math, with detailed protocols for administration, scoring, and standards within MTSS.

### NEW TO THIS EDITION:

- ✓ Updated throughout with 10 years of advances in administration, scoring, and reporting.
- ✓ Chapter on preschool CBM for early intervention.
- ✓ Cutting-edge multilingual CBM resources for diverse populations.
- ✓ Social-emotional/behavioral CBM measures.

“This text is a shining example of practical utility. It synthesizes decades of research and development on CBM into straightforward, actionable steps. In the third edition, the authors have given the field a refreshed resource that will guide seasoned practitioners and inspire new ones.”

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

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| 3. How to Conduct Preschool Literacy CBM | 11. Charting and Graphing Data to Help Make Decisions |
| 4. How to Conduct Early Reading CBM      | 12. Planning to Use CBM—and Keeping It Going          |
| 5. How to Conduct Reading CBM            | <b>Appendices.</b> Frequently Asked Questions •       |
| 6. How to Conduct Spelling CBM           | References, Resources, and Further Reading            |
| 7. How to Conduct Writing CBM            |                                                       |
| 8. How to Conduct Early Numeracy CBM     |                                                       |

## The ABCs of Curriculum-Based Evaluation

*A Practical Guide to Effective Decision Making*

John L. Hosp, PhD, Michelle K. Hosp, PhD, Kenneth W. Howell, PhD,  
and Randy Allison, MEd, EdS

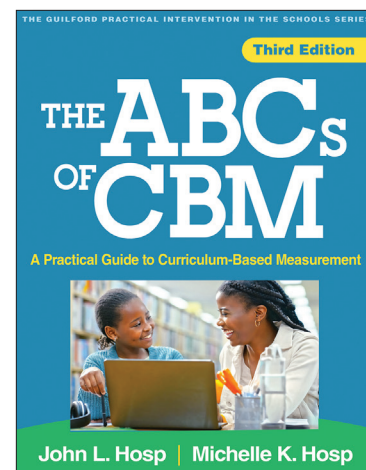
This book provides a practical guide to curriculum-based evaluation (CBE), which helps educators solve learning problems by making data-based decisions about what and how to teach. CBE offers clear procedures for analyzing PreK–12 students’ academic skills, determining where instruction needs to focus, and evaluating progress.

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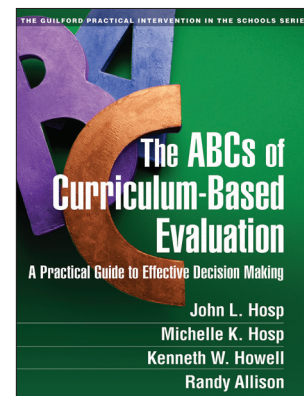
### ABOUT THE AUTHORS



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



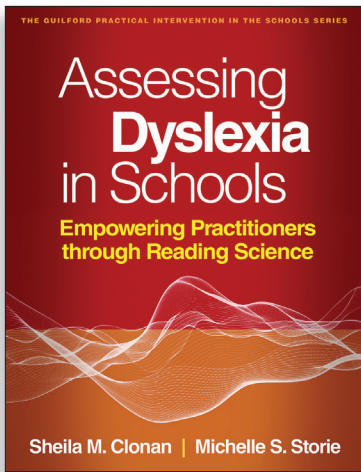
Michelle K. Hosp, PhD, is Associate Professor of Special Education at the University of Massachusetts Amherst.



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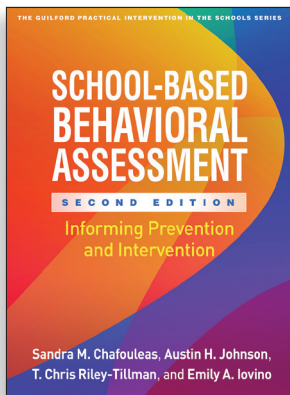
#### ABOUT THE AUTHORS



Sheila M. Clonan, PhD, is a licensed psychologist in private practice in Central New York, specializing in the assessment of students with dyslexia, ADHD, and other disabilities.



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



#### New

## Assessing Dyslexia in Schools

*Empowering Practitioners through Reading Science*

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

This book bridges a critical gap between reading research and school-based practice, providing practitioners and students with up-to-date tools to understand, identify, and intervene with students with dyslexia. Grounded in the science of reading, the book addresses common misconceptions and outdated practices that prevent struggling readers with dyslexia from getting effective support, and provides clear, evidence-based alternatives. Assessment protocols incorporating widely used measures are described, as are interpretation frameworks—including the simple view of reading—and intervention planning strategies. The book addresses the critical distinction between identification of dyslexia and eligibility for special education services. User-friendly features include “What Would You Do?” case vignettes, extended assessment examples, and **reproducible/downloadable worksheets**.

“Clonan and Storie are not ‘armchair’ experts—while their book is based firmly on the most relevant research, they themselves have extensive experience evaluating and consulting regarding dyslexia.

A ‘must read!’”

—David A. Kilpatrick, PhD, State University of New York at Cortland (Emeritus)

“Clonan and Storie, school psychologists with over 50 years’ combined experience, bring exceptional expertise while clarifying common misconceptions.... This book is an invaluable resource for school psychologists and all educators seeking knowledge and applications that will transform practice and change trajectories for students with dyslexia.”

—Laura Stewart, MFA, Chief Academic Officer, 95 Percent Group

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

## School-Based Behavioral Assessment

SECOND EDITION

*Informing Prevention and Intervention*

Sandra M. Chafouleas, PhD, Austin H. Johnson, PhD,  
T. Chris Riley-Tillman, PhD, and Emily A. Iovino, PhD

This concise book offers guidance for effectively conducting social, emotional, and behavioral assessments in today’s K–12 schools. The expert authors present foundational knowledge on assessment and data-based decision making at all levels—whole schools, small groups, or individual students—within a multi-tiered system of support (MTSS).

“School psychologists and counselors, special and general educators, and others who rely on data-based decision making will find this resource to be highly translatable and implementable in their professional roles.”

