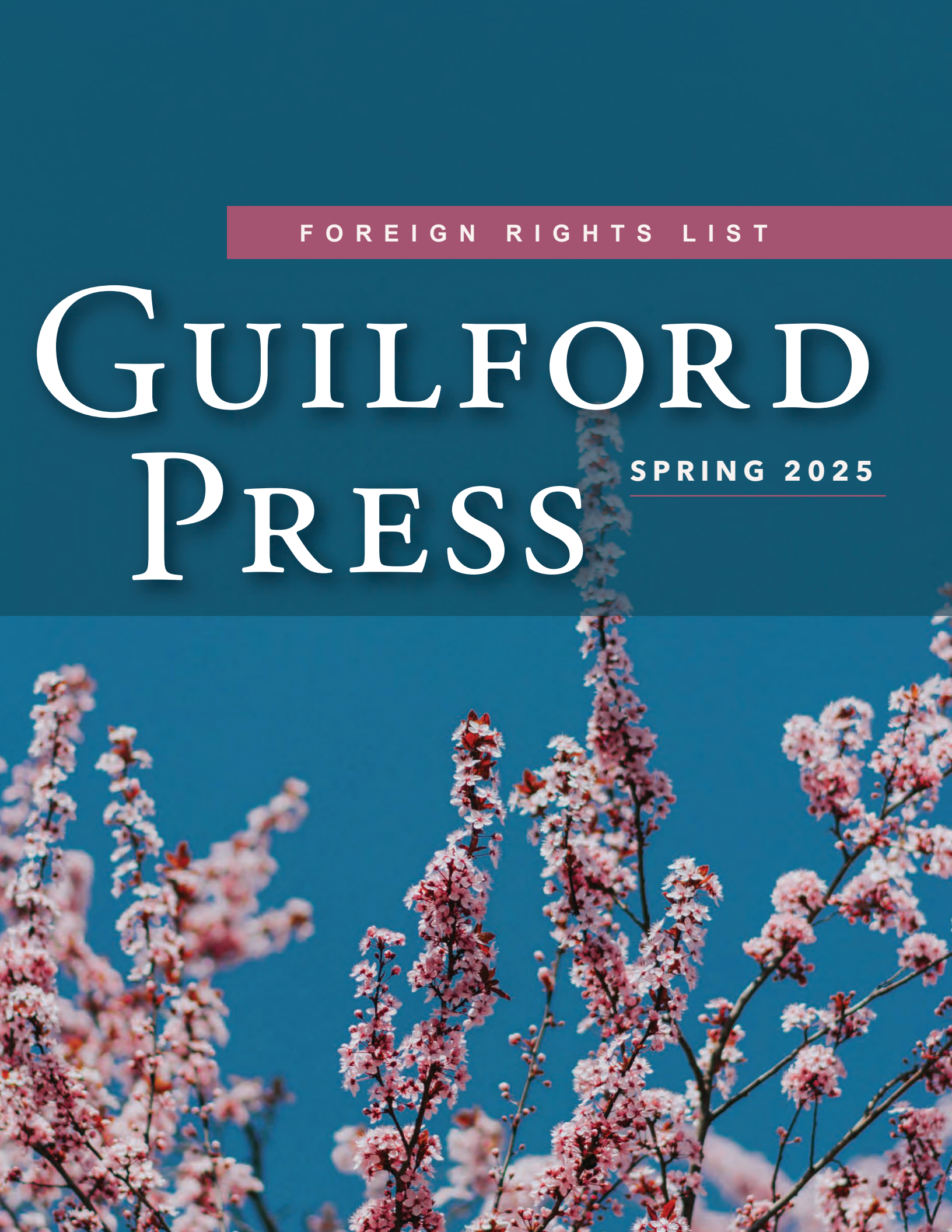


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GUILFORD PRESS

SPRING 2025





London Book Fair 11-13 March 2025

Workstation 2B 98 • National Gallery, Level 1

General Readers	3 - 27
Professional Psychology	29 - 57
Family & Child Psychology	59 - 73
Educaion & School Psychology	75 - 101
Research Methods	103 - 119
Backlist	121 - 122

Dear friends,

Our Spring 2025 Rights List features several new titles for the general reader, including ***Mindful Self-Compassion for Burnout***, a highly successful new installment of the best-selling Mindful Self-Compassion program by Kristin Neff and Christopher Germer. Guilford has also released the first two titles in ***The Guilford Living Well Series***, a collection of concise, practical, and empowering books designed for individuals with common psychological conditions.

We are also pleased to present ***Experiencing Motivational Interviewing from the Inside Out***, the newest in our series of Self-Practice/Self-Reflection Guides for Psychotherapists, designed to help therapists enhance their effectiveness “from the inside out”.

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

KATHY KUEHL

MILENA URROZ

ANGELA WHALEN

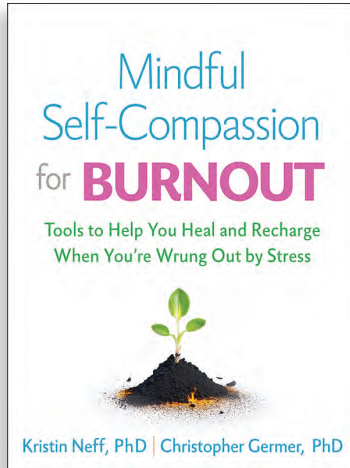
General Reader

Mindful Self-Compassion for **BURNOUT**

Tools to Help You Heal and Recharge
When You're Wrung Out by Stress



Kristin Neff, PhD | Christopher Germer, PhD



Mindful Self-Compassion for Burnout

Tools to Help You Heal and Recharge When You're Wrung Out by Stress

Kristin Neff, PhD and Christopher Germer, PhD

SEPT 2024 | 221 PAGES | 7" X 9"

RIGHTS SOLD

Chinese-simplified,
Dutch, French, German,
Japanese, Korean, Polish,
Portuguese, Russian,
Turkish

Kristin Neff, PhD, is Associate Professor of Educational Psychology at The University of Texas at Austin and a pioneer in the field of self-compassion research. She has been recognized as one of the most influential researchers in psychology worldwide.

Christopher Germer, PhD, is a clinical psychologist and Lecturer on Psychiatry at Harvard Medical School. He lectures and leads workshops internationally and has a small psychotherapy practice in Massachusetts.

- Authors Kristin Neff and Christopher Germer have adapted their best-selling MSC program for people struggling with the effects of burnout: exhaustion, detachment, and feelings of incompetence.
- Each chapter in this engaging book is short and easy and offers an empathic story of someone stretched to their limits.
- Readers learn quick and powerful ways to recharge their batteries, de-stress, and be kind to themselves—so they can be there for others using simple anti-burnout tools based on MSC practices.

CONTENTS

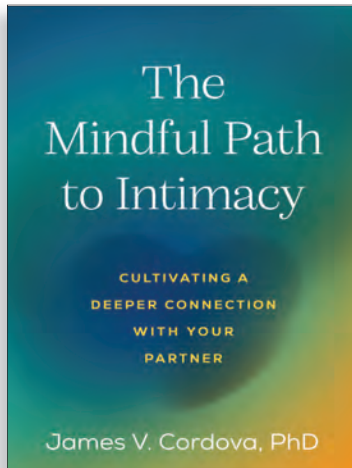
- | | |
|---|---------------------------------|
| 1. When Your Cup Runs Dry: The Causes and Consequences of Burnout | 12. When Good Isn't Good Enough |
| 2. Replenishing Ourselves | 13. Why We Beat Ourselves Up |
| 3. A Recipe for Resilience | 14. Doing Something about It |
| 4. It's Not What You Think | 15. Drawing a Line in the Sand |
| 5. Your Body Knows | 16. Providing for Ourselves |
| 6. Warming Up the Conversation | 17. Rediscovering Meaning |
| 7. When Self-Compassion Feels Bad | 18. Becoming a Wise Inner Coach |
| 8. Putting Things in Perspective | 19. Goodwill, Not Good Feelings |
| 9. Resistance Is Futile | 20. Small Pleasures |
| 10. Facing the Storm | 21. Knowing Our Strengths |
| 11. Stopping the Drain | 22. Moving Forward |

AUDIENCE Readers from all walks of life; also of interest to mental health professionals.

The Mindful Path to Intimacy

**CULTIVATING A
DEEPER CONNECTION
WITH YOUR
PARTNER**

James V. Cordova, PhD



Mindful Path to Intimacy

Cultivating a Deeper Connection with Your Partner

James V. Cordova, PhD

FEB 2025 | 230 PAGES | 6" X 9"

- Cordova reveals how mindfulness can support stronger, more vibrant intimate relationships.
- This title is a culmination of what Dr. Cordova has learned over 15 years: couples struggle as excitement wears off and how to recapture the joy and strength of becoming one.
- Through guided exercises, journaling prompts, and heartfelt stories, this text teaches one how to be truly present with your partner, resolve conflicts, and connect on a deeper level—both physically and emotionally.

CONTENTS

- | | |
|--|---|
| I. Preparing for the Journey | 8. The Red Thread: Sex and the Path of Physical Intimacy |
| 1. Paying Mindful Attention: The Most Basic Form of Love | III. Overcoming Obstacles on the Path |
| 2. Turning Toward Vulnerability: Strength in Openheartedness | 9. Burning Intimacy Bridges: Practicing with Intense Emotions |
| II. Walking the Intimate Path | 10. Awakening to Relationship Patterns: The Practice of Co-Creation |
| 3. Being and Seeking a Safe Harbor: The Attachment Teeter-Totter | 11. Encountering the Arising of Conflict: Only by Love Alone |
| 4. Acting Intentionally: Everything You Do Matters | 12. Repairing Ruptures: To Mend What Has Been Broken |
| 5. Listening Deeply: May I Only Seek to Understand | 13. Facing Impermanence: Intimacy with Aging, Illness, and Death |
| 6. Waking Up to Interconnectedness: The Illusion of Separateness | 14. Walking the Intimate Path: The Whole World Is Medicine |
| 7. Loving Your Partner Skillfully: May You Know That I Adore You | |

James V. Cordova, PhD, is Distinguished Professor of Psychology at Clark University. Dr. Cordova is a longtime teacher of Zen meditation who is passionate about enriching couples' connections through both psychological insights and mindfulness.

AUDIENCE Couples interested in deepening their intimacy and connection, whether or not they are having relationship difficulties.

