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Psychology | Parenting | Health | Relationships



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## Frankfurt Book Fair • 7 - 9 October 2026

### Welcome to Our Fall 2026 Foreign Rights List

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

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Milena Urroz

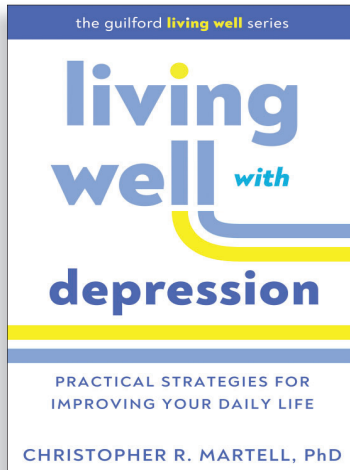
Angela Whalen

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# General Reader



## Living Well with Depression

Practical Strategies for Improving Your Daily Life

**Christopher R. Martell, PhD**

AUG 2026 | 181 PAGES | 6 X 9

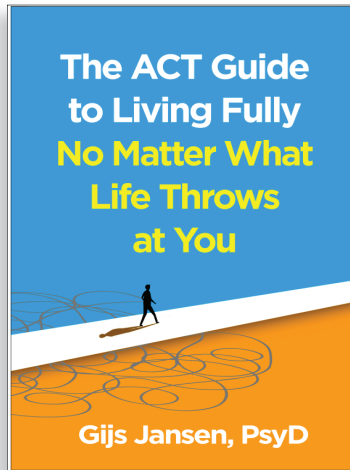
- Provides daily strategies for getting through hard days and reengaging with the world
- Shows how to solve everyday problems and live well with depression
- Short, clearly formatted chapters offer evidence-based techniques that readers can try whenever they need, plus vivid stories and downloadable practical tools.
- This title is part of The Guilford Living Well Series.

### CONTENTS

|                                                  |                                                              |
|--------------------------------------------------|--------------------------------------------------------------|
| Introduction: A Day in the Life of Depression    | III. Moving beyond Depression                                |
| I. Three Principles to Live Well with Depression | 10. Seeking Professional Help                                |
| 1. Emotions: Allow Your Feelings                 | 11. Savoring the Good Times, Staying Present through the Bad |
| 2. Behaviors: Be Proactive                       | 12. A Road Map through Depression                            |
| 3. Thoughts: Think Flexibly                      |                                                              |
| II. Navigating Daily Life with Depression        |                                                              |
| 4. Keeping Up with Self-Care                     |                                                              |
| 5. Handling Daily Chores                         |                                                              |
| 6. Interacting with Others                       |                                                              |
| 7. Thriving with a Partner                       |                                                              |
| 8. Engaging with School, Work, and Hobbies       |                                                              |
| 9. Considering What's Greater than You           |                                                              |

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

**Christopher R. Martell, PhD, ABPP**, is Professor of Practice in the Department of Psychological and Brain Sciences at the University of Massachusetts Amherst. Previously, Dr. Martell had a private practice in Seattle for over 20 years. He has trained and supervised clinicians and provided research consultation around the world, with a focus on behavioral activation treatment for depression.



# ACT Guide to Living Fully No Matter What Life Throws at You

**Gijs Jansen**

**Foreword by Steven C. Hayes**

OCT 2026 | 171 PAGES | 6 X 9

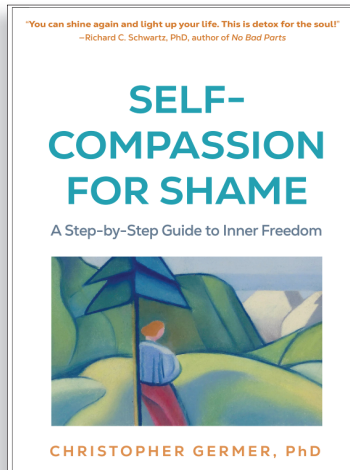
- Accessible introduction to acceptance and commitment therapy (ACT) through a three-step approach that integrates head, body, and heart.
- Practical tools, relatable stories, and clear exercises to teach readers how to handle painful emotions and loosen the grip of self-criticism, avoidance, and fear.
- Gijs Jansen, PsyD, is an internationally recognized trainer in ACT and has contributed extensively to its development in the Netherlands.

## CONTENTS

|                                                          |                              |
|----------------------------------------------------------|------------------------------|
| Foreword: What Makes All the Difference, Steven C. Hayes | 7. Values                    |
| Introduction                                             | 8. Committed Action          |
| I. Head                                                  | 9. Dancing with ACT          |
| 1. Why Are You Reading This Book?                        | 10. My Personal Wish for You |
| 2. Avoidance and Control                                 | That's a Wrap!               |
| 3. The Power of Language                                 |                              |
| II. Body                                                 |                              |
| 4. Acceptance                                            |                              |
| 5. Mindfulness                                           |                              |
| III. Heart                                               |                              |
| 6. The Self                                              |                              |

**Gijs Jansen, PsyD**, is a psychologist, author, and internationally recognized trainer in acceptance and commitment therapy (ACT). Dr. Jansen has trained thousands of mental health professionals and worked with clients from all walks of life. A former faculty member at Radboud University Nijmegen, he has contributed extensively to the development of ACT in the Netherlands.

**AUDIENCE** Readers interested in personal development; also of interest to mental health professionals.



## RIGHTS SOLD

Spanish

**“Dr. Germer shines a light on one of the most painful and isolating of human emotions. The practices are skillfully designed, immediately usable, and powerfully effective. For anyone carrying the silent, often invisible burden of shame, this book has the potential to be truly life-changing.”**

**—Kristin Neff, PhD, author of Self-Compassion**

# Self-Compassion for Shame

A Step-by-Step Guide to Inner Freedom

**Christopher Germer, PhD**

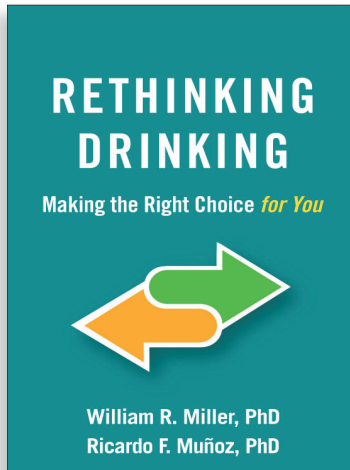
OCT 2026 | 300 PAGES | 6 X 9

- Practical guide to understanding how shame constricts life, with concrete steps to break free.
- Christopher Germer shows us that self-compassion is the key to releasing the grip of shame.
- In 21 short chapters, this book teaches readers what shame is, why we all feel it, how it works, and how we can steer toward its constructive purposes.

## CONTENTS

|                               |                                            |
|-------------------------------|--------------------------------------------|
| Preface                       | 11. Cultural Roots                         |
| Introduction                  | 12. Ready, Set, Go!                        |
| 1. Welcome Home!              | 13. From Self-Criticism to Self-Compassion |
| 2. Shame, I See You!          | 14. Self-Forgiveness                       |
| 3. Self-Compassion? Pour Moi? | 15. Compassion for Your Body               |
| 4. An Antidote to Shame       | 16. Words That Heal                        |
| 5. Walk Slowly, Go Farther    | 17. No Part Left Behind                    |
| 6. The Twin Secrets           | 18. Our Values/Ourselves                   |
| 7. Shame Is Innocent          | 19. Going beyond Ourselves                 |
| 8. Your Compassionate Self    | 20. Practice Makes Imperfect               |
| 9. Not Your Fault!            | 21. Life's Coming Attractions              |
| 10. Childhood Roots           |                                            |

**AUDIENCE** Readers interested in personal development; also of interest to mental health professionals.



## Rethinking Drinking

Making the Right Choice for You

**William R. Miller, PhD and Ricardo F. Muñoz PhD**

AUG 2026 | 244 PAGES | 6 X 9

- Guides readers to explore what they get out of drinking, identify potentially harmful patterns, and make their own decisions about whether, when, and how much they consume.
- Grounded in emerging science about alcohol's effects on health and filled with vivid stories, self-quizzes, checklists, and tips.

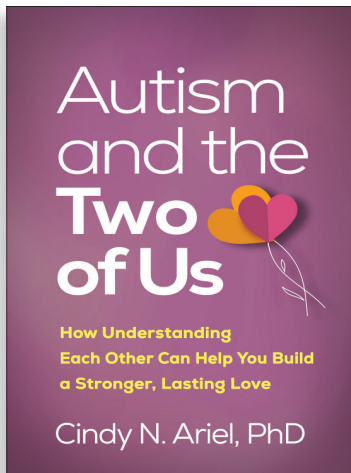
### CONTENTS

- |                                         |                                                                       |
|-----------------------------------------|-----------------------------------------------------------------------|
| I. Getting Started                      | IV. Getting What You Want without Expecting Alcohol to Give It to You |
| 1. The Puzzle of Alcohol                | 12. The Healthy Management of Reality                                 |
| 2. Reasons for Drinking                 | 13. Kicking Back                                                      |
| 3. Reasons for Not Drinking             | 14. Having Fun                                                        |
| II. Understanding Your Drinking         | 15. Avoiding the Blues                                                |
| 4. The Effects of Alcohol When Drinking | 16. Feeling Good about Yourself                                       |
| 5. A Personal Checkup                   | 17. Getting the Sleep You Need                                        |
| 6. Choosing Your Own Way                | 18. Tuning In instead of Out                                          |
| III. Making the Changes You Want        | 19. Quieting Fear                                                     |
| 7. Setting Sensible Limits              | 20. Forming Relationships                                             |
| 8. Keeping Track                        | 21. Keeping Relationships                                             |
| 9. Slowing Down                         | 22. Moving Along                                                      |
| 10. On the Spot                         |                                                                       |
| 11. Discovering Your Triggers           |                                                                       |

**AUDIENCE** Adults who want to cut down or stop drinking; also of interest to health care professionals.

**William R. Miller, PhD**, introduced motivational interviewing in a 1983 article and in the first edition of *Motivational Interviewing* (1991), coauthored with Stephen Rollnick.

**Ricardo F. Muñoz, PhD**, was inducted as a Fellow of the American Association for the Advancement of Science in recognition of his distinguished contributions to the treatment and prevention of depression and the development of internet interventions to improve mental health worldwide.



## RIGHTS SOLD

Dutch

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

## Autism and the Two of Us

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

**Cindy N. Ariel, PhD**

JULY 2026 | 236 PAGES | 6 X 9

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

## CONTENTS

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

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



**David J. A. Dozois, PhD**, is an internationally known depression researcher and cognitive-behavioral therapist. He is Professor of Psychology at the University of Western Ontario, is a Fellow and two-time president of the Canadian Psychological Association, and has held leadership roles in many other national and international organizations. Dr. Dozois has authored over 300 scientific publications and presents his work widely. He also maintains a small private practice.

# What to Do When Your Partner Is Depressed

Supporting Your Loved One While Caring for Yourself

**David J. A. Dozois, PhD**

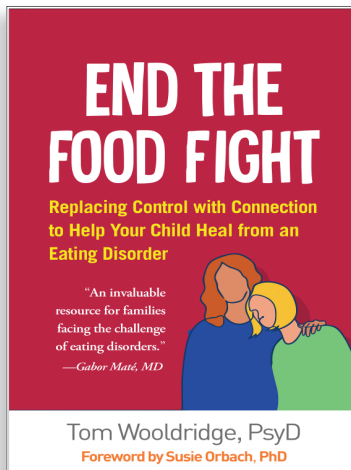
AUG 2026 | 244 PAGES | 6 X 9

- For couples seeking to keep their bond strong and overcome depression together.
- Step-by-step guide to everything you need to know about depression and how to help your partner recover.
- Strategies for communicating sensitively, looking for treatment together, and challenging negative thinking.
- Includes crucial guidance for attending to your own needs and well-being.

## CONTENTS

- |                                                            |                                                       |
|------------------------------------------------------------|-------------------------------------------------------|
| I. Supporting Your Partner with Depression                 | 9. Understanding Your Responsibility                  |
| 1. Understanding the Experience of Depression              | 10. Putting Structure and Routine Back into Your Life |
| 2. Supporting Your Partner Effectively                     | III. Supporting Your Relationship                     |
| 3. Becoming Informed about Treatments That Help            | 11. Common Pitfalls and Thorny Issues                 |
| 4. Encouraging Treatment                                   | 12. The Power of Negative Thinking                    |
| 5. Helping Your Partner Engage in Antidepressant Behavior  | 13. Communication and Problem Solving                 |
| 6. Helping Your Partner Change Negative Thinking           | 14. Acceptance Strategies                             |
| 7. Being Aware of Warning Signs and Managing Expectations  | IV. The Final Word                                    |
| II. Supporting Yourself through Your Partner's Depression  | 15. When Your Partner Improves (or Doesn't Improve)   |
| 8. Making Sense of Your Feelings and Tending to Your Needs |                                                       |

**AUDIENCE** Anyone whose spouse or partner is struggling with depression; also of interest to mental health professionals.



## End the Food Fight

Replacing Control with Connection to Help Your Child Heal from an Eating Disorder

**Tom Wooldridge**

**Foreword by Susie Orbach**

AUG 2026 | 140 PAGES | 6 X 9

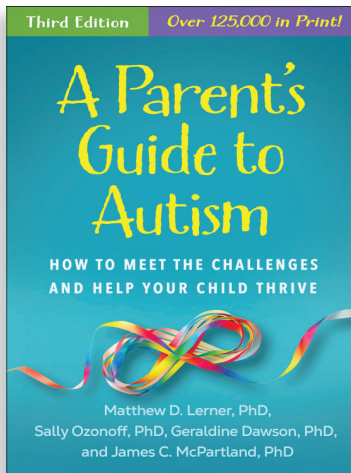
- An eating disorder almost always arises from difficulty with regulating and expressing emotions; this book teaches parenting strategies that can help.
- Parents learn to connect with the emotional burden their child is carrying, instead of controlling their child's eating.
- Includes guided practices and reflection prompts to help parents slow down their own emotional reactivity and remain present and attuned.

### CONTENTS

- |                                                |                                      |
|------------------------------------------------|--------------------------------------|
| I. Understanding What's Happening              | III. Parenting as Practice           |
| 1. Why It's Not Just about Food                | 8. Staying Close without Taking Over |
| 2. When Parents Feel Powerless                 | 9. Repairing the Breaks              |
| 3. The Role of the Parent in Recovery          | 10. Attunement Over Time             |
| II. The Emotional Terrain of Attuned Parenting | 11. When You Need Help               |
| 4. The Hungry Self and the Silent Child        |                                      |
| 5. Reflection in the Rupture                   |                                      |
| 6. The Unspoken Conversation                   |                                      |
| 7. Grief, Guilt, and the Ghosts of Parenting   |                                      |

**AUDIENCE** Parents of kids ages 10–18 in treatment for eating disorders; also of interest to health care professionals.