—George Sugai, PhD, University of Connecticut (Emeritus)

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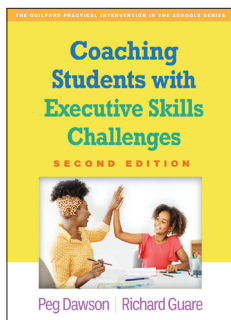
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Peg Dawson, EdD and  
Richard Guare, PhD, BCBA-D

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.



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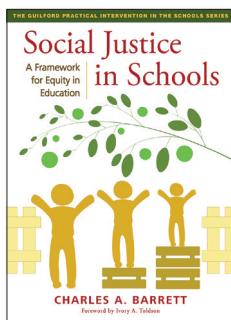
## Social Justice in Schools A Framework for Equity in Education

Charles A. Barrett, PhD, NCSP

This book 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.



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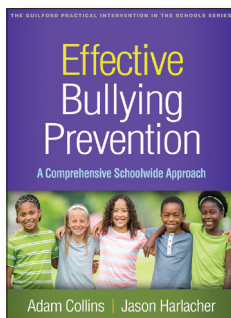


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## Effective Bullying Prevention A Comprehensive Schoolwide Approach

Adam Collins, PhD  
Jason Harlacher, PhD

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.



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## RTI Approach to Evaluating Learning Disabilities

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Amanda M. VanDerHeyden, PhD  
Timothy J. Runge, PhD, NCSP, BCBA  
Perry A. Zirkel, PhD, JD, LLM  
Edward S. Shapiro, PhD

From leading authorities, this indispensable work shows how to use RTI to evaluate K–12 students for specific learning disabilities (SLD). 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.

★ **Bestseller**

## Executive Function Skills in the Classroom

Overcoming Barriers,  
Building Strategies

Laurie Faith, PhD  
Carol-Anne Bush, MA  
Peg Dawson, EdD

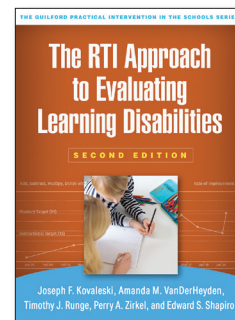
With insight and humor, this motivating guide shows how to bring executive functions to the forefront in K–8 classrooms—without adopting a new curriculum or scripted program. The book includes flexible, practical, research-based ideas for implementation in a variety of classroom contexts.

## Clinical Interviews for Children and Adolescents

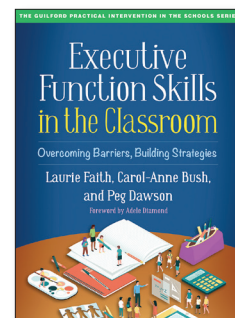
THIRD EDITION

Assessment to Intervention  
Stephanie H. McConaughy, PhD  
Sara A. Whitcomb, PhD

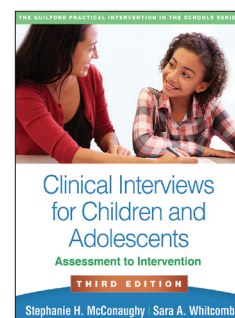
This authoritative resource provides guidelines for conducting thorough, developmentally informed interviews with K–12 students—and their parents and teachers—for multimethod assessment and intervention planning. Extensive case examples illustrate how to elicit information about school functioning, peer relations, emotional and behavioral difficulties, and more.



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★ **Bestseller**

## Classwide Positive Behavioral Interventions and Supports

SECOND EDITION

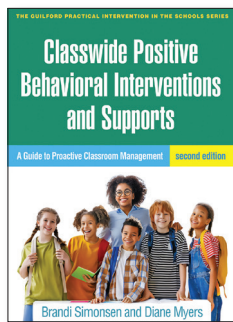
*A Guide to Proactive Classroom Management*

Brandi Simonsen, PhD  
Diane Myers, PhD

Brandi Simonsen and Diane Myers provide a vital classroom management and behavior support toolkit with a primary focus on universal (Tier 1) support. In a convenient large-size format, the book provides step-by-step guidelines for structuring the classroom environment, actively engaging students in instruction, setting clear expectations, and implementing a continuum of strategies to reinforce positive behavior and respond to inappropriate behavior. Updates to the second edition include an expanded focus on culturally responsive and inclusive practice and increased attention to connecting with students and families and engaging them in designing, implementing, and monitoring practices.

“This book is for educators at all levels, from current classroom teachers seeking to make positive spaces of belonging for every learner, to preservice educators seeking to center their practice in research.”

—Nikole Y. Hollins-Sims, EdD,  
educational strategist/consultant, PA



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## Overcoming Test Anxiety

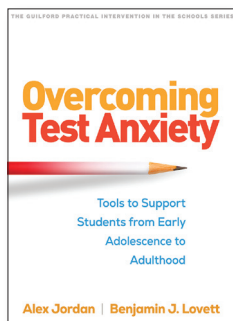
*Tools to Support Students from Early Adolescence to Adulthood*

Alex Jordan, PhD  
Benjamin J. Lovett, PhD

This state-of-the-art resource offers school and clinical professionals a comprehensive approach to addressing test anxiety in students from sixth grade through college and beyond (ages 11 to adulthood). The book uniquely combines acceptance-based behavior therapy interventions with practical strategies for improving study skills and enhancing test performance. It features sample dialogues and scripts, concrete test-taking guidance, and 27 reproducible handouts that can be downloaded and printed.

“In an accessible and engaging style, the book seamlessly integrates available assessment and treatment options. This is an authoritative, up-to-date guide.”

—Sybille Bruun Moss, PhD, Director of Student Success Services,  
The Elisabeth Morrow School, Englewood, NJ



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## Social, Emotional, and Behavioral Supports in Schools

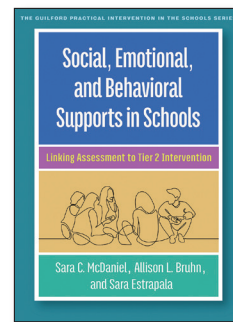
*Linking Assessment to Tier 2 Intervention*

Sara McDaniel, PhD  
Allison L. Bruhn, PhD  
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.