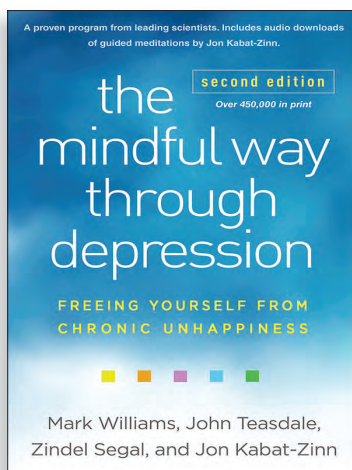
A proven program from leading scientists. Includes audio downloads
of guided meditations by Jon Kabat-Zinn.

the **second edition**
Over 450,000 in print
mindful way
through
depression

**FREEING YOURSELF FROM
CHRONIC UNHAPPINESS**



Mark Williams, John Teasdale,
Zindel Segal, and Jon Kabat-Zinn



RIGHTS SOLD

Chinese-world, Italian,
Polish, Vietnamese

Mark Williams, DPhil, University of Oxford, continues to train mindfulness teachers internationally.

John Teasdale, PhD, teaches mindfulness and insight meditation internationally.

Zindel Segal, PhD, is Distinguished Professor of Psychology in Mood Disorders at the University of Toronto–Scarborough.

Jon Kabat-Zinn, PhD, University of Massachusetts Medical School, teaches and conducts mindfulness retreats worldwide.

The Mindful Way through Depression, Second Edition

Freeing Yourself from Chronic Unhappiness

Mark Williams; John Teasdale, PhD; Zindel Segal, PhD; and Jon Kabat-Zinn, PhD

OCTOBER 2024 | 262 PAGES | 6 X 9

- Grounded in mindfulness-based cognitive therapy (MBCT).
- Revised throughout, the second edition features fresh insights on coping with the challenges of our ever-changing world; the latest scientific data; and four additional audio tracks.
- Through vivid stories and downloadable audio meditations, the book shows how to break the mental habits that lead to despair—and recover a sense of joy, aliveness, and possibility.
- First edition is Guilford’s best selling translation with more than 450,000 copies sold in print and has been licensed in over 25 different languages.

CONTENTS

I. Mind, Body, and Emotion

1. “Oh No, Here I Go Again”: Why Unhappiness Won’t Let Go
2. The Healing Power of Awareness: Making a Shift to Freedom sample
3. Cultivating Mindfulness: A First Taste
4. The Breath: Gateway to Awareness
5. A Different Way of Knowing: Sidestepping the Ruminating Mind

III. Transforming Unhappiness

6. Reconnecting with Our Feelings—Those We Like, Those We Don’t Like, and Those We Don’t Know We Have

7. Befriending Our Feelings

8. Seeing Thoughts as Creations of the Mind

9. Mindfulness in Everyday Life: Taking a Breathing Space

IV. Reclaiming Your Life

10. Fully Alive: Freeing Yourself from Chronic Unhappiness

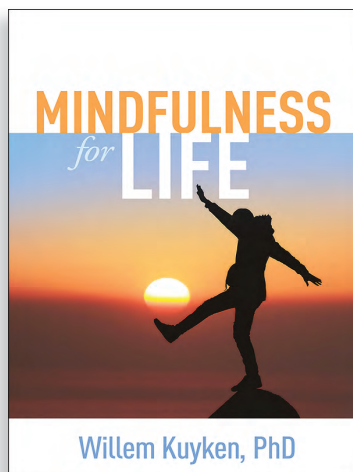
11. Bringing It All Together: Weaving the Mindfulness Program into Your Life

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

MINDFULNESS *for* LIFE



Willem Kuyken, PhD



Mindfulness for Life

Willem Kuyken

SEPT 2024 | 256 PAGES | 6 X 9

“In this wonderfully clear book, internationally renowned psychologist Willem Kuyken explains why and how mindfulness practice can help you ‘light up your life with a sense of reconnection and love.’”

— Mark Williams, DPhil, coauthor of *The Mindful Way Through Depression*

RIGHTS SOLD

Japanese, Korean,
Portuguese

Willem Kuyken, PhD, is the Ritblat Professor of Mindfulness and Psychological Science at the University of Oxford, United Kingdom, and Director of the Oxford Mindfulness Centre. His work focuses on preventing depression, promoting mental health, and flourishing across the lifespan. Dr. Kuyken has published more than 150 journal articles and has been named one of the world’s most highly cited researchers. He lives in London.

- Brings mindfulness into daily life by teaching core skills in easy-to-integrate ways
- Oxford professor and leading mindfulness expert Willem Kuyken, provides tools for building a personal practice that is sustainable, purposeful, and richly rewarding, now and for years to come
- Interweaving ancient wisdom and modern scientific psychology, the book presents stories, quotations, reflection questions, tips for overcoming hurdles, and compelling guided practices, including audio tracks at the companion website.

CONTENTS

- | | |
|---|---|
| Introduction. A Life Well Lived: Beginning with the End in Mind | 7. Befriending Our Minds |
| 1. Wake Up! | 8. Perspective: Changing the View |
| 2. Pay Attention! | 9. Responding Wisely |
| 3. Coming Home to Our Bodies | 10. Cool Head and Warm Heart: the Art of Balance and Equanimity |
| 4. Appreciating the Life We Have | 11. Living Well: Taking Care of Ourselves, Our Relationships, and the World |
| 5. Our Most Important Natural Resource: Our “Body–Mind” | 12. A Life Well Lived |
| 6. How We React to Stress and Difficulties | |

AUDIENCE Anyone seeking support to build mindfulness into their life in truly meaningful and sustainable ways.

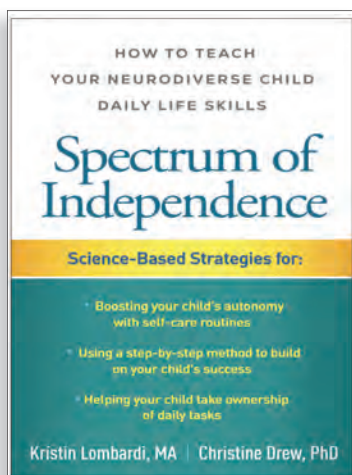
HOW TO TEACH
YOUR NEURODIVERSE CHILD
DAILY LIFE SKILLS

Spectrum of Independence

Science-Based Strategies for:

- **Boosting your child's autonomy with self-care routines**
- **Using a step-by-step method to build on your child's success**
- **Helping your child take ownership of daily tasks**

Kristin Lombardi, MA | Christine Drew, PhD



Spectrum of Independence

How to Teach Your Neurodiverse Child Daily Life Skills

Kristin Lombardi and Christine Drew, PhD

MARCH 2025 | 214 PAGES | 6" X 9"

- This motivating, practical book gives worried parents concrete strategies for maximizing the independence of their child or teen with autism, intellectual disabilities, or other forms of neurodiversity.
- By breaking down tasks like getting dressed, brushing teeth, and making a sandwich into manageable “micro steps,” parents learn to phase out assistance gradually and systematically as kids take ownership of their routines.
- The book takes an affirming stance on neurodiversity, celebrating a child’s strengths and making positive reinforcement the cornerstone of their independent living.

CONTENTS

Foreword, Peter Gerhardt	6. How Am I Going to Teach?: Empowering versus Enabling
I. Creating a New Future	IV. Let’s Do This!
1. “Why Aim for Independent Living?": Your Child’s Reality Now and in the Future	7. “How Do I Start?": How to Create a Task Analysis
2. “How Am I Supposed to Do This?": Leveraging the Power of Task Analysis	8. “How Do I Get Myself Out of the Routine?": Fading Prompts to Build Independence
II. Assessment	V. Maximizing Independence
3. “Is My Child Ready for This?": Evaluating Your Child’s Readiness	9. “When Do I Modify the Goal?": Accommodating the Child versus Modifying the Goal
4. “Are You Ready for This?": Evaluating Your Own Readiness	Epilogue: “How Do I Keep Moving Forward?": Expanding Your Child’s Independence
III. How to Teach Life Skills	
5. “What Do I Need to Know before I Start?": Understanding Behavior	

AUDIENCE Parents of kids and teens who need support with daily life skills; also of interest to special educators, behavior specialists, and occupational therapists.

Kristin Lombardi, MA, BCBA, has a background in special education, psychology, and behavior analysis, she works with preschoolers through young adults with varying support needs.

Christine Drew, PhD, BCBA-D, is Assistant Professor of Special Education at Auburn University, where she teaches graduate and undergraduate courses and works with Auburn’s inclusive higher education program for students with intellectual disabilities

TEEN DEPRESSION GONE **VIRAL**

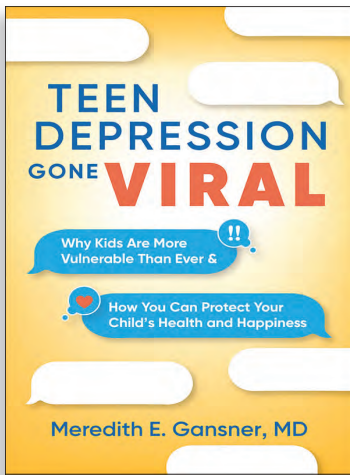
Why Kids Are More
Vulnerable Than Ever &



How You Can Protect Your
Child's Health and Happiness



Meredith E. Gansner, MD



Teen Depression Gone Viral

Why Kids Are More Vulnerable Than Ever and How You Can Protect Your Child's Health and Happiness

Meredith E. Gansner, MD

FEB 2025 | 262 PAGES | 6" X 9"

- This realistic and practical guide provides the latest information about depression in teens, with a special focus on digital media use.
- Dr. Gansner explores myths and facts about internet addiction, dangerous viral trends, and cyberbullying, and describes actionable steps for curbing them.
- The book helps parents understand teen mental health problems and self-harm; find an accurate diagnosis; work with their child to develop healthier habits; and make informed treatment decisions.

CONTENTS

Introduction

I. The Whats and Whys of Adolescent Depression

1. Getting to Know Depression: Definitions and Diagnosis
2. Understanding How Episodes of Depression Develop

II. The Treatment Landscape

3. Evaluating Your Teen's Treatment Options
4. Making Lifestyle Changes: Sleep, Supplements, and Exercise
5. Starting Psychotherapy
6. Trying Medications

III. Risky Behaviors

7. Keeping Your Teen with Depression Safe
8. Managing Addictive, Impulsive, and Reward-Seeking Behavior
9. Tackling Irritability and Aggression
10. Understanding Nonsuicidal Self-Injury

IV. Stabilization and Recovery

11. Navigating Suicidal Thinking
12. Recognizing When Your Teen Needs a Higher Level of Care
13. Supporting Recovery and Moving Forward

AUDIENCE

Parents seeking concrete guidance and support on screen time and teen mental health; also of interest to health care professionals.

Meredith E. Gansner, MD, is an attending child psychiatrist at Boston Children's Hospital and Instructor of Psychiatry at Harvard Medical School. Her award-winning research focuses on adolescent mental health and problematic digital media use. Dr. Gansner lives in the Boston area with her husband and two children.

SECOND EDITION

Over 425,000 in Print!