**Tom Wooldridge, PsyD,** is a board-certified psychologist, eating disorder therapist, and psychoanalyst in private practice in Berkeley, California. He is also Chair of the Department of Psychology at Golden Gate University in San Francisco. Dr. Wooldridge has years of experience treating children, adolescents, and adults with eating disorders, including working with parents negotiating the complexities of a child in treatment. He has published several books on eating disorder treatment for mental health professionals.



## A Parent's Guide to Autism Third Edition

How to Meet the Challenges and Help Your Child Thrive

**Matthew D. Lerner, PhD; Sally Ozonoff, PhD; Geraldine Dawson, PhD; and James C. McPartland, PhD**

JAN 2026 | 301 PAGES | 6 X 9

“As a parent, navigating the vast body of available information about autism can be difficult and confusing. Leading experts draw on current research and their own extensive experience to illuminate the challenges autistic children experience and give you thoughtful answers to the important questions that you and your family face.”

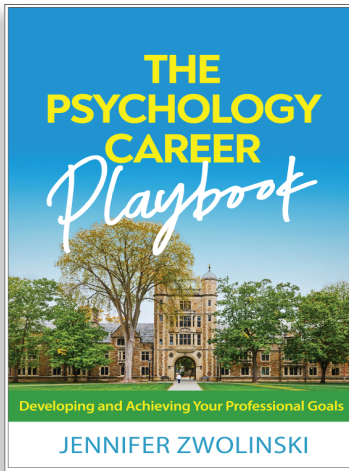
—**Connie Kasari, PhD**,  
Distinguished Professor of  
Human Development and  
Psychiatry, University of  
California, Los Angeles

- Accessible guide to understanding autism and supporting autistic children and teens at home, in school, and in everyday life.
- Practical advice for parents on diagnosis, education, behavior, social relationships, and emotional well-being.
- Leading autism experts; informed by more than two decades of research and clinical experience.

### CONTENTS

- |                                                           |                                                                                       |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------|
| I. Understanding Autism                                   | 8. Helping Your Child Navigate the Social World                                       |
| 1. What Does an Autism Diagnosis Mean?                    | 9. Preparing for Late Adolescence and Adulthood                                       |
| 2. How Autism Is Diagnosed                                | 10. Thinking Past Tomorrow: Autistic Identity, Community, and What It Means to Thrive |
| 3. What Causes Autism?                                    |                                                                                       |
| 4. Intervention and Support for Autistic Individuals      |                                                                                       |
| II. Living with Autism                                    |                                                                                       |
| 5. Channeling Your Child's Strengths: A Guiding Principle |                                                                                       |
| 6. Supporting Your Autistic Child at Home                 |                                                                                       |
| 7. Supporting Your Autistic Child at School               |                                                                                       |

**AUDIENCE** Parents of children and teens with autism spectrum disorder; also of interest to health care professionals as a client recommendation.



# The Psychology Career Playbook

Developing and Achieving Your Professional Goals

**Jennifer Zwolinski, PhD**

JAN 2026 | 210 PAGES | 6 X 9

- Career planning guide that helps psychology students explore career options, make informed decisions, and achieve their professional goals.
- Combines current data with practical strategies for education, job searching, and professional development.
- Features planning templates and career exercises that can be used in the classroom or independently.

## CONTENTS

Introduction

Part I. How Does a Psychology Degree Prepare You for a Range of Career Options?

1. What Skills Will You Learn with a Psychology Degree?

2. Who Studies Psychology and What Can They Do with Their Degrees?

3. What Are the Main Subfields of Psychology?

4. What Does the Future of Work Look Like with a Psychology Degree?: How Can Your Degree Support You Now and in Your Future Career?

Part II. How Do You Decide What Career Choice Is Right for You?

5. How Do People Make Career Decisions?

6. How Can You Make Effective Decisions about Your Career?

Part III. What Pathway Do You Take to Pursue Your Career Goals?

7. If You Choose Graduate School in Psychology, What Do You Need to Know to Increase Your Chance of Success?

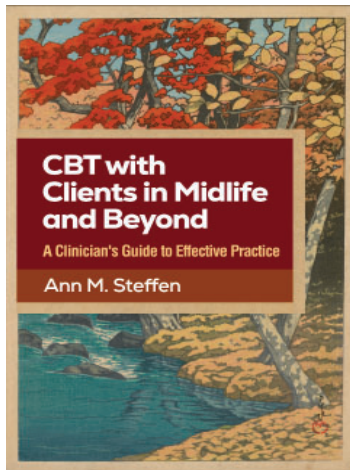
8. If You Choose to Go Directly into the Workforce, How Can You Best Prepare for Your Job Search?

Conclusion

**Jennifer Zwolinski, PhD, ABPP**, is Professor and Chair in the Department of Psychological Sciences at the University of San Diego (USD). Dr. Zwolinski conducts research with undergraduate students in the areas of social threats and distress, as well as stress, coping, and help seeking during the COVID-19 pandemic. She has contributed numerous appendices on career development to top-selling psychology textbooks by David Myers and colleagues.

**AUDIENCE** Undergraduate psychology students and instructors.

# Professional Psychology



## CBT with Clients in Midlife and Beyond

A Clinician's Guide to Effective Practice

**Ann M. Steffen, PhD, ABPP**

NOV 2026 | 267 PAGES | 6 X 9

- This highly practical book offers flexible tools for focusing on aging-related applications of cognitive-behavioral therapy (CBT).
- Includes strategies for use with middle-aged and older adults and explains ageist misconceptions.
- Explores assessment and treatment of common challenges, including depression, anxiety, loneliness, complicated grief, chronic pain, sleep problems, brain health concerns.

### CONTENTS

#### I. Throughout Therapy

1. Come On In, the Water's Fine
2. Acknowledge Ageism
3. Emphasize Meaning in Life: Purpose, Values, and Strengths
4. Explore the Diversity of Aging
5. Assess, Don't Guess
6. Boost Session Impact and Client Outcomes
7. Practice Legally and Ethically

#### II. Common Themes in Therapy

#### 8. Promote Social Connections

9. Enhance Emotional Well-Being
10. Mind the Body
11. Target Chronic Pain
12. Discuss and Support Brain Health
13. Encourage Healthy Sleep
14. Address Grief

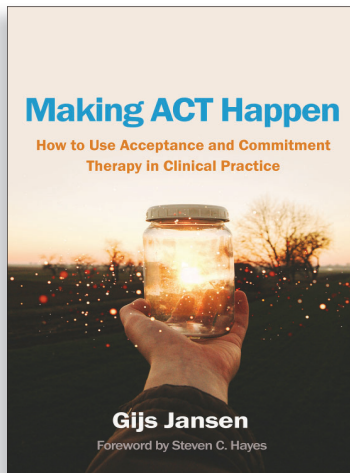
#### III. Your Own Journey

15. Embracing Age as a Psychotherapist

**Ann M. Steffen, PhD, ABPP**, has authored over 200 scientific journal articles and presentations on mental health and aging. Dr. Steffen is board certified in Geropsychology and in Behavioral and Cognitive Psychology by the American Board of Professional **Psychology**.

### AUDIENCE

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



## RIGHTS SOLD

**Russian**

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

—from the Foreword by Steven C. Hayes, PhD, originator and co-developer of ACT

# Making ACT Happen

## How to Use Acceptance and Commitment Therapy in Clinical Practice

**Gijs Jansen**

**Foreword by Steven C. Hayes**

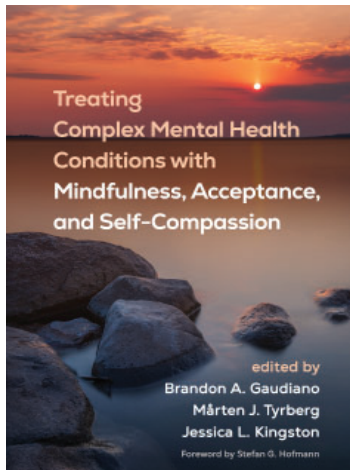
**APRIL 2026 | 245 PAGES | 6 X 9**

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

## CONTENTS

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

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



# Treating Complex Mental Health Conditions with Mindfulness, Acceptance, and Self-Compassion

Edited by Brandon A. Gaudiano, Mårten J. Tyrberg, and Jessica L. Kingston

Foreword by Stefan G. Hofmann

SEPT 2026 | 350 PAGES | 7 X 10

“This volume offers therapists an innovative, insightful, process-driven framework for grappling with complex clinical presentations. Moving beyond symptoms and comorbid diagnoses, the book makes a compelling case for therapy that engages idiographic, dynamic change processes. Applications of mindfulness, acceptance, and self-compassion are amply illustrated through clinical transcripts and examples. This book will be of broad interest to therapists and students who want to learn about the cutting edge of third-wave treatments.”

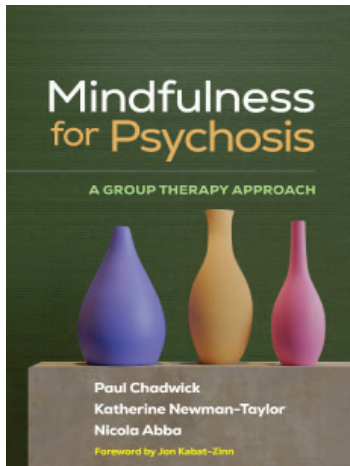
—Zindel Segal, PhD,  
Distinguished Professor of  
Psychology in Mood Disorders,  
University of Toronto–Scarborough,  
Canada

- International experts describe how they use mindfulness, acceptance, and self-compassion in recovery-oriented treatment of challenging and co-occurring mental health conditions.
- This practitioner handbook explores how to apply third-wave and process-based[AW2.1] therapies to the real-world complexity that clinicians face daily.
- Featuring accessible case examples and transdiagnostic therapeutic strategies that target underlying processes of change and help clients live in alignment with their values.

## CONTENTS

|                                                                             |                                                                                          |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| I. Foundations and Core Processes                                           | py for Preventing Suicide and Promoting Valued Living                                    |
| 1. Navigating Rough Waters: Third-Wave Strategies for Complex Clinical Care | Section 3: Enduring and Persistent Problem Areas                                         |
| II. Applications to Complex Clinical Presentations                          | 10. Third-Wave Approaches for Psychosis and Its Complexities                             |
| Section 1: Mood- and Trauma-Related Conditions                              | 11. Radically Open Dialectical Behavior Therapy for Overcontrolled Personality Disorders |
| 6. Compassion-Focused Therapy for Bipolar Disorder                          | III. Synthesis and Future Directions                                                     |
| Section 2: Cross-Cutting Clinical Concerns                                  | 13. Finding the Common Thread: Process-Based Tools for Transdiagnostic Practice          |
| 7. Contextual Behavioral Approaches for Neurodevelopmental Disabilities     |                                                                                          |
| 8. Acceptance and Commitment Thera-                                         |                                                                                          |

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



“The authors make the case that mindfulness can be an effective therapeutic approach in and of itself in healing psychosis, and map out in great detail for interested clinicians how to go about it...May this book provide guidance for all health professionals hoping to be optimally effective in helping people with the diagnosis of psychosis to recognize their humanity, their belonging, and their capacity to navigate the twists and turns of their inner and outer lives with skill, consistency, and compassion for themselves.”

—from the Foreword by  
Jon Kabat-Zinn, founder  
of Mindfulness-Based  
Stress Reduction

## Mindfulness for Psychosis

### A Group Therapy Approach

Paul Chadwick, Katherine Newman-Taylor,  
and Nicola Abba

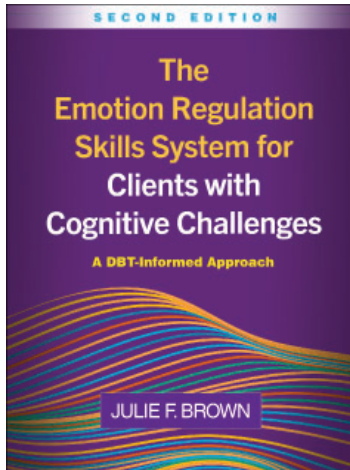
OCT 2026 | 247 PAGES | 6 X 9

- An 8-week mindfulness program specifically designed for people with psychosis.
- Uses a combination of formal mindfulness practices with reflective group discussions.
- Mindfulness for psychosis groups can safely and effectively help participants transform their relationship to distressing voices, images, thoughts, and beliefs; cultivate self-acceptance; and take meaningful steps toward recovery in daily life.

### CONTENTS

|                                                                                     |                                                                     |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| I. The Context and Theory of Mindfulness for Psychosis                              | 8. Overview of the Group Manual                                     |
| 1. The Tyranny of Psychosis                                                         | 9. Sessions 1 and 2: Stepping Back                                  |
| 2. Relating Mindfully to Psychosis: The Two-Circles Model                           | 10. Sessions 3 and 4: Choosing How to Respond                       |
| 3. Mindfulness for Psychosis: A Humanizing Therapeutic Process                      | 11. Sessions 5 and 6: Accepting Psychosis and Myself                |
| II. Mindfulness in Practice                                                         | 12. Sessions 7 and 8: Taking Mindful Steps toward Personal Recovery |
| 4. The Core Mindfulness Practice and Prompting Moments of Mindfulness in Daily Life | IV. Supporting Ongoing Recovery and Developing as Facilitators      |
| 5. Inquiry: Validating, Building Universality, and Guiding Discovery                | 13. Ongoing Support Beyond the Mindfulness-for-Psychosis Program    |
| 6. Setting Up the Group and Facilitating Group Factors                              | 14. Preparation and Development as Group Facilitators               |
| III. Mindfulness-for-Psychosis Groups: The 8-Week Program                           |                                                                     |
| 7. Holding an Optional Pre-Program Meeting                                          |                                                                     |

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



## RIGHTS SOLD

**Spanish**

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

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

**A DBT-Informed Approach**

**Julie F. Brown, MSW, PhD**

FEB 2026 | 260 PAGES | 8 X 10.5

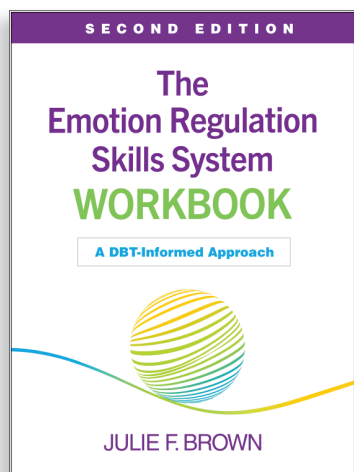
- This fully revised second edition presents dialectical behavior therapy (DBT) for people of all ages with learning and mental health challenges.
- The Skills System teaches essential emotion regulation and adaptive coping skills in a motivating, structured framework.
- Supports clinicians in treating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