“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



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## Family-School Success for Children with ADHD

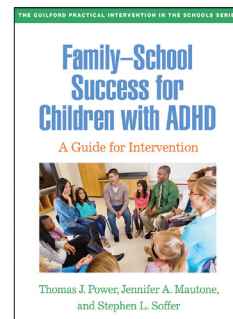
*A Guide for Intervention*

Thomas J. Power, PhD  
Jennifer A. Mautone, PhD  
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.

“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



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# Practical Handbook of Multi-Tiered Systems of Support

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### SECOND EDITION

Rachel Brown-Chidsey, PhD and Sarah Wilkinson, PhD

Now in a revised and expanded second edition, this established practitioner resource and text provides a framework for integrating schoolwide academic and behavioral supports to maximize outcomes for K–12 students. Best practices for developing and sustaining an integrated multi-tiered system of supports (iMTSS) are addressed, with attention to timely issues and diverse populations, including students who are English learners.

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- ✓ Chapters on catch-up growth and Tier 2 supplemental instruction.

“Whether you’re starting from scratch or fine-tuning what you already have, this book is a valuable resource for school- and district-level MTSS implementation teams. The authors challenge school districts to adopt a more integrated, responsive, and sustainable approach to student support and instruction—and give them the tools to do it.”  
 —William Rasplica, MSED, Executive Director of Learning Support Services (Retired), Franklin Pierce School District, Tacoma, WA; University of Washington Bothell

**CONTENTS:** 1. Introduction **I. Prevention Science in Schools** 2. Prevention as a Public Education Value 3. The Importance of Details 4. Risk Factors and Student Success 5. What to Teach **II. The Importance of Collaboration and Teams** 6. The Essential Role of Teams in Supporting All Students 7. The Logistics of Setting Up and Running Effective Teams 8. Effective Team Processing: 9. Beyond Academics and Behavior **III. Making Change Happen** 10. The Science of Change 11. Exploration, Adoption, and Installation 12. Implementation 13. Innovation and Sustainability **IV. Effective Instruction within an iMTSS** 14. Schedules 15. What Is Effective Instruction? 16. The Instructional Hierarchy 17. Effective Instruction for Students Who Are English Learners 18. Treatment Fidelity 19. Online Learning within an iMTSS **V. iMTSS Organizational Structure** 20. Critical Mass 21. Universal Screening 22. Problem Solving 23. Progress Monitoring 24. Understanding Student Data **VI. Connecting an iMTSS with Other Supports** 25. The Importance of Catch-Up Growth 26. Supplement, Not Supplant 27. What Is Tier 3? 28. Recognition and Support for Disabilities 29. Education for All 30. Case Example • Glossary of Important iMTSS Terms

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# Handbook of Social and Emotional Learning, SECOND EDITION

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Foreword by Maurice J. Elias, PhD

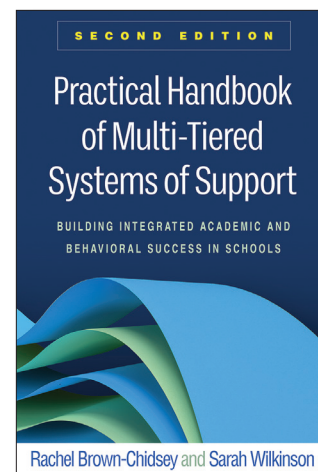
Introduction by Timothy P. Shriver • Afterword by The Weissberg Scholars

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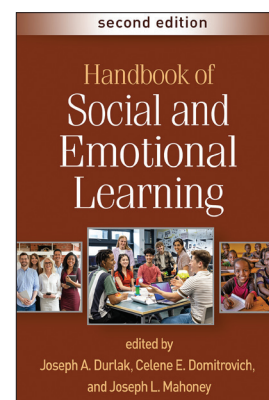
#### ABOUT THE AUTHORS



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



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

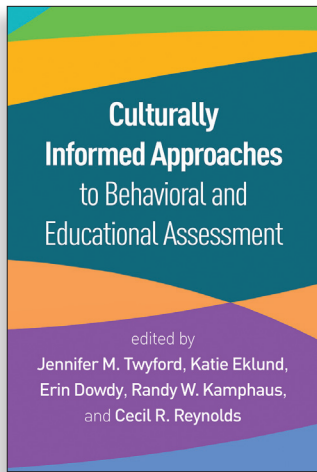


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### ABOUT THE EDITORS

Jennifer M. Twyford, PhD, NCSP, is Associate Professor in the School Psychology Program at Lewis & Clark College.

Katie Eklund, PhD, NCSP, is Professor in the Department of Educational Psychology at the University of Wisconsin-Madison.

Erin Dowdy, PhD, NCSP, is Professor in the Department of Counseling, Clinical, and School Psychology at the University of California, Santa Barbara.

Randy W. Kamphaus, PhD, is Professor Emeritus at the University of Oregon.

Cecil R. Reynolds, PhD, ABN, ABPdN, is Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A&M University.

## New

# Culturally Informed Approaches to Behavioral and Educational Assessment

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

Grounded in state-of-the-art research, this book provides comprehensive guidance for equitable behavioral and educational assessment of children and adolescents across school and clinical settings. Noted scholars weave an emphasis on ecological context, diversity, equity, inclusion, and social justice into each chapter. Key assessment strategies, methods, and measures are discussed and best practices reviewed for culturally responsive evaluation of high-incidence mental health, behavioral, and developmental disorders. Practical pointers and examples throughout the volume illustrate effective ways to improve the fairness of assessment procedures and interpretations.