SMART *but* SCATTERED

The Revolutionary
Executive Skills Approach
to Helping Kids Reach
Their Potential

Peg Dawson, EdD
Richard Guare, PhD
Colin Guare, MS

4- to
13-Year-Olds

**BOOST
ANY CHILD'S
ABILITY TO:**

Get Organized

Resist Impulses

Stay Focused

Use Time Wisely

Plan Ahead

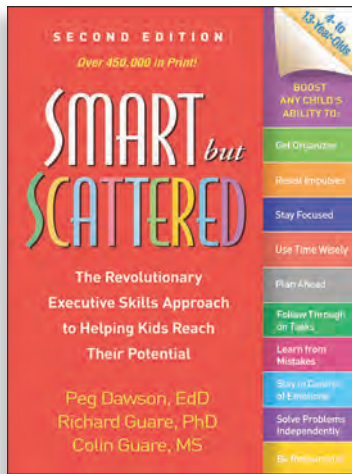
Follow Through
on Tasks

Learn from
Mistakes

Stay in Control
of Emotions

Solve Problems
Independently

Be Resourceful



RIGHTS SOLD

Chinese-world, Dutch,
Polish, Romanian,
Turkish

Peg Dawson, EdD, is a psychologist who provides professional development training on executive skills for schools and organizations nationally and internationally.

Richard Guare, PhD, BCBA-D, is a neuropsychologist and board-certified behavior analyst who frequently consults to schools and agencies on attention and executive skills difficulties.

Colin Guare MS, BCBA, is a Rhode Island-based behavior analyst and writer.

Smart but Scattered, Second Edition

The Revolutionary Executive Skills Approach to Helping Kids Reach Their Potential

Peg Dawson; Richard Guare, PhD; and Colin Guare

NOV 2024 | 326 PAGES | 7 X 10

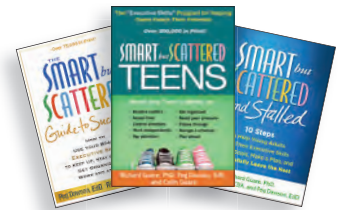
- In this new and updated edition, the authors explain the crucial brain-based skills that 4- to 12-year-olds need to get organized, stay focused, and control their impulses and emotions.
- With over 425,000 copies sold, this encouraging guide arms parents with strategies to boost skills that are lacking, fix everyday routines that don't work, and reduce everyone's stress.

EXPLORE THE SERIES

SMART BUT SCATTERED TEENS

SMART BUT SCATTERED—AND STALLED

THE SMART BUT SCATTERED GUIDE TO SUCCESS



CONTENTS

I. What Makes Your Child Smart but Scattered

1. How Did Such a Smart Kid End Up So Scattered?
2. Identifying Your Child's Executive Skill Strengths and Challenges
3. How Your Own Executive Skill Strengths and Challenges Matter

II. Laying a Foundation That Can Help

4. Nine Principles for Improving Your Child's Executive Skills
5. Modifying the Environment: A Is for Antecedent
6. Teaching Executive Skills Directly: B Is for Behavior
7. Motivating Your Child to Learn and Use Executive Skills: C Is for Consequence

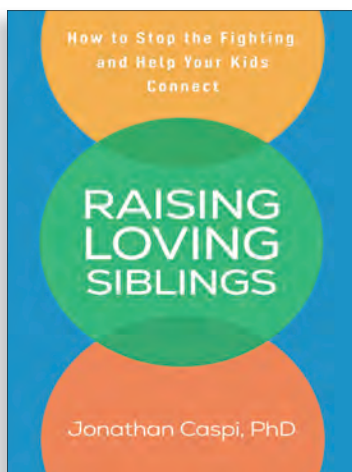
III. Putting It All Together

AUDIENCE Parents of 4- to 13-year-olds; also of interest to teachers, school psychologists, and others who work with children.

How to Stop the Fighting
and Help Your Kids
Connect

RAISING
LOVING
SIBLINGS

Jonathan Caspi, PhD



Raising Loving Siblings

How to Stop the Fighting and Help Your Kids Connect

Jonathan Caspi, PhD

DEC 2024 | 192 PAGES | 6" X 9"

- In this practical guide, Caspi leads parents into effective planning for managing conflicts by understanding why kids fight as the first essential step to restoring peace.
- Featuring clear principles, this book shines a spotlight on family dynamics and guides parents on how to quell sibling struggles without taking sides, when to intervene (and when to step back), and what to do when parents aren't on the same page.

Jonathan Caspi, PhD, MSW, is Professor of Family Science and Human Development at Montclair State University in New Jersey. Dr. Caspi is an internationally recognized sibling expert. In addition to researching, writing, and teaching about families and siblings, he has been a family therapist for over 30 years, and has a private practice in New Jersey.

CONTENTS

1. "Can't You Two Just Get Along?": Going from Sibling Conflict to Sibling Closeness
2. "Time for a Family Meeting!": Preparing for Sibling Conflict Before It Erupts
3. "Stop Fighting Right This Instant!": Managing Sibling Conflict When It Erupts
4. "I Love All My Children the Same": Dealing with Perceived Favoritism
5. "This Is My Angel and This Is My Devil": Avoiding Sibling Comparisons
6. "You're Just Like Your Father!": Dissolving Rigid Parent–Child Teams
7. "This Is My Athletic Child": Helping Children Find Their Special Talent without Hurting Their Siblings
8. "But I Love Baseball": Curbing Your Own Biases
9. "Leave Him Alone! Your Brother Has an Issue": Spotting Crafty Attention-Getting Behaviors
10. "Can't You Two Find Something To Do?!": Addressing Boredom and Providing Structure

AUDIENCE Parents of preschoolers through teens; also of interest to mental health professionals and pediatricians.

**EMPOWER
YOURSELF**

**AGAINST
AGAINST
AGAINST**

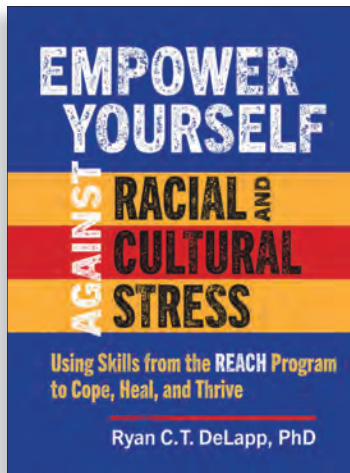
RACIAL AND

CULTURAL

STRESS

**Using Skills from the REACH Program
to Cope, Heal, and Thrive**

Ryan C.T. DeLapp, PhD



Empower Yourself Against Racial and Cultural Stress

Using Skills from the REACH Program to Cope, Heal, and Thrive

Ryan C. T. DeLapp, PhD

MARCH 2025 | 294 PAGES | 8" X 10.5"

- This empowering practical book gives readers tools to safely navigate painful emotions while undoing the deep, often hidden impact of society's negative messages.
- Teens and young adults of color are guided to identify their own cultural stressors, explore their strengths, stand up for their values, and uncover who they truly want to be, from a place of self-love and cultural pride.
- DeLapp has devoted his career to helping young people understand racial and cultural stress and build skills for coping with it.

CONTENTS

- I. Getting Started
 - II. How to Heal and Cope with Emotional Stress
 - III. How to Boost Your Sense of Agency and Control
 - IV. How to Cope with Identity Stress
 - V. Putting the Pieces of Empowered Coping Together!
- Conclusion: Continuing Your Empowered Coping Journey

AUDIENCE Teens and young adults of color; also of interest to parents, mental health professionals, and educators.

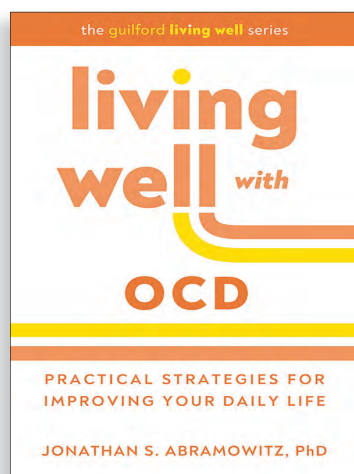
Ryan C. T. DeLapp, PhD, is a psychologist who works with children, adolescents, and adults in New York City and the Washington, D.C., area. He is the founding director of the Racial, Ethnic, and Cultural Healing (REACH) program at The Ross Center. Dr. DeLapp publishes and presents widely on topics related to healing from cultural stress and empowering individuals of color.

the guilford **living well** series

living
well *with*
OCD

PRACTICAL STRATEGIES FOR
IMPROVING YOUR DAILY LIFE

JONATHAN S. ABRAMOWITZ, PhD



RIGHTS SOLD

Korean

Jonathan S. Abramowitz, PhD, ABPP, is Professor of Psychology and Neuroscience and Research Professor of Psychiatry at the University of North Carolina (UNC) at Chapel Hill. He is also Director of the UNC Clinical Psychology PhD Training Program. He is Founding Editor-in-Chief of the Journal of Obsessive–Compulsive and Related Disorders and serves on the editorial boards of several other scientific journals.

Living Well with OCD

Practical Strategies for Improving Your Daily Life

Jonathan S. Abramowitz, PhD

JAN 2025 | 182 PAGES | 6 X 9

“Dr. Abramowitz provides skills to help you push back against OCD and live the life you want. Family members will find insight, too. A ‘must read!’”

—Eric A. Storch, PhD, Baylor College of Medicine

- This book provides problem-solving strategies and support that people prone to OCD can turn to any time, any place.
- Short, engaging chapters for navigating important relationships, structuring everyday routines, enhancing productivity, coping with intrusive thoughts and urges, developing self-compassion, and much more.

CONTENTS

- | | |
|---|--|
| Introduction | 7. Getting the Healthy Support You Deserve |
| 1. Charting a Path to Living Well | 8. Maintaining Family Harmony |
| 2. Replacing Shame and Guilt with Self-Compassion | 9. Thriving in Romantic Relationships |
| 3. Quieting Obsessional Fears and Doubts | 10. Navigating Work and School |
| 4. Riding Out Compulsive Urges | 11. Surviving a Crisis |
| 5. Taking Control of Your Time | 12. Rethinking Treatment |
| 6. Finding a Balance between Privacy and Disclosure | |

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

the guilford **living well** series

living
well *with*

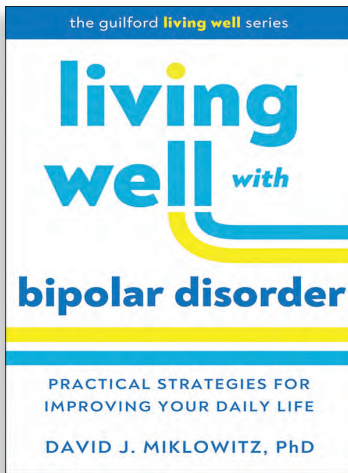


bipolar disorder



PRACTICAL STRATEGIES FOR
IMPROVING YOUR DAILY LIFE

DAVID J. MIKLOWITZ, PhD



RIGHTS SOLD

Portuguese

David J. Miklowitz, PhD, is Distinguished Professor of Psychiatry and Biobehavioral Sciences at the Semel Institute for Neuroscience and Human Behavior, University of California, Los Angeles, and Visiting Professor in the Department of Psychiatry at the University of Oxford, United Kingdom.