## CONTENTS

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

## AUDIENCE

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



## RIGHTS SOLD

Spanish

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

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

# Emotion Regulation Skills System Workbook, Second Edition

A DBT-Informed Approach

Julie F. Brown, MSW, PhD

JAN 2026 | 246 PAGES | 8 X 10.5

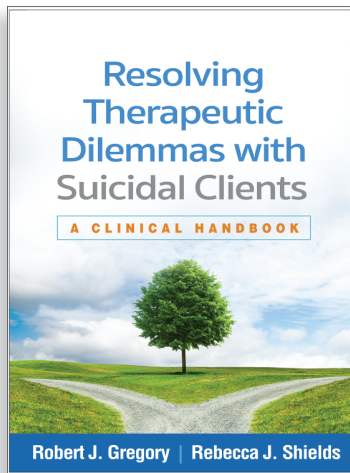
- This client-facing workbook is designed to accompany the Skills System program with tools for learning how to manage feelings, navigate the ups and downs of life, and reach goals. Includes more than 100 reproducible handouts and worksheets for learners of all ages and abilities.
- The Skills System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

## CONTENTS

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

## AUDIENCE

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



# Resolving Therapeutic Dilemmas with Suicidal Clients

A Clinical Handbook

**Robert J. Gregory and Rebecca J. Shields**

APRIL 2026 | 218 PAGES | 6 X 9

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

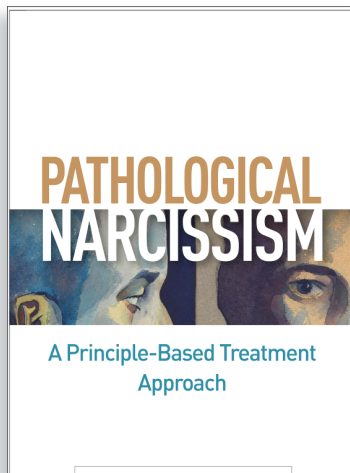
## CONTENTS

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

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

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

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



## Pathological Narcissism

A Principle-Based Treatment Approach

Igor Weinberg, PhD

Foreword by Lois W. Choi-Kain

NOV 2026 | 260 PAGES | 6 X 9

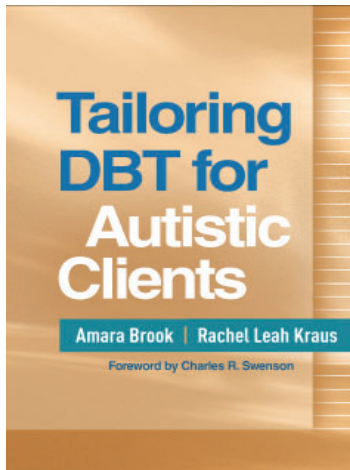
- This therapist guide outlines strategies for addressing different presentations of pathological narcissism—grandiose and vulnerable, overt and covert—as well as ways to assess and intervene with co-occurring disorders, suicidality, or psychopathy.
- Describes treatment principles and addresses common challenges.
- This title is part of the Psychoanalysis and Psychological Science Series, edited by Elliot Jurist.

### CONTENTS

|                                                                 |                                                                   |
|-----------------------------------------------------------------|-------------------------------------------------------------------|
| Introduction: The Flight of Icarus                              | 7. From Empirical Research to Principles of Change                |
| 1. Pathological Narcissism: A History of the Concept            | 8. Assessment of Pathological Narcissism                          |
| 2. Manifestations of Pathological Narcissism                    | 9. Principles of Change in Patients with Pathological Narcissism  |
| 3. Development of Pathological Narcissism                       | 10. Extensions of Principles of Change in Pathological Narcissism |
| 4. Longitudinal Course of Pathological Narcissism               | 11. Suicidality in Pathological Narcissism                        |
| 5. Comorbid Disorders and Differential Diagnosis                | 12. Psychopathy and Pathological Narcissism                       |
| 6. Typical Problems in the Treatment of Pathological Narcissism |                                                                   |

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

**Igor Weinberg, PhD**, is Assistant Professor of Psychology in the Department of Psychiatry at McLean Hospital, Harvard Medical School. He is also an advanced candidate at the Boston Psychoanalytic Society and Institute. He maintains a private practice, provides diagnostic consultations, and speaks at international conferences.



## Tailoring DBT for Autistic Clients

Amara Brook and Rachel Leah Kraus

JULY 2026 | 204 PAGES | 6 X 9

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

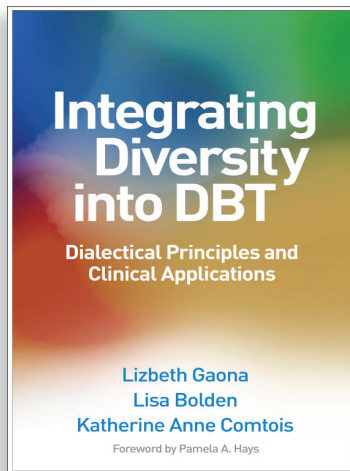
### CONTENTS

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

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

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

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



## Integrating Diversity into DBT

Dialectical Principles and Clinical Applications

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

**Foreword by Pamela A. Hays**

JUNE 2026 | 214 PAGES | 6 X 9

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

### CONTENTS

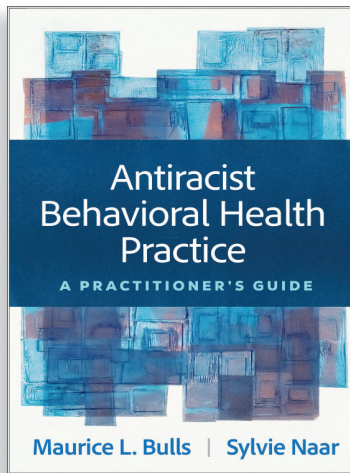
- |                                                       |                                                                     |
|-------------------------------------------------------|---------------------------------------------------------------------|
| Preface                                               | 7. Implicit Bias and the Power of Reciprocal Communication          |
| 1. A Diversity of Diversity                           | 8. Case Management: Assessing the Power of the Client's Environment |
| 2. Biosocial Theory and Cultural Assessment           | 9. The DBT Diary Card: Diversity Considerations                     |
| 3. DBT Assumptions from an Anti-Oppressive Lens       | 10. Concluding Thoughts                                             |
| 4. Toward a Culturally Proficient and Humble DBT Team |                                                                     |
| 5. Cultural and Diversity Dialectics                  |                                                                     |
| 6. Validation toward Addressing Racialized Stress     |                                                                     |

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

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

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

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



# Antiracist Behavioral Health Practice

## A Practitioner's Guide

**Maurice L. Bulls and Sylvie Naar, PhD**

NOV 2026 | 253 PAGES | 6 X 9

- This guide provides concrete skills and communication strategies to address racism, stigma, and systemic barriers in behavioral health.
- The Antiracist Multicultural Orientation (AMCO) framework equips therapists and counselors with tools to move beyond awareness toward meaningful, sustained action.
- Strategies are presented for integrating AMCO into motivational interviewing, cognitive-behavioral therapy, and other modalities.

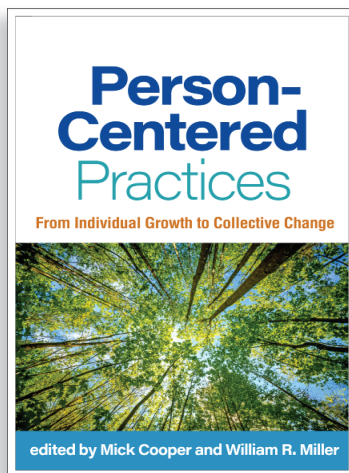
### CONTENTS

1. Introduction
2. An Antiracist Multicultural Orientation
3. The Therapeutic Alliance and Erosion Potential
4. Practitioner Attitudes
5. Listening and Eliciting
6. Supporting Autonomy and Healing Ruptures
7. The AMCO Framework and Motivational Interviewing
8. The AMCO Framework and Cognitive-Behavioral Therapy
9. AMCO Applications and Conclusions

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

**Maurice L. Bulls, MEd**, is an active member of the Motivational Interviewing Network of Trainers (MINT). His academic partnerships have resulted in critical research on implementation of MI in clinical and community settings.

**Sylvie Naar, PhD**, is Founding Director of FSU's Center for Translational Behavioral Science and Director of the Clinical and Translational Science Award and is a member of the Motivational Interviewing Network of Trainers (MINT).



## Person-Centered Practices

From Individual Growth to Collective Change

**Edited by Mick Cooper and William R. Miller PhD**

OCT 2026 | 306 PAGES | 6 X 9

- This book explores current applications of person-centered principles[AW4.1], not only in counseling and psychotherapy, but also in education, health care, coaching, management, policing, and beyond.
- The text highlights the ongoing impact of Carl Rogers's foundational work founded on the idea that individuals have a natural, innate drive to grow and reach their full potential.

### CONTENTS

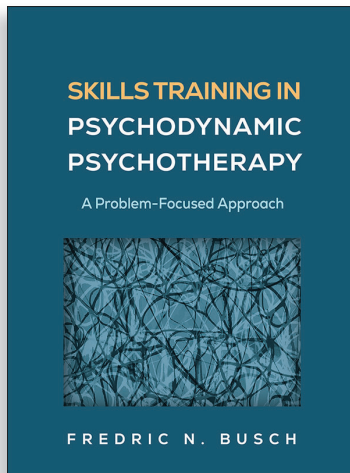
1. Person-Centered Practices: An Introduction
2. Person-Centered Counseling and Psychotherapy
3. A Whole-Person Approach to Person-Centered Life and Health Coaching
4. Person-Centered Approaches for Sports Practitioners
5. Command and Connect: Integrating Person-Centered Development and Leadership in the Military
6. Person-Centered Spiritual Development: Concepts and Methods for Psychotherapists and Pastoral Counselors
7. People First: Principles of Effective Person-Centered Leadership
8. Making the Impossible Possible? Child Protection and Person-Centered Approaches
9. Person-Centered Police Interviewing: Pursuing Truth versus Chasing a Confession
10. Care with Compassion: Understanding Person-Centered Health Care
11. Person-Centered Education: Rogers's Model and Evolving Principles
12. A Person (Learner)-Centered Approach to Continuing Professional Education,
13. Thomas Gordon's Model for Creating Effective Parent-Child Relationships
14. Nonviolent Communication as a Way of Being
15. Person-Centered Self-Development
16. Models for Peace and the Person-Centered Approach
17. Toward a Person-Centered Politics
18. Person-Centered Practices: Synthesis and Evolution

### AUDIENCE

Practitioners and graduate students in clinical, counseling, educational, health, community; military, and police and public safety psychology; social work and human services; leadership and coaching; pastoral care; and community development.

**Mick Cooper, DPhil, CPsychol**, is Professor of Counselling Psychology at the University of Roehampton, London, United Kingdom.

**William R. Miller, PhD**, introduced motivational interviewing in a 1983 article and in the first edition of *Motivational Interviewing* (1991), coauthored with Stephen Rollnick.



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**Chinese-Simplified**

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

# Skills Training in Psychodynamic Psychotherapy

A Problem-Focused Approach

**Fredric N. Busch, MD**

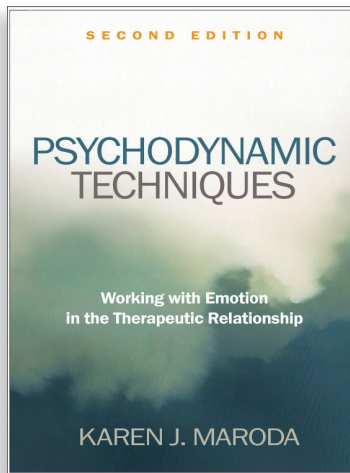
NOV 2025 | 177 PAGES | 8 X 10.5

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

## CONTENTS

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

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



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Russian

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

—Nancy McWilliams, PhD

# Psychodynamic Techniques, Second Edition

**Working with Emotion in the Therapeutic Relationship**

**Karen J. Maroda, PhD**

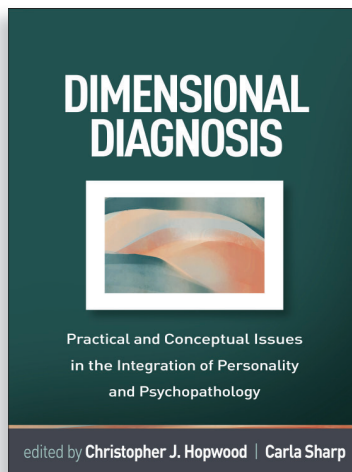
JUNE 2026 | 333 PAGES | 6 X 9

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

## CONTENTS

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

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



**RIGHTS SOLD**

**Portuguese**

**This outstanding volume is the first to explore the implications of this shift with such clarity, realism, and depth. The editors—two of the field’s most innovative scientist-clinicians—have brought together leading international experts to address the urgent clinical questions arising from the DSM and ICD revisions... This is a rare achievement—a book that is both indispensable for daily practice and transformative in its influence. Destined to become a classic.”**

—Peter Fonagy

## Dimensional Diagnosis

Practical and Conceptual Issues in the Integration of Personality and Psychopathology

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

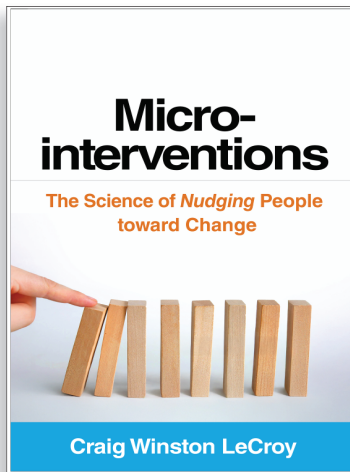
APRIL 2026 | 341 PAGES | 6 X 9

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

### CONTENTS *highlighted chapters*

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

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



## Microinterventions

The Science of Nudging People toward Change

Craig Winston LeCroy, MSW, PhD

SEPT 2026 | 266 PAGES | 6 X 9

- Provides quick, practical therapeutic strategies to help clients take small steps toward change—especially when they feel stuck.
- The author draws on extensive clinical experience and innovative multi-disciplinary research.
- Methods are as simple as a journal entry, a grounding exercise, a new habit, or a reframed thought to create meaningful shifts in emotions and behavior.

“Meaningful change is not usually a thunderclap; it is a pattern of small, repeated, values-linked actions that open hearts, minds, and lives. Microinterventions gathers evidence on self-regulation, habit formation, social psychology, mindfulness, and clinical practice, and translates it into process-oriented steps to help people notice, choose, connect, and move. Clinicians, coaches, and students will find this book to be a practical guide to the moments where change actually begins. Small is not trivial—in the right context and at the right moment, it can be transformative.”