“At the preservice level, this book could be integrated into a graduate-level assessment or intervention course for emerging school mental health providers, such as school psychologists and school counselors.”  
—Janise S. Parker, PhD, NCSP, William & Mary

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### I. Foundational Considerations

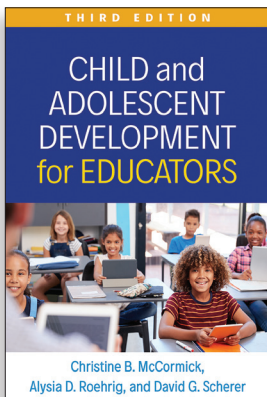
1. Reflections on Changes, Trends, and Current Issues in the Psychological Assessment of Youth
2. Test and Assessment Fairness in Historical Perspective
3. Culturally Responsive Behavior Assessment
4. Assessment within a Public Health Paradigm
5. Assessment within a Dual-Factor Framework
6. Assessment for Schools and Clinical Settings
7. Assessment from an Ecological Approach
8. Assessing Implementation Outcomes within Multi-Tiered Systems of Support
9. Directly Observing and Recording Behaviors
10. Culturally Informed Interviewing in the Psychological Assessment of Children and Adolescents
11. Comprehensive Rating Scales
12. Screening Measures and Methods
13. Progress Monitoring within a Culturally Responsive Evaluation Framework

### II. Assessment Strategies

### III. Assessment of Various Disorders

14. Assessment of Autism
15. Assessment of ADHD
16. Assessment of Intellectual Disabilities
17. Assessment of Depression
18. Assessment of Anxiety and Related Disorders
19. Assessment of Disruptive Behavior Disorders
20. Assessment of Bipolar and Related Disorders
21. Assessment of Trauma
22. Twice-Exceptionality
23. Functional Behavior Assessment
24. Assessing Mindfulness with Youth
25. Considering Fairness and Culture in Social and Emotional Learning Assessments
26. Early Childhood Assessment
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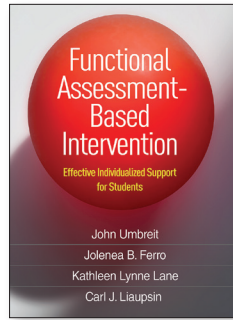
## Functional Assessment-Based Intervention

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Jolene B. Ferro, PhD, BCBA-D  
Kathleen Lynne Lane, PhD, BCBA-D  
Carl J. Liaupsin, EdD

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.

“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.”  
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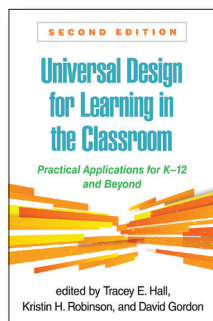
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*Practical Applications for K-12 and Beyond*

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

The Universal Design for Learning (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.

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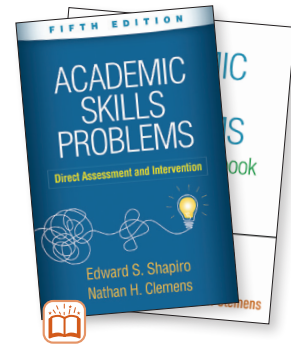
## Academic Skills Problems Fifth Edition Workbook

Edward S. Shapiro, PhD  
Nathan H. Clemens, PhD

This text presents 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.**

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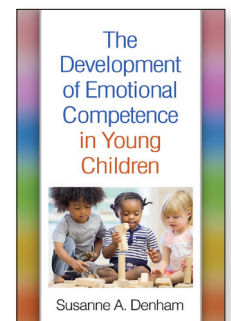
## Development of Emotional Competence in Young Children

Susanne A. Denham, PhD

This engaging, authoritative work synthesizes a vast body of research on how young children develop the ability to understand, express, and manage their emotions, as well as the impact of these capacities on relationships, school readiness, and overall well-being. Illustrated with vivid vignettes, the book explains specific ways that parents, teachers, and education systems can foster or hinder emotional competence, and reviews relevant assessments and interventions. Compelling topics include emotion regulation as both product and process, cultural variations in emotion socialization, the expression of empathy and self-conscious emotions, risk factors for delays in emotional development, and more.

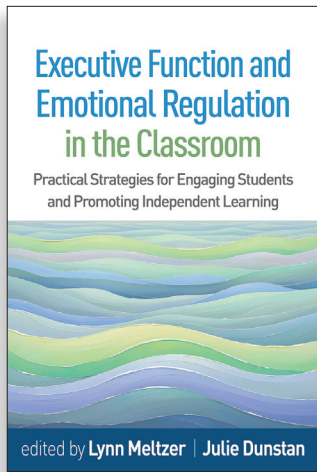
“A wonderful resource for students, researchers, and educators alike. Written in an engaging and accessible manner, the book provides an overview of emotional competence, focusing on how theory can be applied in everyday settings.”

—Stacey N. Doan, PhD, Claremont McKenna College



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**ABOUT THE EDITORS**



Lynn Meltzer, PhD, is President and Co-Founder of the Research Institute for Learning and Development (ResearchILD) in Lexington, MA.



Julie Dunstan, PhD, is a psychologist, author, and consultant. She has conducted policy research in areas including child development, family needs, learning differences, and general education.

**New**

## Executive Function and Emotional Regulation in the Classroom

### Practical Strategies for Engaging Students and Promoting Independent Learning

Edited by **Lynn Meltzer, PhD** and **Julie Dunstan, PhD**

This book presents research-based strategies for helping students thrive academically, socially, and emotionally by harnessing the dynamic interplay of executive function (EF) and emotional regulation. The expert editors and contributors—including EF pioneer Lynn Meltzer—explain how teachers can support EF and emotional regulation in their daily classroom practice with all learners, including neurodiverse students. Chapters describe innovative ways to build students’ ability to set goals, think flexibly, stay on task, and manage their behavior, alongside crucial capacities for reducing anxiety and stress. Case vignettes illustrate how the interventions discussed help to enhance student engagement while fostering resilience and independent learning.