Living Well with Bipolar Disorder

Practical Strategies for Improving Your Daily Life

David J. Miklowitz, PhD

SEPT 2024 | 252 PAGES | 6 X 9

- This is the first book in Guilford’s new “Living Well” series; it offers practical strategies for specific problems encountered by BD sufferers.
- Readers get tips and tools for maintaining healthy, supportive relationships (without giving up independence), optimizing work and school performance, dealing with anxiety and irritability, troubleshooting medication issues, getting enough sleep, and managing drug and alcohol use
- Includes short, clearly formatted chapters, practical tools that can be downloaded and printed, and can be read in any order and alongside the comprehensive Survival Guide. Skills and strategies for specific problems encountered on the path to recovery, as well as insight into what trauma looks like at different ages and for different individuals.

CONTENTS

- | | |
|---|--|
| I. Psychological Challenges: Being Your Own Ally | 8. Thriving with a Partner |
| 1. Depression: Prevention and Coping Strategies | 9. Best Use of Your Skills at Work and School |
| 2. Mania: Minimizing Severity and Reducing Frequency | 10. Staying Healthy: Physical Activity |
| 3. Coping with Anxiety and Worry | 11. Staying Healthy: Eating and Nutrition |
| 4. Dealing with Irritability and Anger | 12. Managing Alcohol and Substance Use |
| 5. Protecting Yourself from Suicidality and Self-Harm | III. Making the Most of Medications and Therapy |
| II. Managing Daily Routines and Stress | 13. Taking Charge of Your Medications |
| 6. Strategies for Healthy Sleep | 14. Living Well while Maintaining Mood Stability |
| 7. Effective Communication with Family Members | |

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

the **guilford living well** series

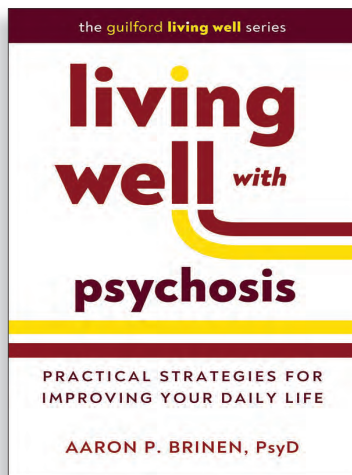
living
well *with*
psychosis

PRACTICAL STRATEGIES FOR
IMPROVING YOUR DAILY LIFE

AARON P. BRINEN, PsyD

FORTHCOMING

These titles are part of the **Guilford Living Well** series



LIVING WELL WITH PSYCHOSIS, AARON P. BRINEN

SUMMER 2025

LIVING WELL WITH ADHD, VALERIE L. GAUS

FALL 2025

LIVING WELL WITH SOCIAL ANXIETY, DEBORAH DOBSON

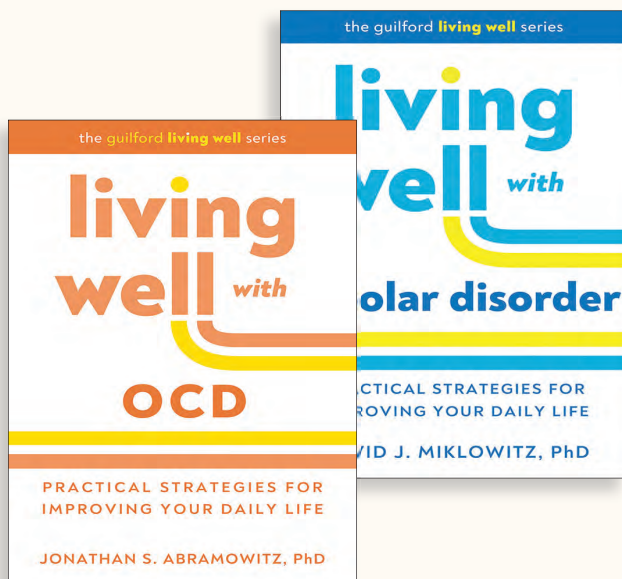
FALL 2025

LIVING WELL WITH DEPRESSION, CHRISTOPHER R. MARTELL

COMING SOON

LIVING WELL WHEN FOOD IS AN ISSUE, RHONDA M. MERWIN

COMING SOON



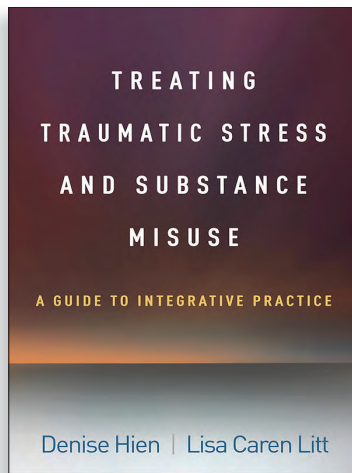
The series is designed for individuals with common psychological conditions, to help them solve everyday problems and improve their quality of life. Written by leading experts on each disorder, books in the series are concise, practical, and empowering. Readers get advice for stress-proofing daily routines; navigating work, family, and relationship issues; managing symptoms effectively; and finding answers to treatment questions.

Professional Psychology

**TREATING
TRAUMATIC STRESS
AND SUBSTANCE
MISUSE**

A GUIDE TO INTEGRATIVE PRACTICE

Denise Hien | Lisa Caren Litt



Treating Traumatic Stress and Substance Misuse

A Guide to Integrative Practice

Denise Hien, PhD and Lisa Caren Litt, PhD

SEPT 2024 | 276 PAGES | 6 X 9

RIGHTS SOLD

Polish

Denise Hien, PhD is Distinguished Professor in the Graduate School of Applied and Professional Psychology at Rutgers, The State University of New Jersey, and has been considered a leader in the field since the 1990s.

Lisa Caren Litt, PhD, a recognized expert in the integrated treatment of traumatic stress and substance misuse, is on the Clinical Faculty of the Department of Psychology at The New School for Social Research.

- Reviews evidence-based treatments for posttraumatic stress disorder (PTSD), other trauma-related problems, and substance misuse, and presents an integrative, culturally responsive framework for assessment and treatment planning.
- Shows clinicians how to navigate the complexities of the treatment process while tailoring interventions flexibly and collaboratively to each client's needs.

CONTENTS

I. Integrative Conceptualization

1. Illustrative Cases
2. The Need for Integrative Care sample

II. Assessment and Treatment

3. Assessment and Formulation
4. Therapeutic Decisions: Finding What Works
5. The Treatment Landscape, Part I: Interventions That Target Traumatic Stress
6. The Treatment Landscape, Part II: Emotion Dysregulation, Substance Misuse, and Integrated Interventions

7. Pharmacological Interventions and New Directions

III. Clinical Considerations

8. Approaches and Challenges in Therapeutic Engagement
9. Relational and Countertransferential Concerns
10. Collaborating with a Team
11. Family Involvement and Parenting

AUDIENCE

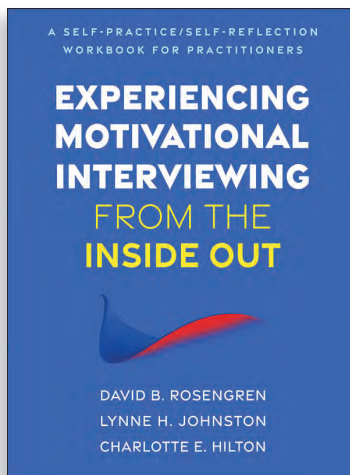
Clinical psychologists, psychiatrists, clinical social workers, mental health and addictions counselors, and psychiatric nurses.

A SELF-PRACTICE/SELF-REFLECTION
WORKBOOK FOR PRACTITIONERS

EXPERIENCING MOTIVATIONAL INTERVIEWING FROM THE INSIDE OUT



DAVID B. ROSENGREN
LYNNE H. JOHNSTON
CHARLOTTE E. HILTON



Experiencing Motivational Interviewing from the Inside Out

A Self-Practice/Self-Reflection Workbook for Practitioners

David B. Rosengren, PhD; Lynne H. Johnston, PhD; and Charlotte E. Hilton, PhD

FEB 2025 | 376 PAGES | 8" X 10.5"

- This training workbook invites therapists to broaden and strengthen their motivational interviewing (MI) skills through engagement with MI theory and techniques.
- From leading MI researchers and trainers, step-by-step modules guide readers to apply MI to a personal or professional challenge and systematically reflect on the experience.

Part of the Self-Practice/Self-Reflection Guides for Psychotherapists.

Through practicing therapeutic techniques on themselves (self-practice/SP) and reflecting on the experience (self-reflection/SR), therapists enhance their effectiveness “from the inside out”. Other guides in the series include CBT, ACT, Schema Therapy, and Compassion Focused Therapy.

David B. Rosengren, PhD, helped to establish the Motivational Interviewing Network of Trainers, an international association representing more than 1,500 MI trainers spread across more than 40 countries and six continents.

Lynne H. Johnston, PhD, is member of the MINT and a founding member of MINT UK and Ireland.

Charlotte E. Hilton, PhD, is a Chartered Psychologist in the United Kingdom and is an active member of the MINT and MINT UK and Ireland.

CONTENTS

I. The Journey Ahead

1. An Introduction to Experiencing MI from the Inside Out
2. The Conceptual Framework
3. MI and SP/SR
4. Guidance for Participants
5. Guidance for Facilitators
6. MI Companions for SP/SR Travel

II. MI from the Inside Out

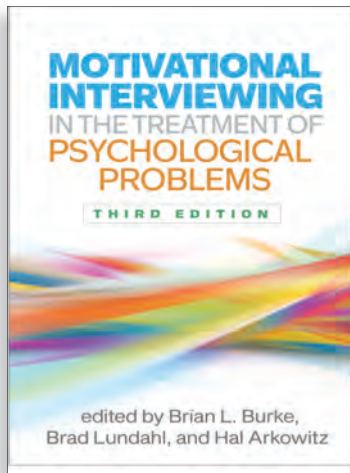
Modules 1 – 22

AUDIENCE Therapists of all levels of experience; also of interest to physicians and coaches.