—Steven C. Hayes, PhD, Foundation Professor of Psychology Emeritus, University of Nevada, Reno; originator and co-developer of Acceptance and Commitment Therapy

### CONTENTS

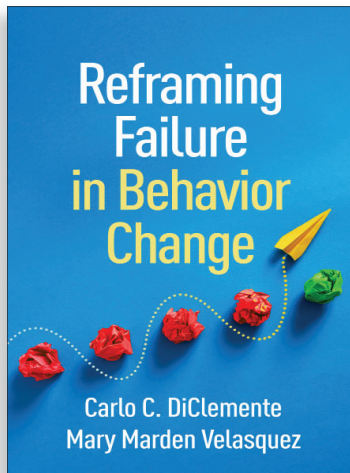
Preface

1. Why Microinterventions Matter in Mental Health
2. Nudging Change: Developing Awareness
3. Enhancing Motivation to Change
4. Small Steps: Goal Setting in Microinterventions
5. Intentional Habits: Microinterventions for Mental Health
6. Enhancing Relationships for Change
7. Microinterventions at Work: Getting Unstuck
8. Expanding the Scope of Help: Self-Directed Mental Health
9. A Toolkit of Microinterventions

Epilogue. Staying in Motion

Glossary of Microinterventions

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



## Reframing Failure in Behavior Change

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

MAY 2026 | 226 PAGES | 6 X 9

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

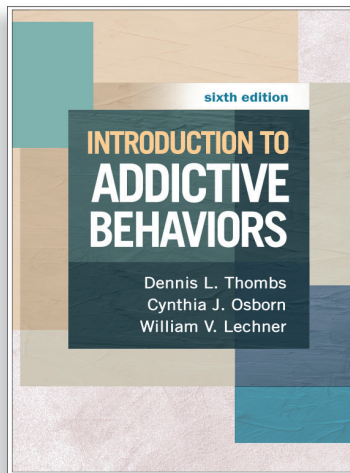
### CONTENTS

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

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

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

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



## Introduction to Addictive Behaviors, Sixth Edition

Dennis L. Thombs, PhD; Cynthia J. Osborn, PhD; and William V. Lechner, PhD

OCT 2026 | 466 PAGES | 6 X 9

- Foundational text about substance use disorders and other addictive behaviors.
- Includes major theories of addiction and their implications for helping people recover.
- Topics addressed are disease models of addiction; public health and prevention approaches; dual diagnosis; psychoanalytic, behavioral, cognitive, and family systems models; sociocultural approaches; behavioral addictions, such as gambling; and motivational models.
- New coverage of epigenetics, sociocultural determinants of addiction, and stigma.

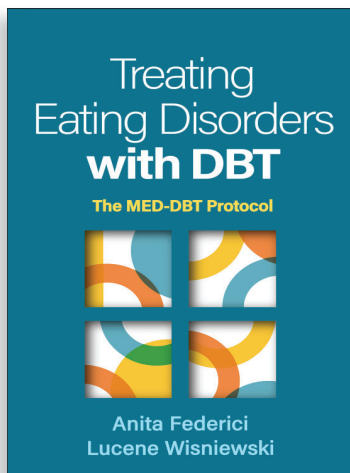
### CONTENTS

- |                                                                                |                                                           |
|--------------------------------------------------------------------------------|-----------------------------------------------------------|
| 1. Conceptualization of Addictive Behavior and the Need for Informed Practice  | 8. The Family System                                      |
| 2. The Disease Models                                                          | 9. Social and Cultural Foundations                        |
| 3. Public Health and Prevention Approaches                                     | 10. The Controversial Science of Behavioral Addiction     |
| 4. Understanding the Co-Occurrence of Substance Use and Psychiatric Conditions | 11. Promoting Motivation and Autonomy for Personal Change |
| 5. Psychoanalytic Formulations                                                 | 12. Linking Theory, Evidence, and Practice                |
| 6. Conditioning Models and Approaches to Contingency Management                |                                                           |
| 7. Cognitive Models                                                            |                                                           |

**AUDIENCE** Students in clinical psychology, counseling, social work, nursing, and public health; beginning alcohol and other drug counselors; practicing mental health and human services professionals without extensive training in addictions

“This text is unique in providing a truly comprehensive view of addiction that is understandable to both professionals and students—no easy task for such a complex, multifaceted issue. For public health students, the book offers a broad overview of addictive behaviors as well as strategies to address them at multiple levels. It has particular value for graduate students learning how to apply theory to guide research and practice.”

—Jon Macy, PhD, MPH



## RIGHTS SOLD

Italian, Korean,  
Polish, Portuguese,  
Russian, Spanish

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

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

# Treating Eating Disorders with DBT

## The MED-DBT Protocol

**Anita Federici, PhD and Lucene Wisniewski PhD**

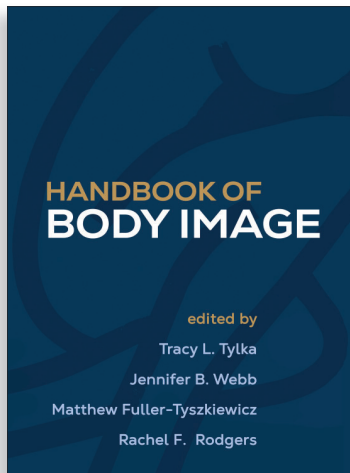
FEB 2026 | 266 PAGES | 6 X 9

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

## CONTENTS

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

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



## Handbook of Body Image

Edited by Tracy L. Tylka, PhD; Jennifer B. Webb, PhD; Matthew Fuller-Tyszkiewicz, PhD; and Rachel F. Rodgers, PhD

OCT 2026 | 658 PAGES | 7 X 10

“A very welcome and valuable contribution. Leading figures in body image research and practice from across the globe clearly demonstrate how the field has developed in recent years and offer insights for the future. Chapters highlight the complexity of this fascinating subject, explore multifaceted influences on body image, and discuss ways to prevent and address problems at individual and societal levels. This is an extremely useful work for newcomers to the field as well as those looking for an accessible, authoritative update.”

—Diana Harcourt, PhD,  
Centre for Appearance  
Research, University of  
the West of England, Bris-  
tol, United Kingdom

- This Handbook synthesizes current knowledge on body image—its dimensions (both positive and negative); biological, psychological, and socio-cultural influences; prevention and intervention programs.
- Topics include; the impact of social media; mindfulness- and acceptance-based treatment approaches; advances in eating disorder research; and future research directions, including GLP-1 use
- The Handbook emphasizes a global, intersectional approach and showcases innovative measurement tools and research designs.

### CONTENTS

#### I. Foundations

II. Dimensions

III. Influences

IV. Individual Considerations and Social Positions

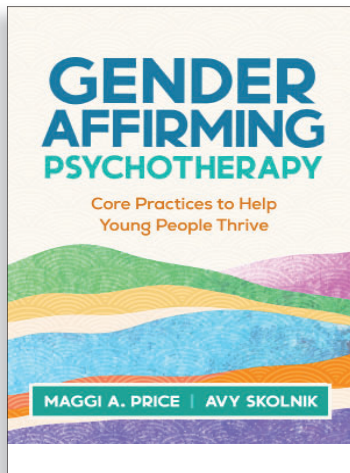
V. Outcomes

VI. Prevention and Interventions—Individual

VII. Prevention and Interventions—Societal

VIII. Conclusion

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



**Maggi A. Price, PhD**, is Associate Professor in the School of Social Work at Boston College and a Psychology Associate at Harvard University.

**Avy Skolnik, PhD**, is Director of Clinical Training at Hampshire College's Health and Counseling Services (a satellite clinic of University Health Services at UMass Amherst) and is core faculty at the Center for Multicultural Training in Psychology at Boston Medical Center.

# Gender Affirming Psychotherapy

Core Practices to Help Young People Thrive

**Maggi A. Price, PhD and Avy Skolnik, PhD**

**Afterword by Marina Rakhilin**

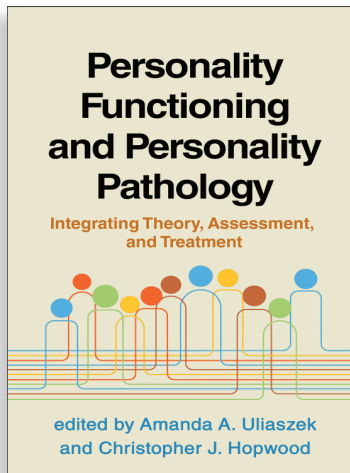
NOV 2026 | 194 PAGES | 7 X 10

- Equips therapists and counselors with life-saving, affirming strategies for working with transgender and gender-expansive youth in today's constantly changing sociopolitical landscape.
- Presents principles and skills that are grounded in research and community endorsement, and that can be integrated into any clinical approach.
- Step-by-step instructions help providers implement gender-affirming practices.

## CONTENTS

1. Introduction
2. Benefits and Goals of Gender Affirming Psychotherapy
3. Gender Affirming Terminology
4. Developmental Tailoring
5. Discrimination and Mental Health
6. Clinical Skills
7. Helping Caregivers Be More Supportive
8. Overcoming Barriers to Care
9. Helping Clients Access Additional Services
10. Advocacy

**AUDIENCE** Clinical child/adolescent psychologists, counselors, social workers, psychiatrists, and psychiatric nurses; also of interest to pediatricians



## Personality Functioning and Personality Pathology

Integrating Theory, Assessment, and Treatment

**Edited by Amanda A. Uliaszek and Christopher J. Hopwood**

OCT 2026 | 2346 PAGES | 6 X 9

**Amanda A. Uliaszek, PhD, CPsych,** is Professor and Program Coordinator in the Graduate Department of Psychological Clinical Science at the University of Toronto.

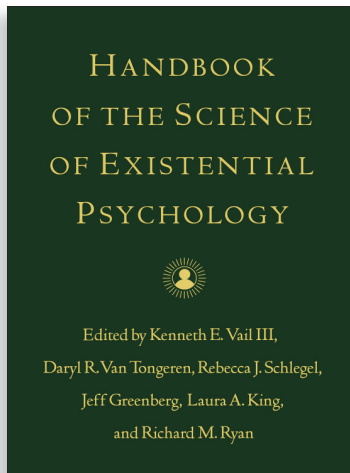
**Christopher J. Hopwood, PhD,** is Professor of Personality Psychology at the University of Zurich, Switzerland. Dr. Hopwood is Associate Editor of the *Journal of Personality Assessment* and the *Journal of Psychopathology and Clinical Science*, and Editor-in-Chief of the journal *Psychology of Human-Animal Intergroup Relations*.

- This volume brings together leading scholars to explore personality functioning (PF), the core construct underlying the Alternative Model for Personality Disorders and the ICD-11 framework.
- Includes diverse perspectives on how best to conceptualize and measure PF, how it translates to personality pathology, and its utility for clinical assessment and treatment.
- This title is part of The Guilford Series in Personality and Psychopathology, edited by Christopher J. Hopwood.

### CONTENTS

- I. Theoretical Perspectives in Personality Functioning
- II. Personality Functioning Models of Psychopathology
- III. Research Methods
- IV. Therapeutic Approaches to Personality Functioning
- V. Diversity, Equity, and Inclusion in Personality Functioning

**AUDIENCE** Researchers, practitioners, and graduate students in clinical psychology, psychiatry, clinical social work, counseling, and psychiatric nursing.



# Handbook of the Science of Existential Psychology

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

MARCH 2026 | 1054 PAGES | 7 X 10

“This is the most comprehensive and useful volume on existential psychology to date. [It] shows how questions about mortality, freedom, meaning, and identity shape thought and behavior across nearly every area of psychology. The structure makes it easy to assign individual chapters or full sections in advanced undergraduate- and graduate-level courses on the self, moral psychology, religion, philosophy, or mental health.”

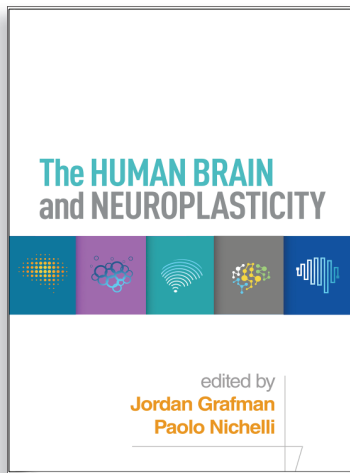
—Kurt Gray, PhD, Weary Foundation Endowed Chair in Social Psychology, The Ohio State University

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

## CONTENTS *highlighted chapters*

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

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



# The Human Brain and Neuroplasticity

Edited by Jordan Grafman, PhD and Paolo Nichelli

APRIL 2026 | 284 PAGES | 7 X 10

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

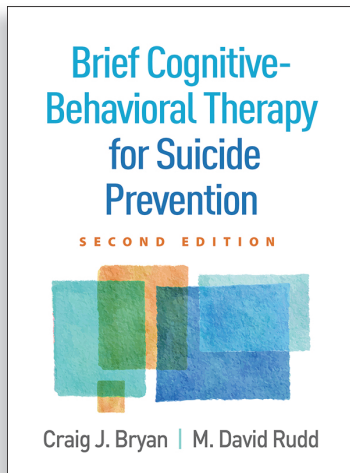
## CONTENTS *highlighted chapters*

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

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

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

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



## Brief Cognitive-Behavioral Therapy for Suicide Prevention, Second Edition

**Craig J. Bryan and M. David Rudd**

FEB 2027 | 324 PAGES | 8 X 10.5

- Step-by-step clinical manual for delivering brief cognitive-behavioral therapy (BCBT), one of the leading treatments for suicide prevention.
- Guides clinicians through suicide risk assessment, safety planning, emotion regulation, crisis management, and interventions to reduce suicidal thinking and behavior.
- Updated second edition reflects the latest research and clinical advances.

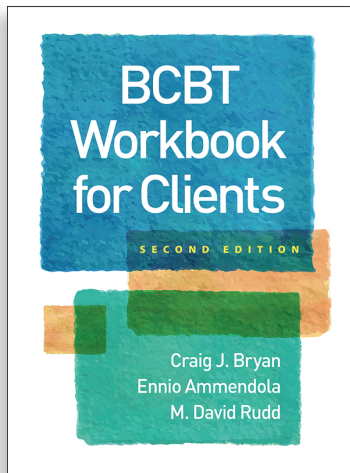
### NEW TO THIS EDITION

- Updated research and clinical strategies.
- Expanded discussion of suicide risk assessment and risk formulation.
- Chapter on standard of care considerations.
- Chapter on implementation FAQs across clinical settings and populations.
- New companion workbook expressly for clients.

**Craig J. Bryan, PsyD, ABPP**, is an internationally recognized expert on suicide prevention, trauma, and resilience. He has published hundreds of scientific articles and several books.