“Meltzer and Dunstan present an important and timely book with a unique focus. . . . This groundbreaking book will assist researchers, teacher educators, and teachers in developing learners who can achieve both academic success and emotional well-being.”  
—Karen R. Harris, EdD, Arizona State University

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**I. Rethinking Education**

1. Transforming Classrooms, *Meltzer & Dunstan*
2. Metacognition, *Meltzer, Black, & McKenna*
3. Promoting Emotional Intelligence to Build Effective Schools, *Bond, Elias, Cohen, Fullmer, & Sadow*
4. Nurturing Resilience, EF, and Tenacity in the Classroom, *Goldstein & Brooks*

**II. EF and Emotional Regulation in Neurodiverse Learners**

5. Strategies for Addressing Anxiety and Stress in the Classroom, *Allen-Barrett, Pincus, Lee, Farley, Merson, Dutta, & Green*

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**III. Fostering a Schoolwide Culture of Strategic Learning and Engagement**

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## Promoting Executive Function in the Classroom

Lynn Meltzer, PhD

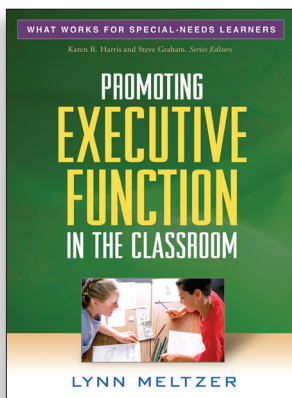
Accessible and practical, this book helps teachers incorporate executive function processes—such as planning, organizing, prioritizing, and self-checking—into the classroom curriculum. Chapters provide effective strategies for optimizing what K–12 students learn by improving *how* they learn.

“This very readable book balances research and practice in reminding educators that students can’t master the material they need to know if we don’t teach them how to do it. Meltzer shares tested strategies and abundant classroom examples. . . . This book really gets the job done!”

—Carol Ann Tomlinson, EdD, University of Virginia

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# Managing Challenging Behaviors in Schools

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**N**ow in a fully revised second edition, this acclaimed, highly practical book reviews the breadth of proven strategies for preventing and responding to problem behavior in grades K–12 classrooms. Meeting the needs of real-world practitioners, the expert authors address all three tiers of intervention within a Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention. Educators are guided to implement effective instructional and classroom management practices to meet students’ learning, behavioral, and social and emotional well-being needs (Tier 1). Chapters also describe more intensive interventions for students who need more than Tier 1 efforts have to offer (Tiers 2 and 3 interventions). **In a convenient large-size format, the volume includes more than a dozen reproducible and downloadable forms.**

### NEW TO THIS EDITION

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“I have long shared this book with educators seeking to support students with behavioral and social–emotional needs. The second edition now has even more resources to empower educators to address challenging behaviors.... This is a superb work for all educators.”

–Robin Parks Ennis, PhD, BCBA-D, University of Alabama

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- |                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                      |
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## Solutions to Critical Behavioral Issues in the Classroom

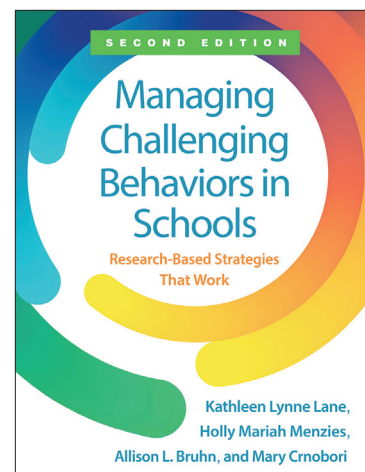
**Hill M. Walker, PhD**

This highly practical reference 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. Of particular value to educators, the book matches proven intervention techniques to specific target behaviors.

“This is a needed reference for new and veteran teachers, academic coaches, and school counselors looking for positive approaches to supporting students in today’s classrooms.”—Ashleigh Glickley, MEd, NBCT, academic instructional coach, Hawthorne Elementary School, Louisville, KY

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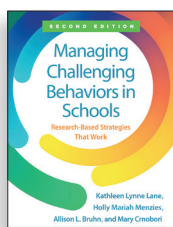
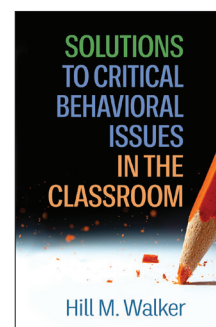
### ABOUT THE AUTHORS

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.

Holly Mariah Menzies, PhD, is Professor Emeritus at California State University, Los Angeles.

Allison L. Bruhn, PhD, is Professor of Special Education at the University of Iowa, Executive Director of the Scanlan Center for School Mental Health, and Co-Director of the METRICS National Technical Assistance Center for supporting school mental health.

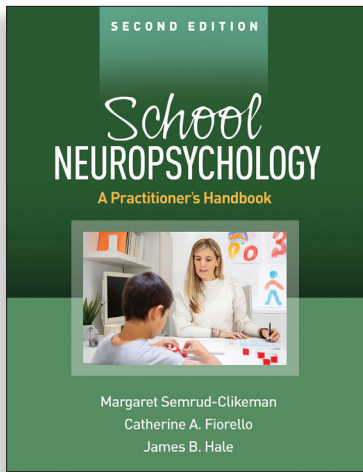
Mary Crnobori, PhD, is District Coordinator of Trauma-Informed Schools and Advocacy Centers for Metro Nashville Public Schools.



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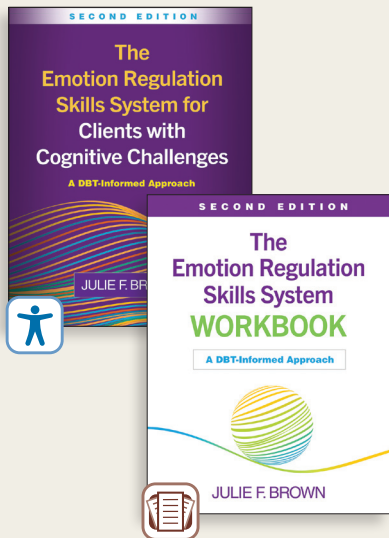
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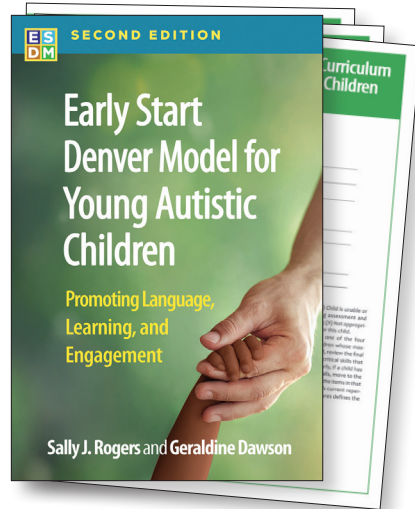
**CONTENTS:** Preface 1. What Brain Science Tells Us about How Young Autistic Children Learn 2. An Overview of the ESDM 3. Setting Up the ESDM 4. Developing Short-Term Learning Objectives 5. Formulating Daily Teaching Targets and Tracking Progress 6. Developing and Conducting an ESDM Session 7. Developing Intentional Communication 8. Promoting Children’s Language Development 9. Developing Imitation and Play 10. When a Child’s Rate of Progress Is Concerning 11. Partnering with Families 12. Using the ESDM in Group Settings 13. Using the ESDM in Varying Cultures • **Appendix.** ESDM Intervention Fidelity Coding Sheet