MOTIVATIONAL INTERVIEWING IN THE TREATMENT OF **PSYCHOLOGICAL PROBLEMS**

THIRD EDITION

edited by Brian L. Burke,
Brad Lundahl, and Hal Arkowitz



Motivational Interviewing in the Treatment of Psychological Problems, Third Edition

Edited by Brian L. Burke, PhD; Brad Lundahl, PhD; and Hal Arkowitz, PhD

JAN 2025 | 330 PAGES | 6" X 9"

- With 75% new material, this clinical describes ways to integrate motivational interviewing (MI) into evidence-based psychotherapy and counseling.
- Readers learn how MI concepts and tools can enhance their foundational skills as helpers—and can be tailored for clients with depression, anxiety disorders, addictions, posttraumatic stress disorder, and other frequently encountered problems.
- New chapters on culturally responsive MI, trauma-informed practices, MI in child welfare, and treating chronic pain and serious mental illness.

CONTENTS

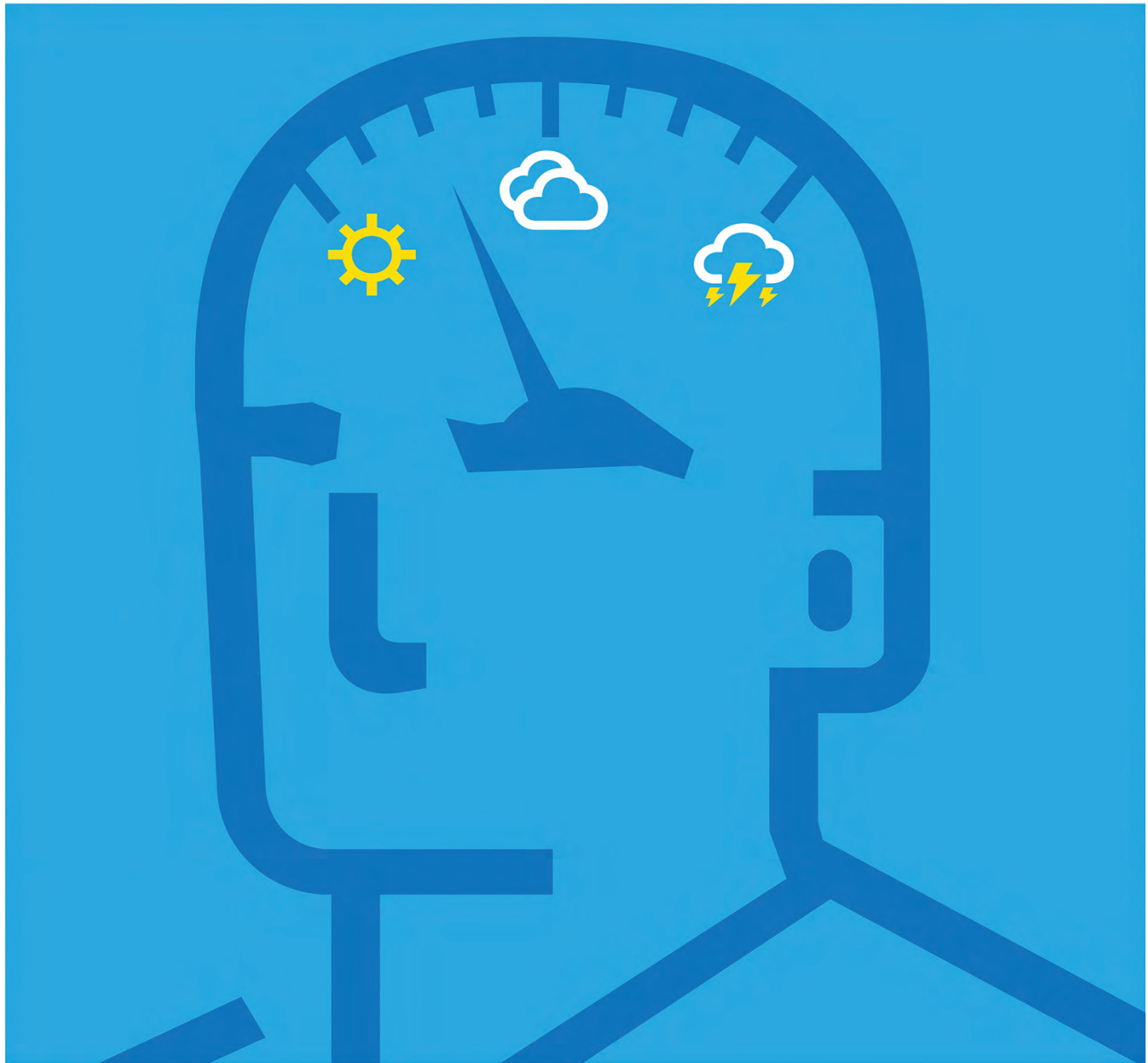
1. Understanding and Applying MI for Psychological Problems
2. Incorporating Culture into the Delivery of MI
3. A Role for MI in the Treatment of Obsessive–Compulsive Disorder
4. Integrating MI into the Treatment of Anxiety
5. Enhancing Motivation in Individuals with Posttraumatic Stress Disorder and Comorbid Substance Use Disorders
6. MI in the Treatment of Depression
7. MI to Address Suicidal Ideation
8. MI in Treating Addictions
9. MI for Gambling Problems
10. MI for Smoking Cessation
11. MI Spirit and Skills in the Trauma-Informed Movement
12. MI and Child Welfare: Rights-Focused Practice
13. Integrating MI into Pain Management Interventions
14. MI in the Treatment of Schizophrenia
15. MI in the Treatment of Psychological Problems: What We Know Now

AUDIENCE Practitioners, trainees, and graduate students in clinical psychology; clinical social work; psychiatric nursing; mental health, substance use, and pastoral counseling; psychiatry; medicine; and allied health fields.

Brian L. Burke, PhD, is Professor of Psychology at Fort Lewis College and is a member of the MI Network of Trainers.

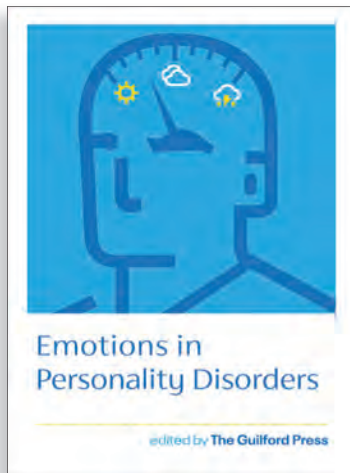
Brad Lundahl, PhD, MSW, is Associate Professor in the College of Social Work at the University of Utah and is a member of the MI Network of Trainers.

Hal Arkowitz, PhD, until his death in 2019, was Emeritus Associate Professor of Psychology at the University of Arizona.



Emotions in Personality Disorders

edited by **The Guilford Press**



Emotions in Personality Disorders

Edited by The Guilford Press

DEC 2025 | 118 PAGES | 7" X 10"

- This volume presents innovative clinical research programs and findings pertaining to emotions in personality disorders.
- With a primary focus on borderline personality disorder (BPD), the book addresses such topics as personality function and emotional change in psychotherapy; shame as a core feature of BPD; and current directions in treatment.

CONTENTS

1. Change of Emotional Experience in Major Depression and Borderline Personality Disorder during Psychotherapy: Associations with Depression Severity and Personality Functioning
2. Exploring the Effectiveness of Dialectical Behavior Therapy versus Systems Training for Emotional Predictability and Problem Solving in a Sample of Patients with Borderline Personality Disorder
3. Maladaptive Fearlessness: An Examination of the Association between Subjective Fear Experience and Antisocial Behaviors Linked with Callous Unemotional Traits
4. Beliefs about Emotion Shift Dynamically alongside Momentary Affect
5. Emotional Dysregulation and Childhood Adversity in Borderline Personality Disorder
6. Shame in Borderline Personality Disorder: Meta-Analysis

Originally published in a Special Supplement of the *Journal of Personality Disorders*, chapters are written by a range of clinical experts.

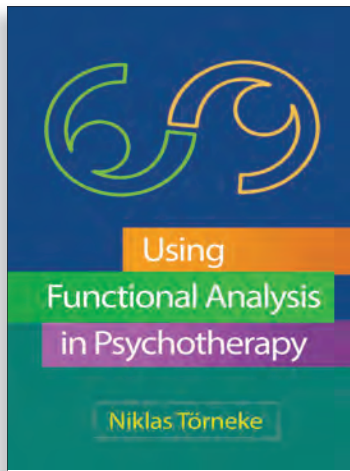
AUDIENCE Psychiatrists, clinical and social psychologists, clinical social workers, counselors, and psychiatric nurses.



Using

Functional Analysis
in Psychotherapy

Niklas Törneke



ONLY AVAILABLE FOR:
Dutch, French, German,
and Korean

Niklas Törneke, MD, is a Swedish psychiatrist and licensed psychotherapist with more than 30 years of clinical experience. He has extensive experience training psychotherapists worldwide, focusing on the use of basic behavioral principles.

Using Functional Analysis in Psychotherapy

Niklas Törneke

Foreword by Stefan G. Hofmann

JAN 2025 | 144 PAGES | 6" X 9"

- This book shows how psychotherapists from any orientation can use functional analysis (FA) to better understand their clients and specifically target the changes that clients seek.
- FA is a core component of such evidence-based treatments as dialectical behavior therapy, acceptance and commitment therapy, and behavioral activation, and is central to the growing movement toward process-based therapies in general.
- This is the English edition of *Vägledning i klinisk funktionell analys*, published in Swedish in 2023 and translated and revised by the author.

CONTENTS

Foreword, Stefan G. Hofmann

1. Historical Notes and a Few Definitions
2. Theory as a Tool
3. Building Cooperation
4. Observational Distancing
5. Finding and Naming the Problematic Strategy
6. Finding and Naming an Alternative Strategy
7. Switching between the Two Arenas
8. Experimentation
9. The Use of Metaphor

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

SECOND EDITION

MUSIC THERAPY

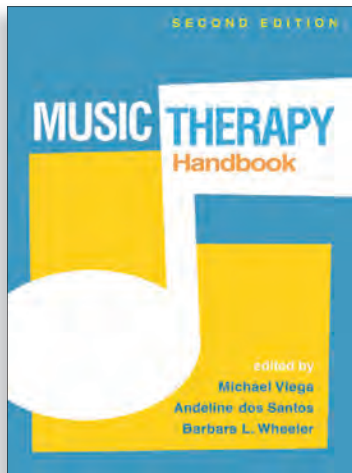
Handbook

edited by

Michael Viega

Andeline dos Santos

Barbara L. Wheeler



Music Therapy Handbook, Second Edition

Edited by Michael Viega, PhD; Andeline dos Santos;
and Barbara L. Wheeler, PhD

JUNE 2025 | 565 PAGES | 7" X 10"

- The Handbook explores using music to foster clients' well-being and recovery, in a broad range of mental health, medical, and community settings.
- With 85% new material, this text has been thoroughly revised with many new contributing authors.
- The second edition has a heightened focus on diversity, equity, inclusion, accessibility, and cultural humility with expanded coverage of working with marginalized communities.