**M. David Rudd, PhD, ABPP**, is a Fellow of the American Psychological Association, the International Academy of Suicide Research, and the Academy of Cognitive and Behavioral Therapies, and has been elected a Distinguished Practitioner and Scholar of the National Academies of Practice in Psychology.

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



## BCBT Workbook for Clients, Second Edition

**Craig J. Bryan, Ennio Ammendola, and M. David Rudd**

FEB 2027 | 130 PAGES | 8 X 10.5

- Companion workbook to Brief Cognitive-Behavioral Therapy for Suicide Prevention, Second Edition, designed for use alongside therapy sessions.
- Brings together patient handouts, worksheets, forms, and between-session exercises.
- Helps patients build and practice core skills, monitor progress, and reinforce concepts.

**Craig J. Bryan, PsyD, ABPP**, is an internationally recognized expert on suicide prevention, trauma, and resilience. He has published hundreds of scientific articles and several books.

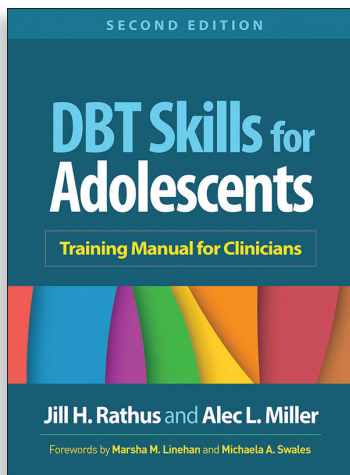
**Ennio Ammendola, PhD**, is Assistant Professor in the Department of Psychiatry at the University of Vermont and a core faculty member at the Albert Ellis Institute in New York City.

**M. David Rudd, PhD, ABPP**, is a Fellow of the American Psychological Association, the International Academy of Suicide Research, and the Academy of Cognitive and Behavioral Therapies, and has been elected a Distinguished Practitioner and Scholar of the National Academies of Practice in Psychology.

“In my opinion, the BCBT protocol is the leading treatment for suicide risk, because it combines rigor, precision, and accessibility with an excellent research base regarding its effectiveness. Bryan and Rudd are the world’s leaders on this treatment. The second edition of this manual and the new companion workbook provide an engaging, highly important presentation of BCBT principles and techniques.”

—**Thomas Joiner, PhD, The Robert O. Lawton Distinguished Professor of Psychology, Florida State University**

**AUDIENCE** Clients in brief cognitive-behavioral therapy for suicide prevention (BCBT).



## RIGHTS SOLD

**Chinese-Complex**

“The first edition of DBT Skills Manual for Adolescents was eagerly anticipated and went on to transform treatment delivery across the globe... The precision and accessibility that characterized the first edition are retained and enhanced, with the addition of new skills and contemporary, highly relevant examples.”

—from the Foreword by  
Michaela A. Swales, PhD

# DBT Skills for Adolescents, Second Edition

Training Manual for Clinicians

Jill H. Rathus, PhD and Alec L. Miller

Forewords by Marsha M. Linehan and Michaela A. Swales

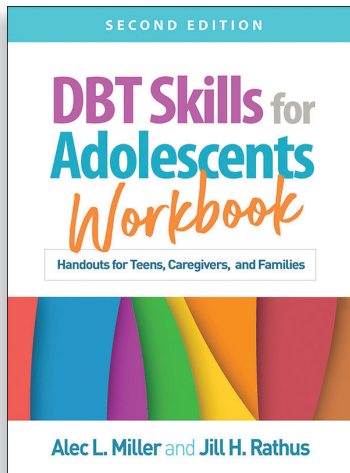
DEC 2026 | 396 PAGES | 8 X 10.5

- Developmentally tailored adaptations of standard Dialectical Behavior Therapy (DBT) skills for adolescents and their caregivers.
- Includes 50% new material, reflecting the latest clinical knowledge and best practices for working with teens.
- Provides session outlines, teaching notes, discussion points, and practical guidance for clinicians; companion client workbook available separately.

## CONTENTS

- I. Dialectical Behavior Therapy Skills Training Structure and Strategies
  1. An Introduction to Dialectical Behavior Therapy and Skills Training
  2. Enhancing Teen Executive Functioning within and outside of DBT: Weaving In Self-Management Skills
  3. Structure of DBT Skills Training
  4. Managing Skills Training Group Sessions
  5. The Art of Conducting DBT Skills Training: Balancing DBT Strategies and Managing Dialectical Tensions
- II. Infusing Skills across Treatment Modes, Including DBT-A Caregiver Modes
6. Individual Therapy, Coaching, and the Consultation Team: Infusing Skills across Modes
7. Infusing DBT Family Therapy with Skills
8. DBT Parenting: Supercharging Parent Sessions with DBT Skills
- III. Skills Training Modules
  9. Self-Management Strategies: General Handouts
  10. Orientation to Multifamily Skills Training Group
  11. Mindfulness Skills
  12. Distress Tolerance Skills
  13. Walking the Middle Path Skills
  14. Emotion Regulation Skills
  15. Interpersonal Effectiveness Skills

**AUDIENCE** Mental health practitioners who treat 12- to 19-year-olds, including clinical psychologists, psychiatrists, clinical social workers, mental health counselors, and psychiatric nurses.



## DBT Skills for Adolescents Workbook, Second Edition

Handouts for Teens, Caregivers, and Families

**Jill H. Rathus, PhD and Alec L. Miller**

DEC 2026 | 185 PAGES | 8 X 10.5

- Companion workbook to DBT Skills for Adolescents, Second Edition.
- Includes all client materials from the clinician training manual, providing a practical resource for reinforcing DBT skills between sessions.
- Updated second edition features redesigned, illustrated handouts plus new content on executive functioning, technology use, loneliness, family connection, and parenting challenges.

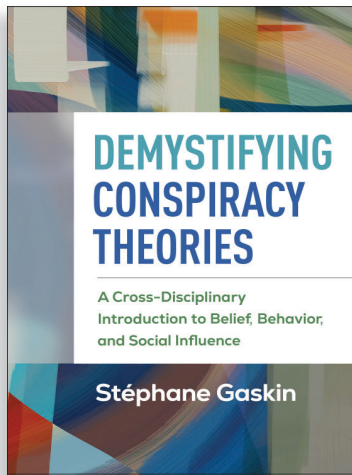
### CONTENTS

- General Handouts
- Orientation Handouts
- Mindfulness Handouts
- Distress Tolerance Handouts
- Walking the Middle Path Handouts
- Emotion Regulation Handouts
- Interpersonal Effectiveness Handouts
- Supplemental Handouts

**AUDIENCE** Adolescents receiving DBT for any emotional or psychological difficulty that involves emotional dysregulation; their parents or other caregivers; and those who treat them.

“Rathus and Miller have delivered again! This second edition, now presented in a manual and companion workbook, retains all the essentials we rely on so heavily for treating teens—and adds so much more. The authors have broadened the treatment population, improved the clarity of the lessons, used more inclusive language, and included even more examples and exercises. Even better, they have added new skills, including skills for social media/screen use and for self-management, along with multiple skills for parents. I can’t wait to use the second edition with my clients.”

—Jennifer H. R. Sayrs,  
PhD, ABPP, Evidence  
Based Treatment Centers  
of Seattle



## Demystifying Conspiracy Theories

A Cross-Disciplinary Introduction to Belief, Behavior, and Social Influence

**Stéphane Gaskin PhD**

JAN 2027 | 322 PAGES | 7 X 10

- Interdisciplinary introduction to the psychology, history, and social dynamics of conspiracy theories.
- Examines why conspiracy theories emerge, spread, and persist, with historical and contemporary case studies spanning the ideological spectrum.
- Addresses timely issues including online disinformation, social influence, and the rise of conspiracy entrepreneurs, while promoting evidence-based critical thinking.

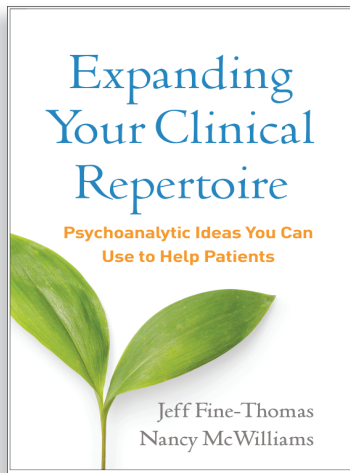
### CONTENTS

Preface

1. Understanding Belief in Conspiracy Theories: Embarking on the Journey
2. From the Burning of Rome to QAnon: A History of Conspiracy Theories and Their Study
3. A Web of Deception: The Conspiracy Mindset
4. Why People Believe in Conspiracy Theories: A Motivational Perspective
5. The Cognitive Psychology of Belief in Conspiracy Theories
6. Personality and Belief in Conspiracy Theories
7. The Sociology of Belief in Conspiracy Theories
8. Conspiracy Theories as Cultural Practices: An Anthropological Perspective
9. Debunking and Prebunking
10. Conspiracy Theory Entrepreneurs: Architects of Disinformation

**AUDIENCE** Students and instructors across the social sciences.

**Stéphane Gaskin, PhD**, is Professor of Psychology at Dawson College in Montréal, Québec, Canada, where he has taught a course on the psychology of conspiracy theories for the past several years, and Lecturer in the Department of Psychology at McGill University.



## Expanding Your Clinical Repertoire

Psychoanalytic Ideas You Can Use to Help Patients

**Jeff Fine-Thomas and Nancy McWilliams, PhD**

DEC 2026 | 375 PAGES | 6 X 9

- Guide to integrating contemporary psychoanalytic concepts and techniques into therapy, regardless of the clinician's primary treatment orientation.
- Focuses on practical, flexible strategies that can be incorporated throughout the beginning, middle, and end phases of treatment.
- Written by respected master clinicians and illustrated with brief vignettes and detailed case examples that bring key concepts to life.

### CONTENTS

Preface

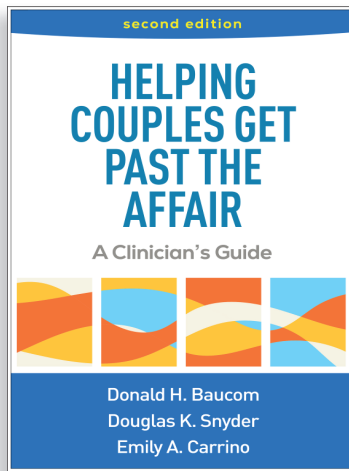
Introduction

1. Basic Goals and Vital Signs of Progress
2. Clinically Useful Psychoanalytic Concepts
3. Psychodynamic Approaches to Beginning Treatment
4. Therapeutic Principles
5. Psychodynamic Work with Healthier Patients: Anna
6. Psychodynamic Therapy of More Challenging Patients: Mary
7. Facing Contemporary Challenges Together

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

**Jeff Fine-Thomas, MA, LMFT**, is a psychotherapist and clinical consultant in private practice. He held a nonclinical position at the Harvard Macy Institute at Harvard Medical School. He also taught Professional Orientation (ethics) at Southern Nazarene University and worked in their university counseling center.

**Nancy McWilliams, PhD, ABPP** is author or editor of acclaimed books, including *Psychoanalytic Diagnosis, Second Edition*. Dr. McWilliams is a past president of the Society for Psychoanalysis and Psychoanalytic Psychology, Division 39 of the American Psychological Association (APA). Dr. McWilliams's writings have been translated into more than 20 languages



## Helping Couples Get Past the Affair, Second Edition

A Clinician's Guide

**Donald H. Baucom, PhD; Douglas K. Snyder, PhD;  
and Emily A. Carrino, PhD**

JAN 2027 | 366 PAGES | 6 X 9

- Clinician's guide to helping couples recover from infidelity using a structured, three-stage therapeutic approach.
- Supports therapists in guiding couples through processing the affair, rebuilding trust, clarifying relationship goals, and moving forward—whether together or apart.
- Updated second edition reflects contemporary clinical practice, with expanded attention to diverse relationships, cultural considerations, and complex treatment contexts.

### CONTENTS

- |                                                            |                                                                                                                        |
|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Preface                                                    | 10. Examining Individual Partner Factors                                                                               |
| I. Preparing for Treatment                                 | 11. Tying It All Together                                                                                              |
| 1. Conceptualizing an Integrative Treatment for Infidelity | IV. Stage 3 of Treatment                                                                                               |
| 2. Initial Assessment and Conceptualization                | Introduction to Stage 3 of Treatment                                                                                   |
| 3. Creating a Therapeutic Environment                      | 12. Addressing Challenges to Moving Forward                                                                            |
| II. Stage 1 of Treatment                                   | 13. Complex Affairs                                                                                                    |
| Introduction to Stage 1 of Treatment                       | 14. Moving Forward                                                                                                     |
| 4. Damage Control                                          | 15. Adapting Treatment for Various Contexts: Brief Interventions, Addressing Psychopathology, and Treating One Partner |
| 5. Restoring Equilibrium                                   | 16. Concluding Comments                                                                                                |
| 6. Addressing Emotional Upheaval                           |                                                                                                                        |
| III. Stage 2 of Treatment                                  |                                                                                                                        |
| Introduction to Stage 2 of Treatment                       |                                                                                                                        |
| 7. Preparing the Couple to Examine Contributing Factors    |                                                                                                                        |
| 8. Examining Relationship Factors                          |                                                                                                                        |
| 9. Examining Outside Factors                               |                                                                                                                        |

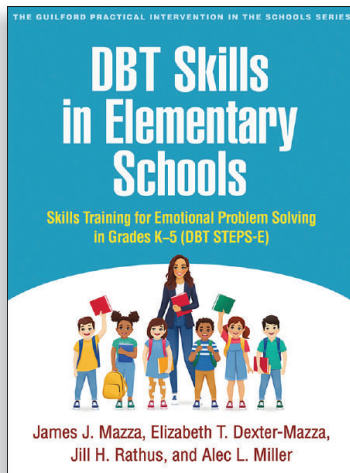
**AUDIENCE** Couple and family therapists and counselors, clinical psychologists, social workers, pastoral counselors, and psychiatrists.

**Donald H. Baucom, PhD,** is Distinguished Professor Emeritus of Psychology and Neuroscience at the University of North Carolina at Chapel Hill.

**Douglas K. Snyder, PhD,** is Professor Emeritus of Psychological and Brain Sciences at Texas A&M University.

**Emily A. Carrino, PhD,** conducts national and international trainings in couple therapy, including having served as a consultant to the National Health Service in England and through the Behavioral Health Innovation and Dissemination Center at the University of Utah.