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The *Curriculum Checklist* is used to comprehensively assess children’s skills across multiple developmental domains and to establish individualized teaching objectives and plans. The second edition includes new items appropriate for infants as young as 6 months of age. Checklist item descriptions and an overview of administration practices are provided at the companion website. Administered every 12 weeks, the Checklist is an essential component of the intervention described in the authoritative manual. **Sold as a set of 15 Checklists, each a 16-page two-color booklet.**

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—Catherine Lord, PhD, ABPP, University of California, Los Angeles



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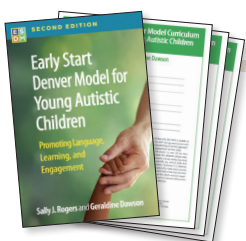
### ABOUT THE AUTHORS



Sally J. Rogers, PhD, is Distinguished Professor Emeritus of Psychiatry at the MIND Institute, UC Davis Health, University of California, Davis. A developmental psychologist, she has been involved at the international level in major clinical and research activities on autism for many decades.

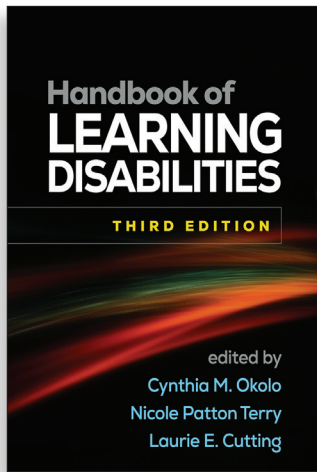


Geraldine Dawson, PhD, is the William Cleland Distinguished Professor of Psychiatry and Behavioral Sciences, Professor of Pediatrics, and Professor of Psychology and Neuroscience at Duke University, and is founding Director of the Duke Center for Autism and Brain Development.



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**ABOUT THE EDITORS**

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

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*New Edition—A Major Revision!*

# Handbook of Learning Disabilities

THIRD EDITION

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

Foreword by **Karen R. Harris, PhD, H. Lee Swanson, PhD,** and **Steve Graham, EdD**

This definitive handbook is now in an extensively revised third edition, including many all-new chapters and new topics. Foremost experts review the breadth of current knowledge about learning disabilities (LD), from core psychological and neurobiological processes to evidence-based instruction. Chapters describe best practices in identifying and supporting students with difficulties in reading, writing, math, and other content areas. Service delivery models that support differentiated instruction and data-based decision making are examined, and ways to meet the needs of specific populations, including English learners with LD, are explored. Prior edition editors: H. Lee Swanson, Karen R. Harris, and Steve Graham.

**NEW TO THIS EDITION**

- ✓ Reflects a decade of advances in research, policy, and educational practice.
- ✓ Most chapters are new or extensively updated.
- ✓ Chapters on language development and reading disabilities, LD in English learners, social-emotional learning, comorbidity with

LD, dyslexia legislation, cultural and equity issues, the use of technology to support differentiated instruction, state-of-the-art research methods, teacher preparation, integrated multi-tiered systems of support, and other timely topics.

**CRITICAL ACCLAIM**

“Contributors thoughtfully examine the shift toward dimensional models of classification and emphasize the need for equitable access to high-quality instruction as a foundation for fair LD identification.”

—Nicole Landi, PhD, University of Connecticut

“Essential reading for LD researchers and school leaders, as well as graduate students in special and general education, psychology, and related fields.”

—David J. Chard, PhD, Boston University

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## Teaching Reading Comprehension to Students with Learning Difficulties, THIRD EDITION

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

This important resource helps teachers understand how good readers comprehend text and how best to support students who are struggling. It presents effective instructional methods for learners at all grade levels, including those with reading disabilities. Every chapter translates state-of-the-art research into practical classroom applications. All facets of comprehension are addressed, including assessment, vocabulary, background knowledge, and text structure. Utility as a teacher guide and course text is enhanced by sample lesson plans, graphic organizers, and chapter-opening study questions.

### NEW TO THIS EDITION

- ✓ Chapter on text selection and text structure.
- ✓ Chapter on teachers' frequently asked questions, providing specific, actionable advice.
- ✓ More than twice as many sample lesson plans.
- ✓ Revised throughout with the latest research and teaching techniques.