Michael Viega, PhD, LCAT, MT-BC has published and presented internationally on wide ranging topics in the Music Therapy field.

Andeline dos Santos, DMus, MA is Senior Lecturer in Music Therapy and Research Coordinator for the School of the Arts at the University of Pretoria, South Africa.

Barbara L. Wheeler, PhD is Professor Emeritus at Montclair State University and presents and teaches in the United States and internationally.

CONTENTS *HIGHLIGHTED CHAPTERS*

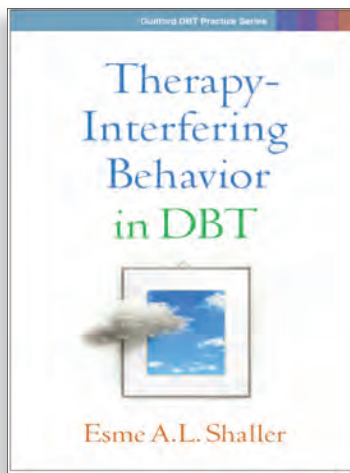
I. Foundational Overview	Facets of Human Diversity
1. Overview of Music Therapy as a Profession	11. Music Therapy and Childhood Development
2. Aesthetics in Music Therapy: Supporting the Creative Impulse to Flourish	12. Music Therapy, Children, and Complex Trauma
II. Approaches to Practice	- Section B. Music Therapy and Mental Health
7. A Framework for Conceptually Locating Music Therapy Practice	18. Music Therapy as a Resource for Mental Health
8. Outcomes in Music Therapy Practice	19. Music Therapy and Substance Use Disorders
III. Music Therapy Practices	
- Section A. Development, Identity, and	

AUDIENCE Music, movement, art, and play therapists; clinical psychologists, social workers, counselors, and psychiatrists, including those working or consulting in health care settings; nurses; graduate students in these fields.

Therapy- Interfering Behavior in DBT



Esme A.L. Shaller



Therapy-Interfering Behavior in DBT

Esme A. L. Shaller, PhD

JAN 2025 | 178 PAGES | 6" X 9"

- Therapy-interfering behavior (TIB) is a key treatment target in dialectical behavior therapy (DBT).
- This book gives clinicians everything they need to assess, understand, and address TIB both in clients and in themselves.
- Therapists learn how to orient clients to TIB and work with it effectively whenever it shows up, using a combination of validation, contingency management, and dialectics.

Esme A. L. Shaller, PhD, is Clinical Professor in the Department of Psychiatry and Behavioral Sciences at the University of California, San Francisco (UCSF). She helped build the Wavefront Dialectical Behavior Therapy (DBT) Clinic, for which she serves as Clinical Director. Both Dr. Shaller and the Wavefront DBT Clinic are certified by the DBT-Linehan Board of Certification. Dr. Shaller is past president of the International Society for the Improvement and Teaching of DBT (ISITDBT)

CONTENTS

1. Destigmatizing and Demystifying Behavior in Skills Class, Coaching Calls, and Family Sessions
2. What Behaviors are Therapy-Interfering Behaviors?
3. The Skills and Principles Needed to Address Therapy-Interfering Behavior
4. Assessing Therapy-Interfering Behavior
5. How to Address Therapy-Interfering Behavior in Your Client
6. Addressing Therapy-Interfering Behavior
7. Using Contingency Management to Address Therapy-Interfering Behavior
8. When and How to Address Therapy-Interfering Behavior in Yourself
9. The Dialectics of Therapy-Interfering Behavior

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

RACIAL TRAUMA

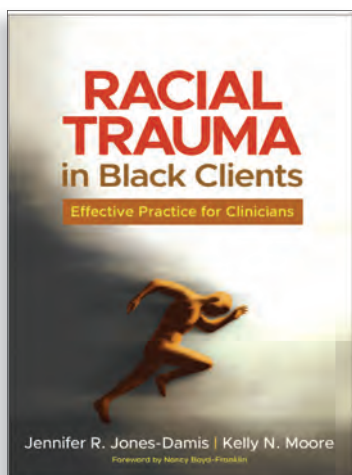
in Black Clients

Effective Practice for Clinicians



Jennifer R. Jones-Damis | Kelly N. Moore

Foreword by Nancy Boyd-Franklin



Racial Trauma in Black Clients

Effective Practice for Clinicians

Jennifer R. Jones-Damis and Kelly N. Moore

Foreword by Nancy Boyd-Franklin

FEB 2025 | 188 PAGES | 6" X 9"

- This book explores how racial stressors affect all aspects of Black clients' lives and offers powerful ways to support healing.
- Therapists and counselors will gain tools for approaching—rather than avoiding—the topic of race in individual therapy and in family, school, and community contexts.
- The book discusses how to incorporate aspects of racial trauma into assessment; validate clients' pain as well as their strengths; and adapt treatments to overcome cultural gaps.

Jennifer R. Jones-Damis, PsyD, is Director of the Counseling Center at Rutgers, The State University of New Jersey. She is an active participant with the National Child Traumatic Stress Network

Kelly N. Moore, PsyD, is Director of the Center for Psychological Services in the Graduate School of Applied and Professional Psychology at Rutgers, The State University of New Jersey. She also has a private practice providing mental health treatment, training, and consultation.

CONTENTS

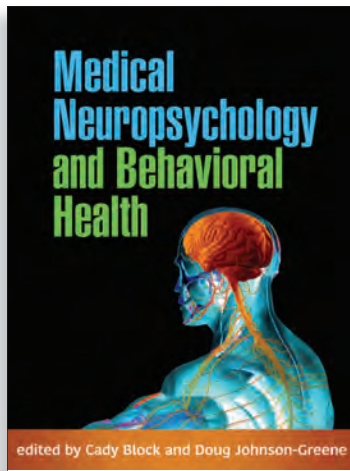
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| I. Racial Trauma in Clinical Settings | in Schools |
| 1. Where Do We Begin?: Racial Trauma and Thinking Beyond Diagnosis | 6. Black and Blue: Working with Law Enforcement |
| 2. Thinking Outside the Box: Treatment Adaptations to Address Racial Trauma | 7. The Talk: Helping Parents and Children with Racial Trauma |
| 3. Awareness in Action: Understanding the Barriers and Facilitators to Treatment Seeking | III. Healing from Racial Trauma |
| 4. Preparing the Next Generation: Culturally Responsive Supervision | 8. Healer, Heal Me: Healing Clients from Racial Trauma |
| II. Racial Trauma in Community Settings | 9. Healer, Heal Thyself: Vicarious Racial Trauma and Self-Care |
| 5. Pen or Pencil: Addressing Racial Trauma | |

AUDIENCE Psychologists, psychiatrists, social workers, counselors, and psychiatric nurses; graduate students and trainees..

Medical Neuropsychology and Behavioral Health



edited by Cady Block and Doug Johnson-Greene



Medical Neuropsychology and Behavioral Health

Edited by Cady Block, PhD and Doug Johnson-Greene, PhD

Foreword by Kenneth Adams

MAY 2025 | 398 PAGES | 7" X 10"

- This volume provides a comprehensive overview of key body systems and behavioral health and lifestyle issues that can impact neuropsychological functioning.
- Chapters organized around major bodily systems examine neurocognitive impairments associated with prevalent health conditions and their treatments.
- Chapters on lifestyle behaviors and habits explore the neurocognitive impact of sleep and fatigue, nutrition and weight, acute and chronic pain (and the use of opioid analgesics), personality and temperament, and substance misuse.

CONTENTS

- | | |
|-----------------------------------|-------------------------------------|
| I. Bodily Systems | II. Behavioral Health and Lifestyle |
| 1. Cardiovascular | 7. Arousal, Sleep, and Fatigue |
| 2. Respiratory | 8. Weight and Nutrition |
| 3. Endocrine and Metabolic | 9. Acute and Chronic Pain |
| 4. Digestive, Renal, and Hepatic | 10. Alcohol and Substance Use |
| 5. Immune/Lymphatic I—Autoimmune | 11. Personality and Temperament |
| 6. Immune/Lymphatic II—Infectious | |

AUDIENCE Neuropsychologists; clinical, rehabilitation, and health psychologists; psychiatrists; gerontologists; nurses; and allied health professionals.

Cady Block, PhD, ABPP-CN has held leadership roles in national and international neuropsychological societies. She is a member of the board of KnowNeuropsychology, an international neuropsychology education/training initiative, and serves as Co-Director of New2Neuropsychology.

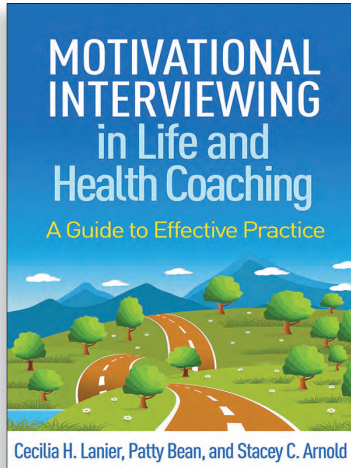
Doug Johnson-Greene, PhD is a Diplomate of the American Board of Professional Psychology in the areas of Clinical Psychology, Rehabilitation Psychology, and Clinical Neuropsychology, and is a Fellow of the National Academy of Neuropsychology.

MOTIVATIONAL INTERVIEWING in Life and Health Coaching

A Guide to Effective Practice



Cecilia H. Lanier, Patty Bean, and Stacey C. Arnold



Motivational Interviewing in Life and Health Coaching

A Guide to Effective Practice

Cecilia H. Lanier, Patty Bean, and Stacey C. Arnold

SEPT 2024 | 296 PAGES | 6 X 9

- Shows how motivational interviewing (MI) can be infused into health and wellness coaching and life coaching to help clients clarify and achieve their goals.
- The authors concisely explain how the MI spirit, method, and skills mesh perfectly with professional coaching standards and core competencies. .
- Includes concrete examples, sample dialogues that illustrate ways to use MI in coaching conversations, and learning questions and activities. The companion website features 20 downloadable handouts plus an overview of research support for coaching with MI

Cecilia H. Lanier, MEd, is a National Board-Certified Health and Wellness Coach.

Patty Bean is a Nebraska-based, Internal Family Systems-informed coach and licensed massage therapist in private practice.

Stacey C. Arnold is a Functional Medicine Certified Health Coach and National Board-Certified Health and Wellness Coach in private practice in Georgia.