# Family & Child Therapy



## RIGHTS SOLD

Korean

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

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

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

## DBT Skills in Elementary Schools

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

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

**Foreword by Shannon M. Suldo**

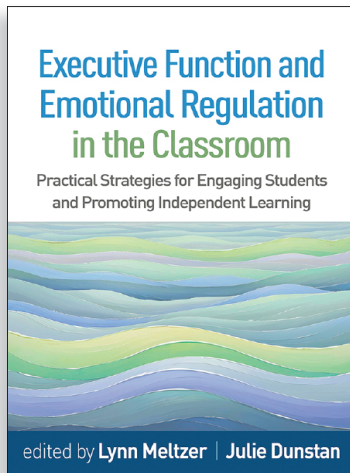
MARCH 2026 | 427 PAGES | 8 X 10.5

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

## CONTENTS *highlighted chapters*

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

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



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

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

# Executive Function and Emotional Regulation in the Classroom

Practical Strategies for Engaging Students and Promoting Independent Learning

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

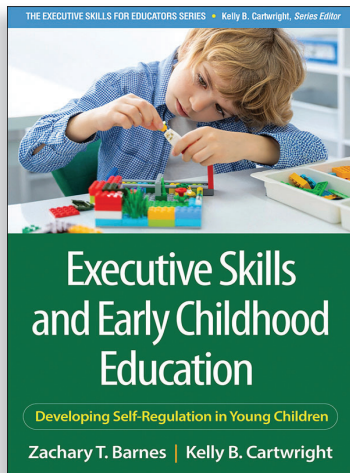
FEB 2026 | 240 PAGES | 7 X 10

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

## CONTENTS

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

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



## Executive Skills and Early Childhood Education

Developing Self-Regulation in Young Children

**Zachary T. Barnes, PhD and Kelly B. Cartwright, PhD**

DEC 2026 | 168 PAGES | 7 X 10

**Zachary T. Barnes, PhD,** is Associate Professor of Literacy in the College of Education at Austin Peay State University in Clarks-ville, Tennessee.

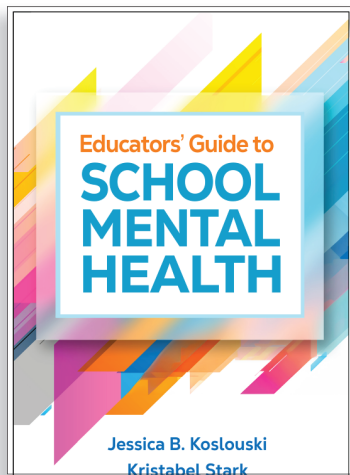
**Kelly B. Cartwright, PhD,** is the Spangler Distinguished Professor of Early Child Literacy at the University of North Carolina at Charlotte.

- Guide for educators to nurturing and assessing young children's executive skills (ES)—critical building blocks for social–emotional well-being and school success.
- ES are linked to self-regulation and the development of play, language, literacy, and behavior skills in 3- to 8-year-olds, including those with disabilities.
- This title is part of the Executive Skills for Educators Series, edited by Kelly B. Cartwright.

### CONTENTS

1. Executive Skills and Self-Regulation: What Are They, and Why Are They Important?
2. Playful Learning: Why Play Is Key in Developing Executive Skills and Self-Regulation
3. Talking to Learn: Building Language Ability to Foster Executive Skills and Self-Regulation
4. Developing Early Literacy: Links to
- Executive Skills and Self-Regulation
5. How Executive Skills and Self-Regulation Are Connected to Behavior
6. Scaffolding Executive Skills to Support Students with Disabilities in the Early Childhood Classroom
7. The Power of Teachers: Executive Skills and Self-Regulation for Early Childhood Educators

**AUDIENCE** Classroom teachers and special educators working with children ages 3–8 (preschool–grade 3); early childhood specialists and reading specialists; staff developers; school psychologists.



## Educators' Guide to School Mental Health

Jessica B. Koslouski, PhD; Kristabel Stark, PhD;  
and Sandra M. Chafouleas, PhD

SEPT 2026 | 258 PAGES | 7 X 10

**"Koslouski, Stark, and Chafouleas draw on their applied experience across general and special education and school psychology to provide comprehensive mental health guidance for teachers and other school staff. Needed now more than ever, this book will prove valuable to both pre- and inservice educators."**

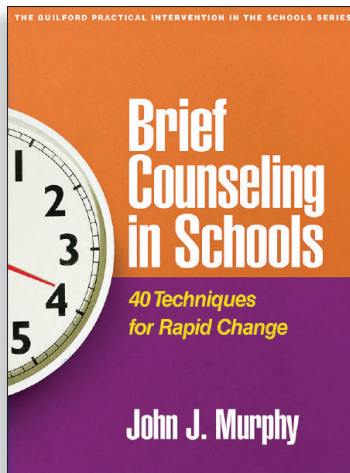
—Stephen E. Brock, PhD,  
NCSP, School Psychology Program (Emeritus),  
California State University,  
Sacramento

- Strategies for supporting students' mental health during everyday teaching and learning, while empowering school personnel to care for their own mental health.
- Integrates research with practical applications in promotion, prevention, and responding to specific mental health challenges.

### CONTENTS

- |                                            |                                                                           |
|--------------------------------------------|---------------------------------------------------------------------------|
| 1. What Is School Mental Health?           | 8. Family and Community Partnerships                                      |
| I. Promotion                               | 9. Strategic Use of Technology                                            |
| 2. Promoting Positive School Climate       | III. Responding to Specific Mental Health Concerns                        |
| 3. Facilitating Whole-Child Instruction    | 10. Anxiety and Depression                                                |
| 4. Fostering Social and Emotional Learning | 11. Trauma, Posttraumatic Stress Disorder, and Secondary Traumatic Stress |
| 5. Supporting Educator Mental Health       | 12. Other Behavioral Conditions                                           |
| II. Prevention                             | 13. Responding to Emergencies                                             |
| 6. Universal Screening                     |                                                                           |
| 7. Multi-Tiered Systems of Support         |                                                                           |

**AUDIENCE** Classroom teachers, special educators, and other school staff working with children ages 5–17 (grades K–12); also of interest to school-based mental health professionals.



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

## Brief Counseling in Schools

40 Techniques for Rapid Change

**John J. Murphy, PhD**

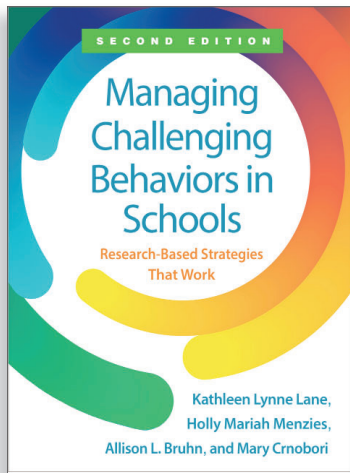
APRIL 2026 | 191 PAGES | 8 X 10.5

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

### CONTENTS

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

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



## Managing Challenging Behaviors in Schools, Second Edition

Research-Based Strategies that Work

**Kathleen Lynne Lane, PhD; Holly Mariah Menzies, PhD; Allison L. Bruhn, PhD; and Mary Crnabori, PhD**

DEC 2026 | 264 PAGES | 8 X 10.5

**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.

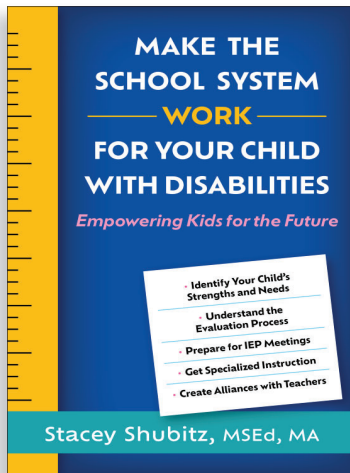
**Mary Crnabori, PhD**, is District Coordinator of Trauma-Informed Schools and Advocacy Centers for Metro Nashville Public Schools

- Practical strategies for preventing and responding to problem behavior in classrooms with children 6-18.
- Addresses all three tiers of intervention within the Comprehensive, Integrated, Three-Tiered (Ci3T) Models of Prevention.
- Educators are guided to implement instructional and classroom management practices to meet students' learning, behavioral, and social and emotional well-being needs (Tier 1).

### CONTENTS

- |                                                                            |                                                                                |
|----------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| I. Preventing Behavior Problems from Occurring                             | 5. Behavior Contracts                                                          |
| 1. Preventing and Responding to Challenges: Setting the Stage for Success! | 6. Self-Monitoring                                                             |
| 2. Instructional Delivery                                                  | 7. Direct Behavior Ratings                                                     |
| 3. Classroom Management                                                    | 8. Functional Assessment-Based Interventions                                   |
| 4. Teacher Behaviors and Low-Intensity Strategies                          | III. Data-Informed Decision-Making Efforts: Planning for Professional Learning |
| II. Responding When Students Need More Than Tier 1 Has to Offer            | 9. Building Your Professional Learning                                         |

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



# Make the School System Work for Your Child with Disabilities

Empowering Kids for the Future

**Stacey Shubitz**

JAN 2026 | 223 PAGES | 6 X 9

- Guide for parents to understanding special versus general education, expert evaluations, disability designations, Individualized Education Programs (IEPs), 504 Plans, and more.

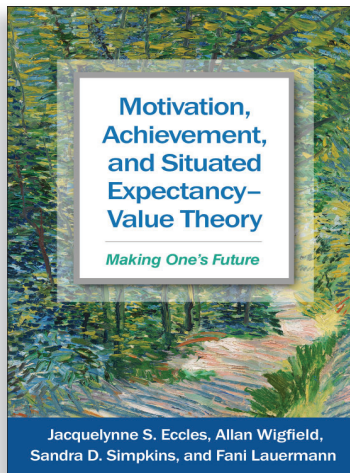
- The book describes clear steps to improve communication with teachers and school staff, get the most out of meetings, and ensure plans are correctly implemented, so your child can thrive.

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

## CONTENTS

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

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



# Motivation, Achievement, and Situated Expectancy-Value Theory

## Making One's Future

**Jacquelynne S. Eccles, PhD; Allan Wigfield, PhD; Sandra D. Simpkins, PhD, and Fani Lauermann, PhD**

SEPT 2026 | 292 PAGES | 6 X 9

**"In this landmark contribution, Eccles, Wigfield, Simpkins, and Lauermann provide a compelling historical review of their influential theory, paired with a grand synthesis of recent theoretical advances and groundbreaking research in motivation. The book represents the culmination of decades of theory-driven research, while highlighting recent developments and charting future directions for the field. Robust scholarship is artfully combined with fascinating personal reflections that make this book both readable and inspiring for graduate students, scientists, and educators."**

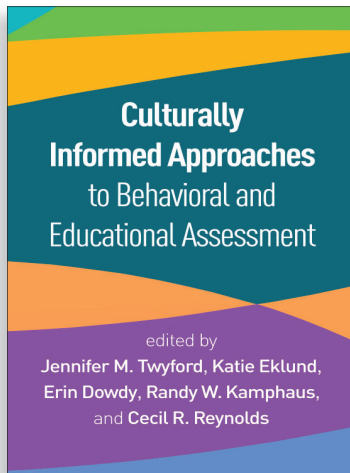
**—Judith M. Harackiewicz, PhD, Department of Psychology, University of Wisconsin–Madison**

- Situated Expectancy–Value Theory (SEVT is a multidimensional model guiding research into motivation and achievement in young people.
- Provides a theoretical basis for research on why people make the choices they make and do what they do academically, for careers, and in their leisure time
- Describes the model's development and unpacks its constituent parts including information about the individual, family, school, and sociocultural factors that shape motivation; reviews cutting-edge methodological developments and intervention studies.

### CONTENTS

1. The Journey Begins
2. Our Stories
3. Launching Eccles' EEVT
4. From Eccles' Expectancy–Value Theory to Situated Expectancy–Value Theory: Why the Name Change?
5. Culture Permeates Situated Expectancy–Value Theory
6. Person Characteristics and the Development and Enactment of Expectancies, Subjective Task Values, and Activity Choices
7. People's Interpretations of Their Achievement Experiences and Affective Reactions
8. Can I Do This? People's Self-Concepts of Ability, Expectancies for Success, Goals, and Broader Self- and Task Beliefs
9. Do I Want to Do This, and Why? Elaborating Our Key Constructs Underlying Subjective Task Values
10. The Roles of People's Expectancies and Subjective Task Values in Making and Enacting Their Achievement-Related Choices
11. Family Influences on Youths' Motivational Beliefs and Outcomes
12. An SEVT Perspective on School and Out-of-School Learning Experiences
13. Situated Expectancy–Value-Theory-Based Interventions: What We Know and Next Steps
14. What Does the Future Hold for Situated Expectancy–Value Theory and the Authors of This Book?

**AUDIENCE** Researchers and students in educational, developmental, social and personality, organizational, and sports psychology, as well as human development and family studies.



## Culturally Informed Approaches to Behavioral and Educational Assessment

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

MARCH 2026 | 469 PAGES | 7 X 10

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

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

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

### CONTENTS *highlighted chapters*

#### I. Foundational Considerations

1. Reflections on Changes, Trends, and Current Issues in the Psychological Assessment of Youth,
2. Test and Assessment Fairness in Historical Perspective

#### II. Assessment Strategies

10. Culturally Informed Interviewing in the Psychological Assessment of Children and Adolescents

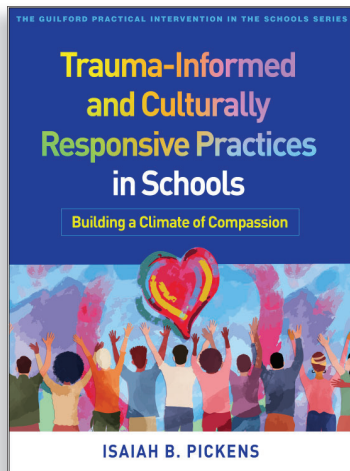
#### III. Assessment of Various Disorders

14. Assessment of Autism

#### IV. Special Considerations

22. Twice-Exceptionality
23. Functional Behavior Assessment

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



# Trauma-Informed and Culturally Responsive Practices in Schools

Building a Climate of Compassion

**Isaiah B. Pickens, PhD**

MARCH 2026 | 371 PAGES | 8 X 10.5

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

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

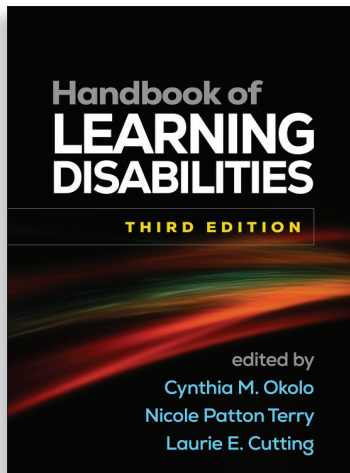
## CONTENTS

Introduction

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

Glossary

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



## 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, H. Lee Swanson, and Steve Graham

FEB 2026 | 588 PAGES | 7 X 10

- This handbook is now in an extensively revised third edition with 80% new material.
- 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.
- New 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.