"This book is useful for any teacher trying to improve their craft and become more effective in the classroom, and is ideal for undergraduate- or graduate-level classes. Readers will develop a comprehensive understanding of the processes underlying reading comprehension and get the tools needed to implement enhanced instruction in the classroom." —Jack M. Fletcher, PhD, University of Houston

"[The authors] adeptly bridge research and practice to promote educators' understanding and delivery of differentiated comprehension instruction....This exemplary book is essential reading for all educators engaged in supporting students who struggle with reading." —Elsa Cárdenas-Hagan, EdD, President, Valley Speech Language and Learning Center, Brownsville, TX

### CONTENTS

1. Overview of Reading Comprehension
2. Assessing Reading Comprehension
3. Vocabulary Instruction
4. Instructional Practices That Promote Reading Comprehension
5. Effectively Using Text to Promote Reading Comprehension
6. Promoting Content-Area Literacy

### New

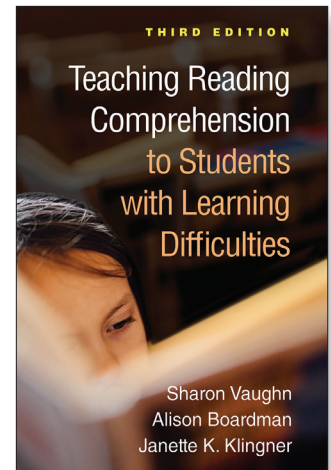
## Assessment and Measurement in Applied Behavior Analysis

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

Bridging the science of measurement and the practice of applied behavior analysis (ABA), this is the first comprehensive guide to reliability, validity, and evidence-centered design within a behavior-analytic framework. Students and ABA practitioners will benefit from the text's real-world case studies and clear connections to the Behavior Analyst Certification Board's BCBA Task List. Readers learn not only how to select, use, and interpret function- and skill-based behavioral assessments, but also how to critically evaluate their quality and appropriateness using contemporary measurement theory. Facilitating ethical, data-driven decision making across clinical, educational, and research settings, the text includes chapter-opening objectives, end-of-chapter reflection and discussion questions, and a glossary.

"A sorely needed addition to the scholarly literature—it's about time someone wrote this book! I recommend it for assessment courses." —Matthew Brodhead, PhD, Michigan State University

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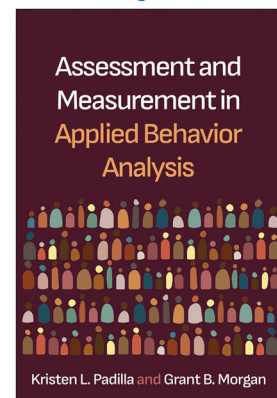
### ABOUT THE AUTHORS

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.

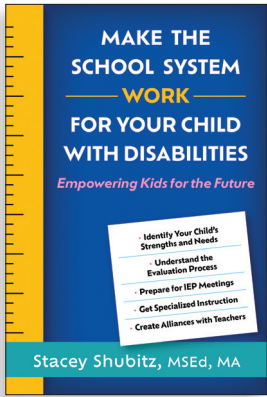
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## Make the School System Work for Your Child with Disabilities

*Empowering Kids for the Future*

Stacey Shubitz, MEd, MA, Shubitz Literacy

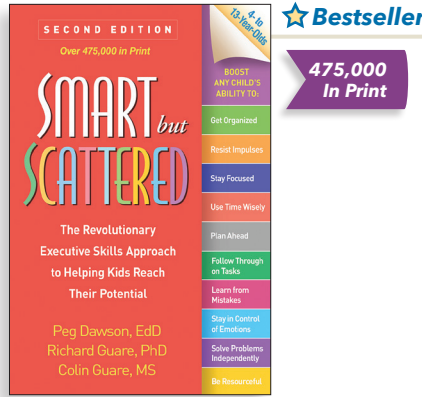
Public schools offer a wide range of supports for disabled children—but for parents, navigating the system can be like getting trapped in a complex maze. Stacey Shubitz provides a map for the journey in this indispensable guide. Shubitz explains the ins and outs of special versus general education, expert evaluations, disability designations, Individualized Education Programs, 504 Plans, and more. Parents learn to communicate effectively with teachers and school staff, get the most out of meetings, and ensure that plans are well implemented and revised so kids can thrive. Plus, Shubitz shares **downloadable practical tools**, self-care strategies, tips for cultivating joy, and an inclusive children's book list to make reading together a habit.

“Warm and accessible...An essential tool to help you set your child up for school success.” —Lindsey Biel, MA, OTR/L, occupational therapist; coauthor of *Raising a Sensory Smart Child*

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## Smart but Scattered

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*The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential*

Peg Dawson, EdD, executive skills trainer and educator  
Richard Guare, PhD, BCBA-D, Executive Skills LLC  
Colin Guare, MS, BCBA, Executive Skills LLC

Now in a revised and updated second edition, this bestselling book features new research, a new chapter on technology, and a greatly expanded school chapter. This accessible work provides keys to understanding “smart but scattered” kids, boosting skills that are lacking, and troubleshooting everyday routines. Ideal for recommendation or use with clients, the approach is suitable for children with ADHD or learning disabilities as well as those without a clinical diagnosis.

“A revolutionary guide... Gives parents skills and confidence to enhance their child's success—with strategies that take just 5 to 10 minutes a day.”

—Julie Gettman, PhD, NCSP, ABSNP, Executive Director, School Neuropsychology Institute

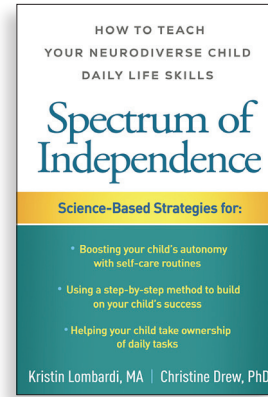
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## Spectrum of Independence

*How to Teach Your Neurodiverse Child Daily Life Skills*

Kristin Lombardi, MA, BCBA, Zeal Behavior Analysis  
Christine Drew, PhD, BCBA-D, Auburn University  
Foreword by Peter F. Gerhardt, EdD

This motivating, practical book gives worried parents concrete strategies for maximizing the independence of their child or teen with autism, intellectual disabilities, or other forms of neurodiversity. Exercises and downloadable worksheets are rooted in scientifically based behavioral principles and illustrated with vivid, relatable examples. By breaking down tasks like getting dressed, brushing teeth, and making a sandwich into manageable “microsteps,” parents learn to phase out assistance gradually and systematically as kids take ownership of their routines. Daily life skills truly can be improved with the right tools—and they are vital stepping stones for the challenges of adulthood.

“The authors do an amazing job of transforming an overwhelming topic into manageable, step-by-step strategies to build children's independence.”