CONTENTS

I. Coach-Approach Parallels with Motivational Interviewing

1. What Is Coaching?
2. Evidence for Coaching with Motivational Interviewing
3. What Is Motivational Interviewing?

II. Practicing Motivational Interviewing in Coaching

4. The Engaging Task and the Four Core Motivational Interviewing Skills
5. The Focusing Task
6. Evoking Motivation
7. How to Evoke

8. Sharing Information and Advice
9. Evoking and Responding to Discord
10. Evoking Hope and Confidence
11. Coaching with Neutrality
12. Planting Seeds of Discrepancy
13. The Planning Task

III. Building Skill and Improving Motivational Interviewing in Coaching

14. Putting It All Together
15. Learning and Improving Coaching with Motivational Interviewing

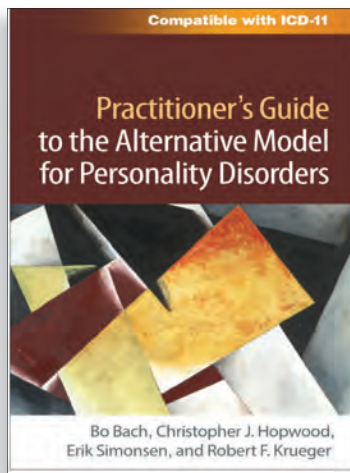
AUDIENCE Life, health, and wellness coaches; also of interest to coaches in other specialty areas, health educators, behavioral health consultants, and counselors.

Compatible with ICD-11

Practitioner's Guide to the Alternative Model for Personality Disorders



Bo Bach, Christopher J. Hopwood,
Erik Simonsen, and Robert F. Krueger



Practitioner's Guide to the Alternative Model for Personality Disorders

Bo Bach, PhD; Christopher J. Hopwood, PhD; Erik Simonsen, PhD; and Robert F. Krueger, PhD

JAN 2025 | 302 PAGES | 6" X 9"

- The Alternative Model of Personality Disorders (AMPD) is a model for diagnosing personality disorders in the (DSM-5).
- This book offers the first comprehensive guide to using the AMPD) in clinical practice.
- The authors explain how the AMPD weaves together evidence-based assessment of personality functioning and traits to provide a dimensional understanding of the client, and makes it easier to personalize care.

CONTENTS

I. Understanding the Client's Personality	7. Treatment planning, Psychotherapy, and Evaluation
1. How Can the Alternative Model of Personality Disorders Support Our Clinical Work?	III. Specific Clinical Applications of the AMPD
2. Levels of Personality Functioning	8. Application with Neurotic and Restrictive Patterns
3. Personality Traits	9. Application with Dramatic and Negative Patterns
4. General Human Factors and Whole-Person-Assessment	10. Application with Impulse-Control Problems and Addictions
II. Psychological Treatment Informed by the AMPD	11. Application with Psychopathy and Forensic Evaluation
5. Assessment and Reporting in Clinical Practice	12. Application with Other Persistent Mental Disorders
6. Providing Feedback and Forming Alliance	

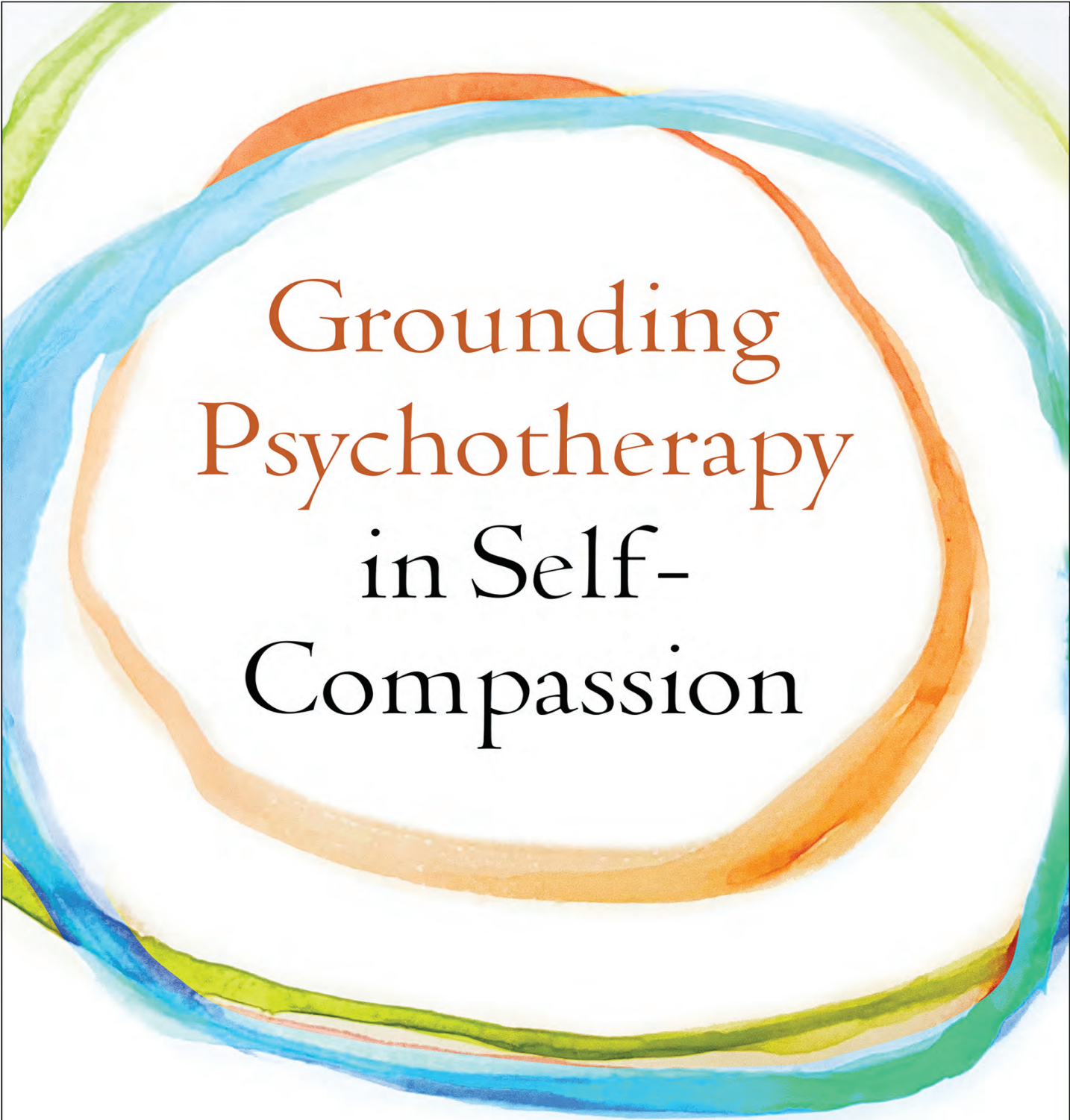
AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, counselors, and psychiatric nurses.

Bo Bach, PhD, is Clinical Professor at Univ. of Copenhagen, and leads the Center for Personality Disorder Research in Slagelse Psychiatric Hospital, Denmark.

Christopher J. Hopwood, PhD, is Professor at the Univ. of Zurich, Switzerland.

Erik Simonsen PhD, MD, is Professor Emeritus at Univ. of Copenhagen.

Robert F. Krueger, PhD, is Distinguished McKnight Univ. Professor at the University of Minnesota.

A large, abstract graphic composed of several overlapping, hand-painted circular bands in shades of blue, orange, and green, creating a sense of depth and movement. The bands are thick and have a soft, watercolor-like texture.

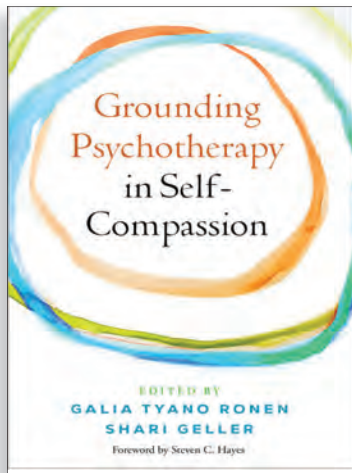
Grounding Psychotherapy in Self- Compassion

EDITED BY

GALIA TYANO RONEN

SHARI GELLER

Foreword by Steven C. Hayes



Grounding Psychotherapy in Self-Compassion

Edited by Galia Tyano Ronen and Shari Geller, PhD

Foreword by Steven C. Hayes

FEB 2025 | 406 PAGES | 6" X 9"

- This book presents innovative ways to infuse self-compassion into psychotherapy.
- The chapters in this book discuss what self-compassion is, evidence for its effectiveness in mental health treatment, and how to integrate it into clinical work focused on specific psychological problems.
- The contributors to the book include some of the most prominent and authoritative writers on this topic in the field: Germer, Gilbert, Pollak, Hickman, Shapiro, Siegel, Roemer, and Geller.

Galia Tyano Ronen, MA, LCP, a licensed clinical psychologist in private practice in Israel. She is responsible for the translation of the MSC program into Hebrew and for creating a bilingual MSC course for Arabs and Jews.

Shari Geller, PhD, is founder and co-director of the Centre for MindBody Health in Toronto. She is chair of the Membership and Networking Committee of the International Society for Emotion Focused Therapy.

CONTENTS *HIGHLIGHTED CHAPTERS*

I. Self-Compassion as a Change Process	Mindset
1. A Model of Self-Compassion-Based Therapy	III. Applications of Self-Compassion in Psychotherapy
2. Compassion and Self-Compassion: A Biopsychosocial and Evolutionary Approach	11. Self-Compassion for Shame in Psychotherapy
II. A Self-Compassion-Based Clinician: What Shapes and Informs Practice	12. Alcoholism, Addictions, and Self-Compassion
6. Exploring the Interplay between Therapeutic Presence and Self-Compassion in Psychotherapy	13. Compassion and Self-Compassion for Depression
7. The Power of a Self-Compassionate	19. Mindfulness and Self-Compassion for Chronic Pain

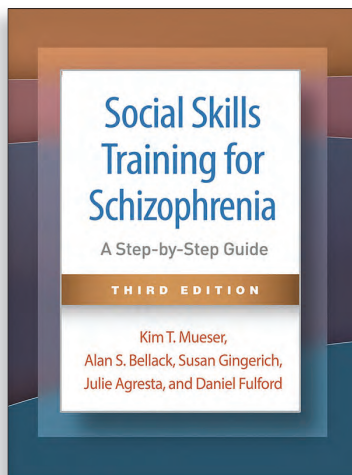
AUDIENCE Professionals interested in mindfulness-based approaches in mental health, including clinical psychologists, psychiatrists, clinical social workers, mental health and pastoral counselors, and psychiatric nurses.

Social Skills Training for Schizophrenia

A Step-by-Step Guide

THIRD EDITION

Kim T. Mueser,
Alan S. Bellack, Susan Gingerich,
Julie Agresta, and Daniel Fulford



Social Skills Training for Schizophrenia, Third Edition

A Step-by-Step Guide

Kim T. Mueser, PhD; Alan S. Bellack, PhD; Susan Gingerich; Julie Agresta; and Daniel Fulford, PhD

SEPT 2024 | 424 PAGES | 8 X 10

“Any clinician, regardless of experience level, who is interested in providing social skills training to individuals with schizophrenia—or to their families—will find a wealth of practical, clinically and empirically sound information.”