### CONTENTS

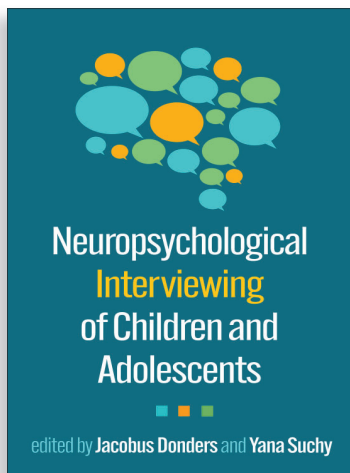
- I. Causes, Correlates, and Manifestations of Learning Disabilities
- II. Instructional Interventions
- III. Future Directions in Learning Disabilities

### AUDIENCE

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

“From MVPs in the field, the third edition of this handbook should be required reading for researchers, teacher educators, and teachers. The volume addresses advances in topics covered in previous editions while introducing such timely topics as progress monitoring, preventing and ameliorating reading disabilities among English learners, trends in dyslexia legislation, and preparing teachers to provide evidence-based instruction for students with LD. The editors have pulled off an impressive feat by including a wide breadth of issues without sacrificing depth.”

—Jade Wexler, PhD, Department of Counseling, Higher Education, and Special Education, University of Maryland, College Park



# Neuropsychological Interviewing of Children and Adolescents

Edited by Jacobus Donders, PhD and Yana Suchy, PhD

FEB 2026 | 256 PAGES | 7 X 10

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

## CONTENTS

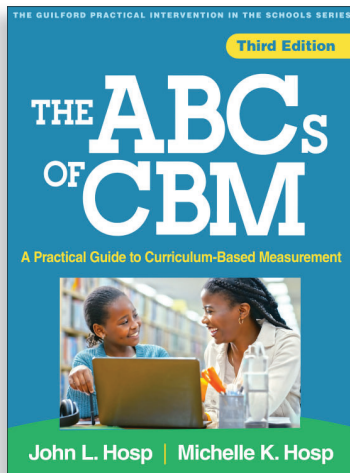
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|-------------------------------------------------------------------------|--------------------------------------------------------------|
| I. Contexts and Settings                                                | 10. Fetal Alcohol Spectrum Disorders,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

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

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

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

# Education & School Psychology



## ABCs of CBM, Third Edition

A Practical Guide to Curriculum-Based Measurement

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

JUNE 2026 | 222 PAGES | 8 X 10.5

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

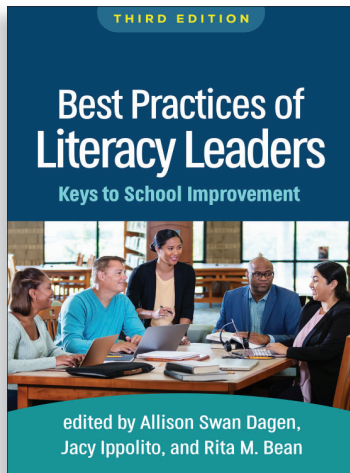
**Michelle K. Hosp, PhD**, is Associate Professor of Special Education at the University of Massachusetts Amherst.

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

### CONTENTS

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

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



## ***Best Practices of Literacy Leaders, Third Edition***

Keys to School Improvement

**Edited by Allison Swan Dagen, PhD, Jacy Ippolito, and Rita M. Bean, PhD**

**Foreword by Dana A. Robertson**

SEPT 2026 | 376 PAGES | 7 X 10

- Presents research-based, culturally responsive methods for improving instruction, assessment, and professional learning in ages 4 to 18.
- Focuses on how literacy leaders at all levels can take a systems approach to continually improving literacy schoolwide.
- The third edition of this text has been thoroughly revised with 50% new material

### **CONTENTS** *highlighted chapters*

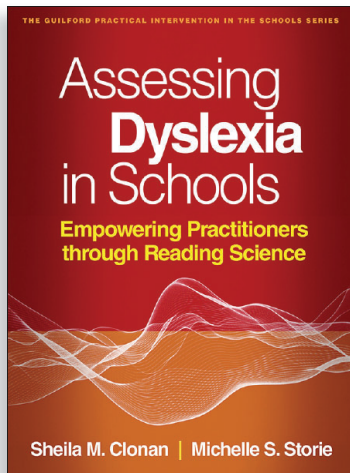
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|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| I. Roles of Literacy Leaders                                                                       | 14. Literacy Leadership in Special Education                                                               |
| 1. Literacy Leadership in a Culture of Collaboration                                               | 15. Supporting Multilingual Learners: The Power of Word Knowledge to Bridge Languages and Develop Literacy |
| 2. The Reading/Literacy Specialist: Still a Multifaceted Role                                      | 20. Lessons Learned: Schools as Places of Learning                                                         |
| II. The Essential Work of Literacy Leaders                                                         |                                                                                                            |
| 6. Linking Curriculum, Professional Learning, and Leadership,                                      |                                                                                                            |
| 10. Literacy at Middle and High School Levels: Meeting Instructional and Organizational Challenges |                                                                                                            |
| 11. Writing as a Core Literacy Skill: Insights and Evidence-Based Practices                        |                                                                                                            |
| III. Varying the Work by Context                                                                   |                                                                                                            |

**Allison Swan Dagen, PhD** serves on the Standards Committee of the International Literacy Association (ILA) and was a lead writer for the ILA's Standards 2017.

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

**Rita M. Bean, PhD**, is Professor Emerita in the School of Education at the University of Pittsburgh.

**AUDIENCE** Literacy specialists, literacy coaches, classroom teachers, and administrators in PreK–12; teacher educators and graduate students.



## Assessing Dyslexia in Schools

Empowering Practitioners through Reading Science

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

MAY 2026 | 216 PAGES | 8 X 10.5

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

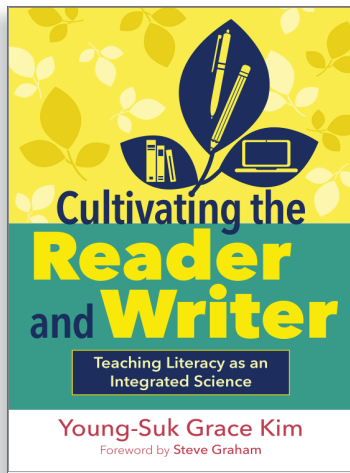
**Sheila M. Clonan, PhD**, is a licensed psychologist in private practice in Central New York, specializing in the assessment of students with dyslexia, attention-deficit/hyperactivity disorder, and other disabilities.

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

### CONTENTS

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

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



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

## Cultivating the Reader and Writer

Teaching Literacy as an Integrated Science

**Young-Suk Grace Kim**

**Foreword by Steve Graham**

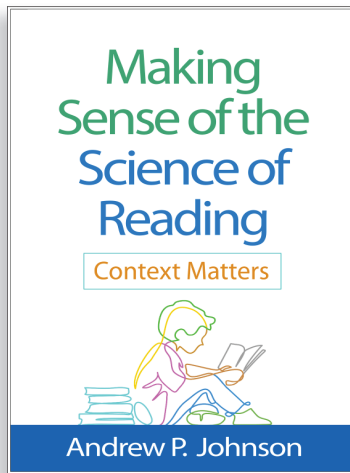
MAY 2026 | 328 PAGES | 7 X 10

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

### CONTENTS

- |                                                                      |                                                                                                   |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| I. The Science of Reading                                            | 9. Implications of DIEW: Supporting All Students to Become Power Writers                          |
| 1. Reading Products, Processes, and Component Skills and Knowledge   | 10. Application of DIEW to Diverse Learners                                                       |
| 2. Direct and Indirect Effects Model of Reading                      | III. The Science of Reading-Writing and Writing-Reading Connections                               |
| 3. Structural Relations among Skills and Knowledge According to DIER | 11. Reading-Writing Relations: Theoretical Framework                                              |
| 4. Implications of DIER                                              | 12. Implications of Reading-Writing Relations According to the Interactive Dynamic Literacy Model |
| 5. Application of DIER to Diverse Learners                           | IV. The Science of Learning and Teaching: Principles for Effective Literacy Instruction           |
| II. The Science of Writing                                           | 13. Theory- and Evidence-Based Assessment and Teaching Approaches: What and How                   |
| 6. Writing Products, Processes, and Component Skills and Knowledge   | 14. Durable Robust Learning                                                                       |
| 7. Direct and Indirect Effects Model of Writing                      |                                                                                                   |
| 8. Structural Relations among Skills and Knowledge According to DIEW |                                                                                                   |

**AUDIENCE** Teachers of children ages 5–17 (grades K–12); literacy specialists and coaches; staff developers; teacher educators and students.



# Making Sense of the Science of Reading

Context Matters

Andrew P. Johnson, PhD

AUG 2026 | 218 PAGES | 6 X 9

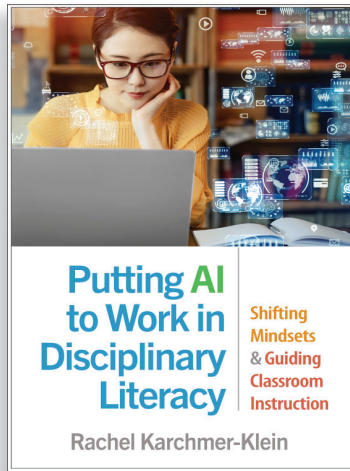
- This book distills both the intrinsic value and the notable limitations of current Science of Reading (SOR) approaches.
- Twenty-one concise chapters separate fact from myth about commercial reading curricula; whole language approaches; decoding, phonics, and phonemic awareness; direct and explicit instruction; and the role of reading assessment.

## CONTENTS

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

**Andrew P. Johnson, PhD,** is Professor of Literacy Instruction and Distinguished Faculty Scholar at Minnesota State University, Mankato. Dr. Johnson is a managing editor of the *Journal of Equity and Social Justice in Higher Education*, the host of the podcast *The Reading Instruction Show*, and a founding member of the International Literacy Educators Coalition.

**AUDIENCE** Classroom teachers and other literacy practitioners in K–12, school administrators, policymakers, and teacher educators and students.



**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.

# Putting AI to Work in Disciplinary Literacy

Shifting Mindsets and Guiding Classroom Instruction

**Rachel Karchmer-Klein, PhD**

**Foreword by Amy C. Hutchison**

JAN 2026 | 207 PAGES | 7 X 10

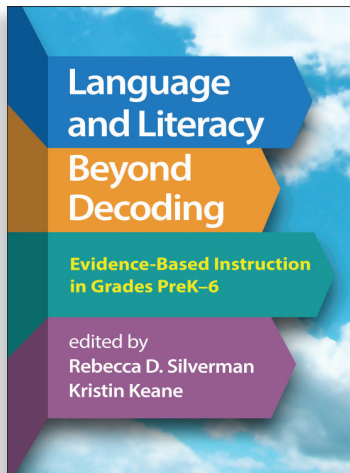
- Shows how AI tools like ChatGPT and Copilot can be integrated into grades 6–12 (ages 12–18) instruction without compromising academic rigor or student voice.
- Grounded in the principles of disciplinary literacy, it helps teachers shift their mindsets, explore ethical dilemmas, and design content-rich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

## CONTENTS

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

## AUDIENCE

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



# Language and Literacy Beyond Decoding

Evidence-Based Instruction in Grades PreK-6

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

**Foreword by Catherine E. Snow**

FEB 2026 | 282 PAGES | 6 X 9

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

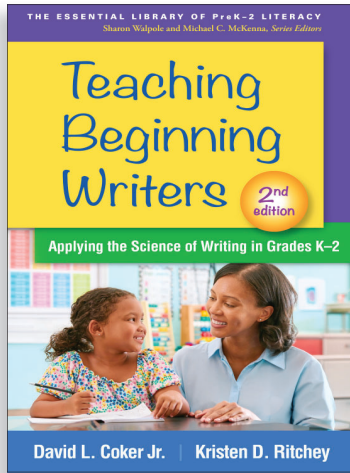
**Rebecca D. Silverman, EdD**, is the Judy Koch Professor of Education in the Graduate School of Education at Stanford University.

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

## CONTENTS *highlighted chapters*

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

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



## Teaching Beginning Writers Second Edition

Applying the Science of Writing in Grades K-2

**David L. Coker Jr. and Kristen D. Ritchey, PhD**

OCT 2026 | 211 PAGES | 7 X 10

- Explains the building blocks of explicit writing instruction for young learners.
- Provides science-based methods for teaching foundational skills in handwriting, spelling, sentence writing, and composition, along with effective strategies to scaffold students' learning.
- This title is part of The Essential Library of PreK-2 Literacy series, edited by Sharon Walpole and Michael C. McKenna.

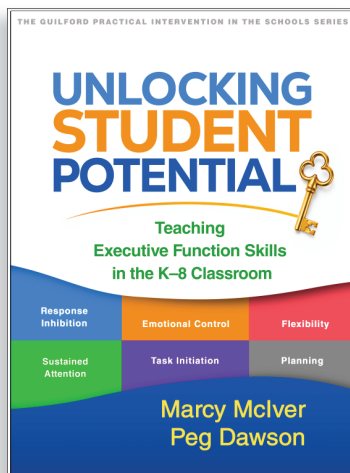
### CONTENTS

1. Introduction
2. How Writing Develops
3. Teaching Handwriting
4. Teaching Spelling
5. Teaching Sentence Writing
6. Teaching Strategies to Improve Sentences
7. Teaching Students to Write Paragraphs
8. Teaching Composing
9. Teaching Students to Plan and Draft
10. Teaching Students to Evaluate, Revise, and Edit
11. Supporting Students with Writing Needs
12. Conclusion

**David L. Coker Jr., EdD**, is Professor in the School of Education at the University of Delaware.

**Kristen D. Ritchey, PhD**, is Professor in the School of Education at the University of Delaware.

**AUDIENCE** Teachers of children ages 5–7 (grades K–2); literacy specialists and coaches; teacher educators and students



## Unlocking Student Potential

Teaching Executive Function Skills in the K-8 Classroom

**Marcy McIver and Peg Dawson**

JAN 2027 | 406 PAGES | 8 X 10.5

**Marcy McIver, MS, provides professional development for educators internationally, with a focus on translating the science of executive function into practical classroom approaches and tools that support learning, self-regulation, and independence. She is based in Dubai, United Arab Emirates.**

**Peg Dawson, EdD, is a past president of the National Association of School Psychologists (NASP) and the International School Psychology Association, and received the Lifetime Achievement Award from NASP. She is coauthor of bestselling books for general readers, among them *Smart but Scattered* and *Smart but Scattered Teens*, as well as books for professionals, including *Executive Skills in Children and Adolescents*.**

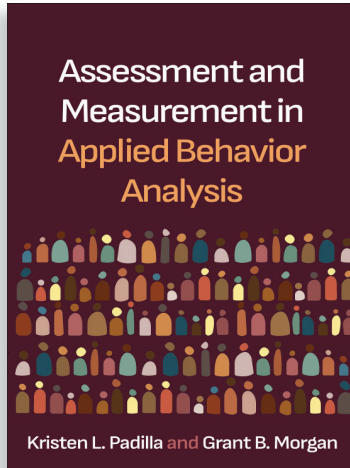
- Guide for educators on teaching executive function (EF) skills that support students aged 5 – 14 in learning, behavior, and academic success.
- Explains 11 essential EF skills and provides flexible strategies for integrating them into everyday classroom instruction across grade levels.
- Features ready-to-use lessons, teacher checklists, student self-assessments, planning guides, and engaging classroom activities.
- Part of The Guilford Practical Intervention in the Schools Series.