—Tara Karen, MSED, BCBA, LBA, Achieve Beyond Pediatric Therapy and Autism Services

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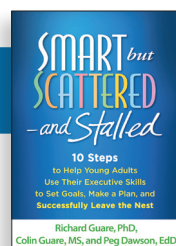
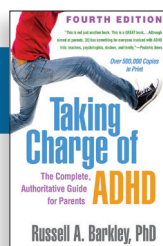
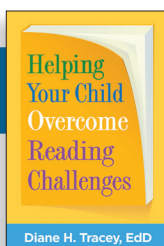
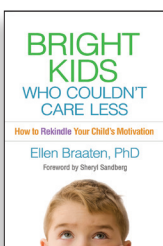
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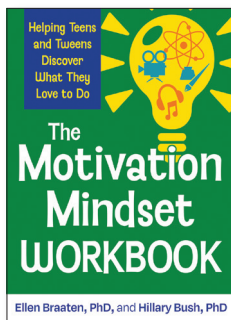
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## Motivation Mindset Workbook

*Helping Teens and Tweens Discover What They Love to Do*

Ellen Braaten, PhD  
Hillary H. Bush, PhD

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Engaging Children  
Ages 8 to 16!



AGE RANGE: 8-16  
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Grounded in current knowledge about motivational difficulties and how to overcome them, this book gives parents, teachers, and clinicians a wealth of practical tools to unleash kids' excitement and engagement with the world. **More than 80 worksheet-based activities** are organized around the central concepts of aptitude, pleasure, and practice. Parents can use this book to help their 8- to 16-year-old discover what they love to do and vault over obstacles holding them back. Teachers will find innovative, science-based ways to light the spark of motivation with individuals or groups.

**Note:** The e-book edition offers fillable, downloadable versions of the worksheets.

"This book offers a rare and welcome blend of insight, empathy, and real-world application." —Amanda Morin, neurodiversity consultant; Director of Academic Services, Compass High School, Belmont, CA

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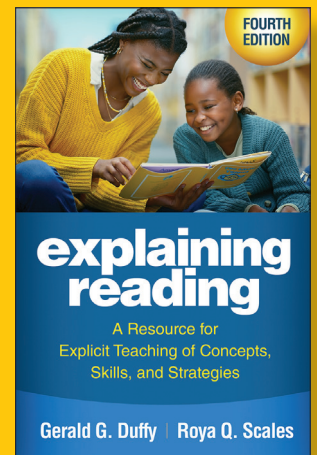
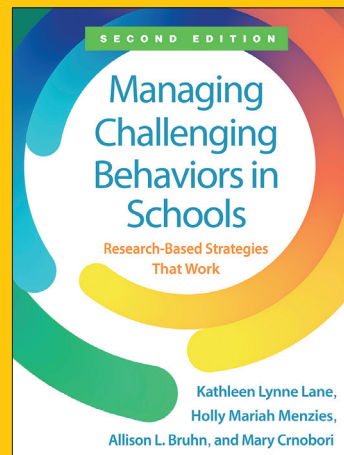
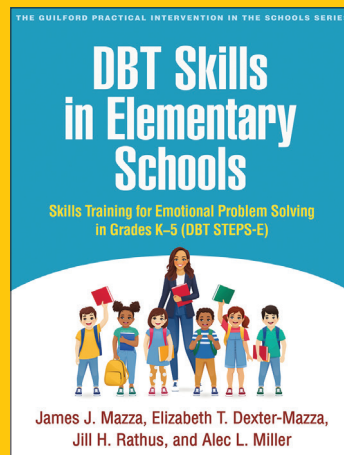
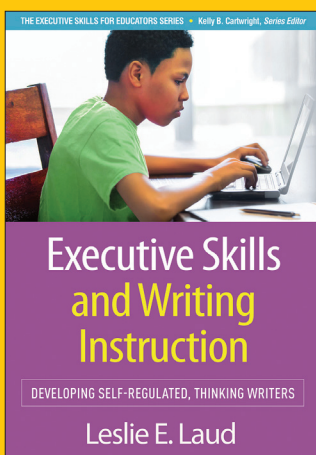
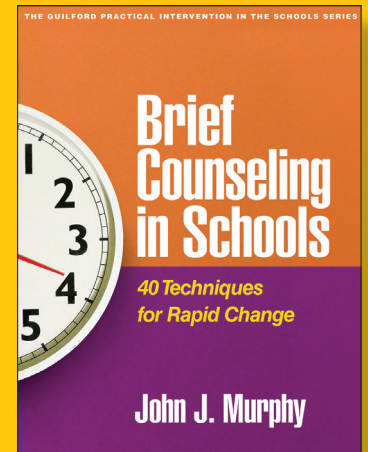
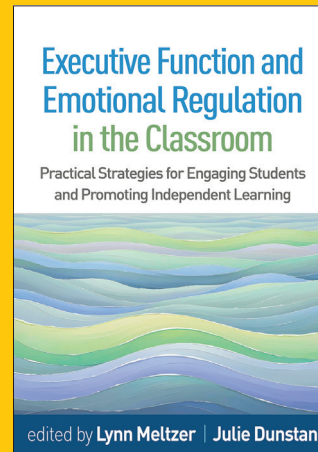
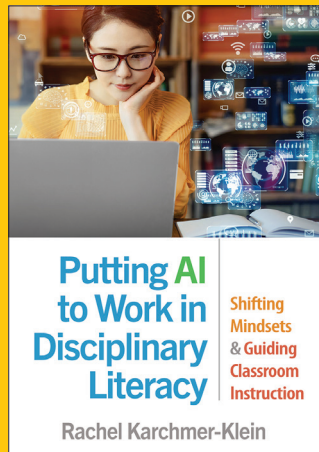
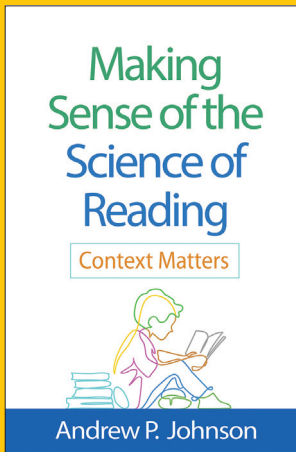
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