### CONTENTS *highlighted chapters*

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| Introduction: How to Use This Book                                                              | 6. Working Memory: Lightening the Cognitive Load                 |
| I. Unlocking Educator Potential: Decoding and Teaching Executive Function Skills                | 7. Emotional Control: Opening the Door to Emotional Mastery      |
| 1. Executive Function Skills Explained: Unlocking the Mind                                      | 8. Flexibility: Unlocking the Doors to Flexible Thinking         |
| 2. The Keys to Enhance Educator Expertise: Unlocking the Skills                                 | 9. Sustained Attention: Harnessing Focus in the Classroom        |
| 3. Preparing to Teach Executive Function Skills: Unlocking the Conditions                       | 10. Task Initiation: Breaking through the Wall of Resistance     |
| II. Unlocking Student Potential: Teaching the 11 Executive Function Skills                      | 11. Planning and Prioritizing: Solving the Planning Puzzle       |
| 4. Opening the Executive Function Vault: Introducing Executive Function Skills to Your Students | 12. Organization: Orchestrating Organized Environments and Minds |
| 5. Response Inhibition: Training Your Inner Cop                                                 | 13. Time Management: Ticking Towards Success                     |

**AUDIENCE** Classroom teachers, special educators, and school psychologists working with children ages 5–13 (grades K–8).

# Research Methods



# Assessment and Measurement in Applied Behavior Analysis

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

JUNE 2026 | 280 PAGES | 6.125 X 9.25

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

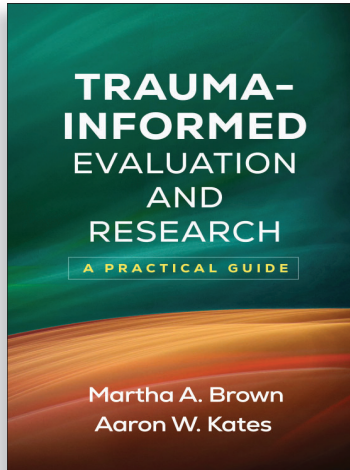
## CONTENTS

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

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

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

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



# Trauma-Informed Evaluation and Research

A Practical Guide

**Martha A. Brown, PhD and Aaron W. Kates, PhD**

AUG 2026 | 246 PAGES | 7 X 10

- Explains the building blocks of explicit writing instruction for young learners.
- Provides science-based methods for teaching foundational skills in handwriting, spelling, sentence writing, and composition, along with effective strategies to scaffold students' learning.
- This title is part of The Essential Library of PreK-2 Literacy series, edited by Sharon Walpole and Michael C. McKenna.

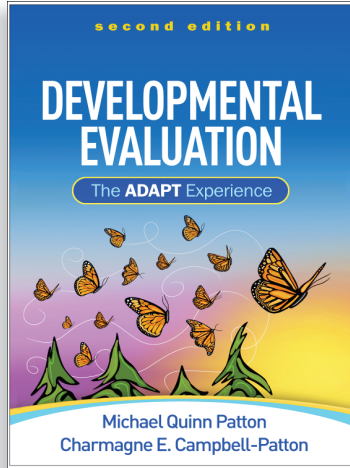
## CONTENTS

- I. Understanding Individual and Collective Traumas—including Our Own
  1. What Is Trauma?
  2. How Our Own Traumas Influence Our Work
  3. Foundational Principles of TIER
- II. The Evaluation Landscape
  4. Representation of Trauma in the Evaluation and Research Literature
  5. TIER's Congruence with Evaluation Approaches
  6. Equity-Focused and Trauma-Informed Evaluation and Research
- III. Doing TIER
  7. Being a TI Researcher and Evaluator
  8. Designing and Framing TIER sample
  9. Making Surveys Trauma Informed
  10. TI Interviews and Focus Groups
  11. TI Analysis and Reporting
- IV. Growing TIER

**AUDIENCE** Applied researchers and evaluators; graduate students and instructors in education, social work, psychology, family services, nursing, public policy, and criminal justice.

**Martha A. Brown, PhD**, is an independent evaluation consultant in Minnesota.

**Aaron W. Kates, PhD**, LCSW, is an Indiana-based evaluation consultant with Effect X, where he works with a range of for-profit and nonprofit organizations designing and implementing program evaluations.



## Developmental Evaluation Second Edition

The ADAPT Experience

**Michael Quinn Patton, PhD and Charmagne E. Campbell-Patton**

NOV 2026 | 379 PAGES | 7 X 10

- The ADAPT organizing framework for conducting Agile, Dynamic, Actionable, Principled, and Timely evaluations contributes to a vision of a more equitable and resilient future.
- The book explains the use of Developmental Evaluation (DE) in program development, extending principles of practice to local or global contexts, and responses to emergence, turbulence, and uncertainty.

### CONTENTS

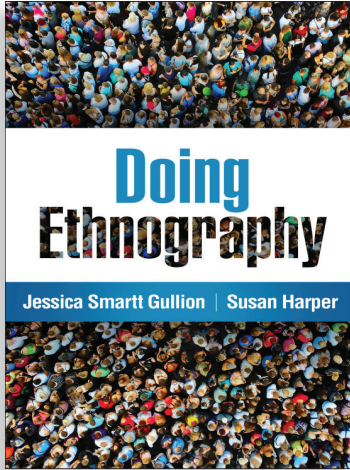
1. The Adaptation Imperative
2. The ADAPT Frame
3. Agile
4. Dynamic
5. Actionable
6. Principled
7. Timely
8. The Future of Developmental Evaluation: Emergent Applications and a Learning Agenda

### AUDIENCE

Instructors and graduate students in education, psychology, sociology, management, social work, nursing, and public policy; applied researchers who do evaluations.

**Michael Quinn Patton, PhD**, is an independent consultant who has been conducting program evaluations since the 1970s. He is a recipient of the Alva and Gunnar Myrdal Evaluation Practice Award, the Paul F. Lazarsfeld Evaluation Theory Award, and the Research on Evaluation Award, all from AEA.

**Charmagne E. Campbell-Patton, MA**, is a second-generation evaluator and twelfth-generation European settler based in Minneapolis. Since the early 2000s, her professional experience spans program design, implementation, and evaluation work across a range of fields, including youth engagement, education, criminal and juvenile justice, and philanthropy.



## Doing Ethnography

Jessica Smartt Gullion, PhD and Susan Harper, PhD

JAN 2026 | 182 PAGES | 7 X 10

- This concise book introduces ethnographic research—a method based on observing and interacting with people in their everyday settings.
- Includes clear methodological guidance and engaging stories that illustrate what ethnography looks like in practice.
- Covers the arc of a typical ethnographic study—from research questions to fieldwork and analysis—with ethics and social justice concerns highlighted throughout.
- Shows how to organize and analyze data, using techniques from grounded analysis to poetic inquiry and addresses the politics of fieldwork, discomfort and safety issues.
- This title is part of the Qualitative Methods “How-To” Guides series, edited by Patricia Leavy.

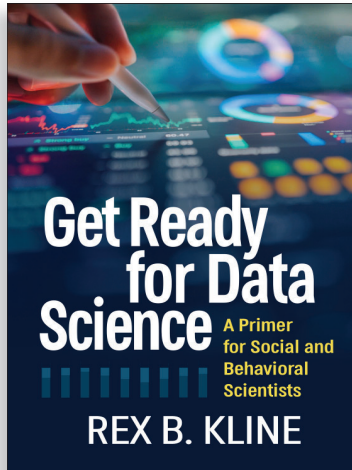
**Jessica Smartt Gullion, PhD**, is Professor of Sociology at Texas Woman’s University.

**Susan Harper, PhD**, is Director of Co-Curricular Student Development at Iowa State University.

### CONTENTS

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

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



## Get Ready for Data Science

A Primer for Social and Behavioral Scientists

Rex B. Kline, PhD

JUNE 2026 | 280 PAGES | 6.125 X 9.25

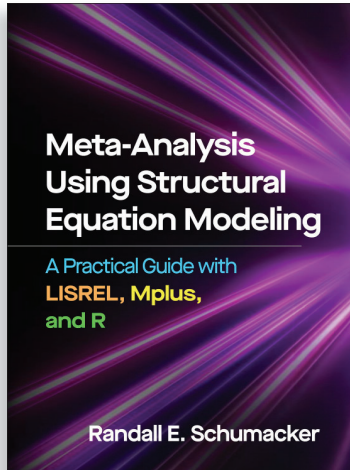
- This book provides a gateway to modern data analytics written expressly for social researchers and students.
- Chapters on programming, data visualization, big data, and supervised and unsupervised machine learning.
- The companion website supplies R-generated syntax, output, and graphics files for the book's examples.

**Rex B. Kline, PhD**, is Professor of Psychology at Concordia University in Montréal, Québec, Canada. Since earning a doctorate in clinical psychology, Dr. Kline has conducted research on the psychometric evaluation of cognitive abilities, behavioral and scholastic assessment of children, structural equation modeling, training of researchers, statistics reform in the behavioral sciences, and usability engineering in computer science.

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| 2. Classical Statistics                  | IV. Machine Learning and Beyond                        |
| 3. Data Science                          | 12. Supervised Machine Learning: Core Methods          |
| II. Dispelling Myth and Alternatives     | 13. Supervised Machine Learning: Hyperparameter Tuning |
| 4. Estimating Uncertainty                | 14. Supervised Machine Learning: Complex Effects       |
| 5. Avoiding Insignificance               | 15. Unsupervised Machine Learning                      |
| 6. Lessons from Regression               | 16. Other Data Science Horizo                          |
| 7. Bayesian Basics                       |                                                        |
| III. Programming and Data                |                                                        |
| 8. Programming sample                    |                                                        |

**AUDIENCE** Students, instructors, and researchers in psychology, education, human development and family studies, management, sociology, social work, nursing, public health, criminal justice, and communication.



# Meta-Analysis Using Structural Equation Modeling

A Practical Guide with LISREL, Mplus, and R

**Randall E. Schumacker, PhD**

OCT 2026 | 2169 PAGES | 7 X 10

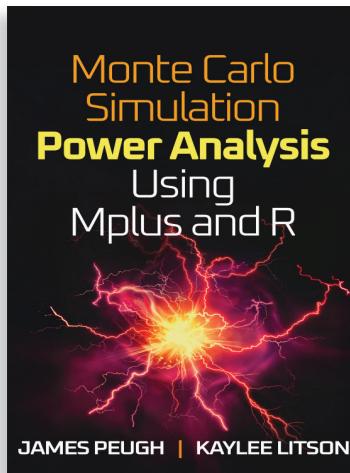
- This practical guide shows how structural equation modeling (SEM) can be used to analyze results from multiple different studies on the same subject.
- Provides an overview of meta-analysis and the basic SEM modeling steps. Includes meta-analysis in path models, confirmatory factor models, and structural equation models (MASEM).
- This title is part of the Methodology in the Social Sciences Series, edited by Todd D. Little, PhD.

## CONTENTS

1. Historical Overview
2. Literature Search Review
3. Meta-Analysis Software
4. Basic Meta-Analysis Statistics
5. Basic Structural Equation Modeling
6. Meta-Analysis Assumptions, Steps, and Model Types
7. Path Model MASEM
8. Factor Model MASEM
9. Structural Equation Model MASEM
10. Multi-Level Analysis in Meta-Analysis
11. SEM and MASEM Issues

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

**Randall E. Schumacker, PhD**, is Professor of Educational Research at The University of Alabama. He is past president of the Southwest Educational Research Association and Editor Emeritus of Structural Equation Modeling: A Multidisciplinary Journal.



# Monte Carlo Simulation Power Analysis Using Mplus and R

**James Peugh, PhD and Kaylee Litson PhD**

MAY 2026 | 398 PAGES | 7 X 10

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

## CONTENTS

### I. Cross-Sectional Power Analyses

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

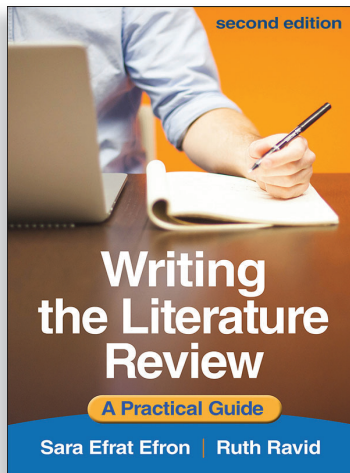
### II. Longitudinal Power Analyses

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

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

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

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



## Writing the Literature Review, Second Edition

A Practical Guide

Sara Efrat Efron and Ruth Ravid, PhD

AUG 2026 | 334 PAGES | 7 X 10

- Explains the integral role of the literature review in a thesis, dissertation, term paper, or grant proposal.
- Guides writers to develop reviews that reflect their research questions, methodological choices (qualitative, quantitative, or mixed methods), and approaches to knowledge.
- Provides a roadmap for each step of searching for, evaluating, analyzing, and synthesizing prior studies.
- The first edition won the American Journal of Nursing Book of the Year Award, Nursing Research Category (First Place).

**Sara Efrat Efron, EdD**, is Professor Emerita of Education at National Louis University.

**Ruth Ravid, PhD**, is Professor Emerita of Education at National Louis University.

### CONTENTS

- |                                                                |                                                                  |
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| 1. What Is a Literature Review?                                | 8. Developing Arguments and Supporting Claims                    |
| 2. Different Orientations to a Literature Review               | 9. Synthesizing and Interpreting Literature                      |
| 3. Choosing a Review Topic and Formulating a Research Question | 10. The Writer Voice and the Writing Process                     |
| 4. Locating and Organizing Research Sources                    | 11. Acknowledging Sources: Citations, Quotations, and Plagiarism |
| 5. Selecting, Analyzing, and Keeping Notes on Sources          | 12. Putting It All Together                                      |
| 6. Evaluating Research Articles                                |                                                                  |
| 7. Structuring and Organizing the Literature Review            |                                                                  |

**AUDIENCE** Advanced undergraduates and graduate students in education, psychology, geography, sociology, social work, nursing and allied health, business, information systems, and other behavioral, social, and health sciences.



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