—Bulletin of the Menninger Clinic (on the second edition)

Kim T. Mueser, PhD, is Professor at Boston University (BU), and Adjunct Professor at Dartmouth.

Alan S. Bellack, PhD, ABPP, until his retirement in 2013, was Professor at the University of Maryland School of Medicine.

Susan Gingerich, MSW, has worked with individuals with schizophrenia and their family members since the 1980s.

Julie Agresta, MEd, LCSW, is a licensed clinical social worker in private practice.

Daniel Fulford, PhD, is Associate Professor at Boston University

- Social skills training (SST) is a highly effective, recovery-oriented intervention for people with serious mental illness; the third edition of this complete manual has been significantly revised with over 60% new material
- Designed for clients suffering from schizophrenia, other forms of psychosis, and generally for those with severe and chronic (debilitating) mental disorders.
- SST can be implemented by a range of providers in diverse clinical and community settings. Includes guidance for selecting skills to teach based on participants’ needs, and tips for overcoming roadblocks.

CONTENTS

- Foreword, Patrick D. McGorry
- I. Principles, Research, and Assessment
- II. Teaching Social Skills
- III. Special Populations, Settings, and Needs
- IV. Curricular Skill Sheets for Group Leaders

AUDIENCE Clinical psychologists, social workers, rehabilitation counselors, psychiatrists, psychiatric nurses, and occupational therapists.

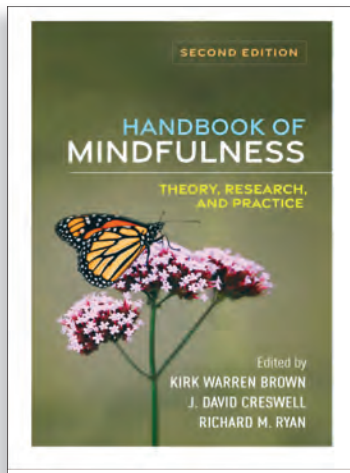
SECOND EDITION

HANDBOOK OF MINDFULNESS

THEORY, RESEARCH,
AND PRACTICE



Edited by
KIRK WARREN BROWN
J. DAVID CRESWELL
RICHARD M. RYAN



Handbook of Mindfulness, Second Edition

Theory, Research, and Practice

Edited by Kirk Warren Brown, PhD; J. David Creswell, PhD;
and Richard M. Ryan, PhD

APRIL 2025 | 418 PAGES | 7" X 10"

- This handbook on the science of mindfulness in psychology is now in a significantly revised with 75% new material.
- This reference offers researchers, practitioners, and students a current view of the scientific work being done on mindfulness and its application.
- It presents work on the neurobiological, cognitive, emotional, and interpersonal mechanisms and effects of meditative practices.

CONTENTS

- I. Historical and Conceptual Overview of Mindfulness
- II. Mindfulness in the Context of Contemporary Psychological Theory, Research, and Practice
- III. Basic Science of Mindfulness
- IV. Mindfulness Interventions for Healthy Populations
- V. Mindfulness Interventions for Clinical Populations

AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, counselors, and psychiatric nurses; social, personality, and health psychologists; also of interest to scholars in religious studies.

“This book appears to be a major feat in the industry...seldom does one see something this complete, detailed, well balanced by the editors, informative, solid, and reliable in not pandering to the spiritual, but rather in answering the questions it set out to address: the nature of the theory, research, and practice of mindful interventions. It belongs on your shelf.”

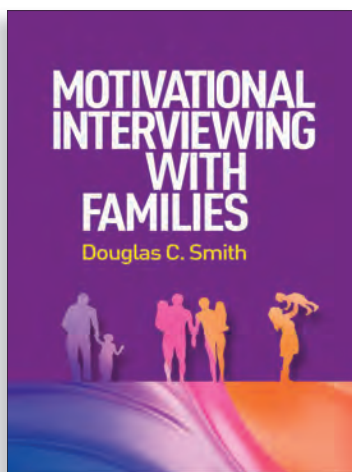
—Metapsychology Online Reviews (on the first edition)

Family & Child Therapy

MOTIVATIONAL INTERVIEWING WITH FAMILIES

Douglas C. Smith





Motivational Interviewing with Families

Douglas C. Smith, PhD

JUNE 2025 | 242 PAGES | 6" X 9"

- The first comprehensive guide to adapting MI skills to engage families in therapy to help them change and grow.
- Makes best use of MI in providing therapy or other services to families that are struggling with any of a variety of problems or challenges
- Extensive annotated sample dialogues show how MI can be integrated with any therapy approach for families struggling with mental health problems, addictions, relationship challenges, difficult life transitions, or other concerns.

Douglas C. Smith, PhD, LCSW, is Professor of Social Work at the University of Illinois at Urbana–Champaign. He is a member of the Motivational Interviewing Network of Trainers (MINT) and co-chair of MINT's Professional Development Committee.

CONTENTS

- | | |
|---|--|
| I. The Basics | 8. Change Talk among Families |
| 1. Introduction | 9. Engaging Families with Motivational Interviewing |
| 2. Overview of Motivational Interviewing | 10. Focusing, Evoking, and Planning in Family Work |
| 3. The Spirit of Motivational Interviewing | 11. Motivational Sendoffs |
| 4. ROARS Skills | III. Family-Centered Motivational Interviewing Research |
| 5. Working with Ambivalence | 12. Families Raising and Launching Children, with Alex Lee |
| II. Using Motivational Interviewing with Families | 13. Families with Established and Older Adults |
| 6. Moving toward Integration of Motivational Interviewing and Family Work | |
| 7. Advanced Issues in Using ROARS with Families | |

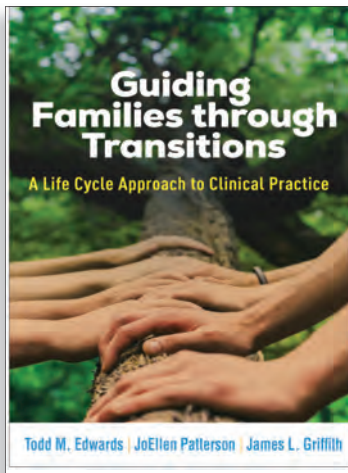
AUDIENCE Clinical psychologists, social workers, couple and family therapists, mental health and pastoral counselors, psychiatrists, and psychiatric nurses; graduate students and instructors.



Guiding Families through Transitions

A Life Cycle Approach to Clinical Practice

Todd M. Edwards | JoEllen Patterson | James L. Griffith



Guiding Families through Transitions

A Life Cycle Approach to Clinical Practice

Todd M. Edwards, PhD; JoEllen Patterson, PhD; and James L. Griffith

MARCH 2025 | 312 PAGES | 6" X 9"

- A clinical resource that offers therapists strategies to support families through life's changes involving biological, psychological, interpersonal, social, and intergenerational processes.
- Chapters explore typical life cycle stages—couple formation, parenthood, adolescence, young adulthood and midlife, and later life—and describe treatment principles for common family challenges.
- The book normalizes developmental strains and underscores the significance of flexibility, adaptability, and resilience through adversity.

Todd M. Edwards, PhD is Professor at the Univ of San Diego and Editor of the International Journal of Systemic Therapy.

JoEllen Patterson, PhD, LMFT, is Professor at the University of San Diego.

James L. Griffith, MD, is Professor of Psychiatry and Neurology at the George Washington University (GW) School of Medicine and Health Science.

CONTENTS

I. Conceptual Foundations	Midlife
1. The Contexts of Time and System	8. Elderhood
2. The Family as an Interactive System	III. Life Cycle Disruptions and Diverse Family Forms
II. Life Cycle Transitions	9. Separation and Divorce
3. Committed and Marital Relationships	10. Single-Parent Families and Stepfamilies
4. The Transition to Parenthood	11. Coping with a Chronic Illness
5. Risk And Resilience in Childhood: The Impact of Family Life	12. Loss, Death, and Grief
6. Adolescents and Their Parents in a Highly Connected World	
7. Emerging Adults and Their Parents at	

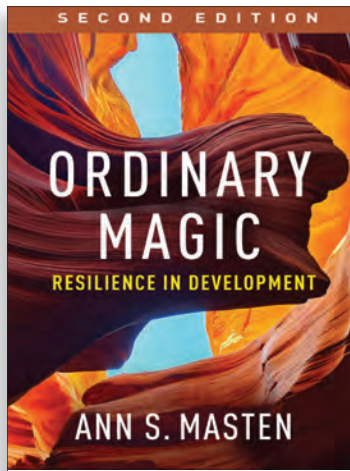
AUDIENCE Clinical psychologists, social workers, couple and family therapists, mental health and pastoral counselors, psychiatrists, and psychiatric nurses; graduate students and instructors.

SECOND EDITION

ORDINARY MAGIC

RESILIENCE IN DEVELOPMENT

ANN S. MASTEN



Ordinary Magic, Second Edition

Resilience in Development

Ann S. Masten, PhD

MAY 2025 | 438 PAGES | 6" X 9"

- Masten provides new evidence on resilience in the contexts of ongoing threats to human development, such as the pandemic; intergenerational trauma and resilience in the context of structural injustice; climate change; and, threats posed by war, disaster, and poverty.
- Masten updates coverage on neurobiology as well as the crucial ways that families, schools, cultures, and communities foster resilience for children.
- Using vivid case examples from global research, Masten illuminates the multisystem protections and processes that nurture and protect human development despite adversity.

CONTENTS

1. Introduction
2. Models and Methods of Research on Resilience
- II. Studies of Individual Resilience
3. Resilience in a Community Sample: The Project Competence Longitudinal Study
4. Overcoming Disadvantage and Economic Crisis: Children Experiencing Homelessness
5. Mass Trauma and Extreme Adversities: Resilience in War, Terrorism, and Disaster
- III. Adaptive Systems in Resilience
6. The Short List and Implicated Adaptive Systems
7. The Neurobiology of Resilience
8. Resilience in the Context of Families and Family Resilience
9. Resilience in the Context of Schools
10. Resilience in the Context of Culture and Community
- IV. Moving Forward: Implications for Action and Future Research
11. A Resilience Framework for Action
12. Conclusions: Takeaways, Controversies, and New Horizons

AUDIENCE Researchers, students, and practitioners in developmental, child clinical, counseling, and educational psychology; human development and family science; social work; nursing; psychiatry; and education.

Ann. S. Masten, PhD is an internationally known expert on resilience in human development. Dr. Masten is an elected member of the American Academy of Arts and Sciences, a past president of the Society for Research in Child Development.

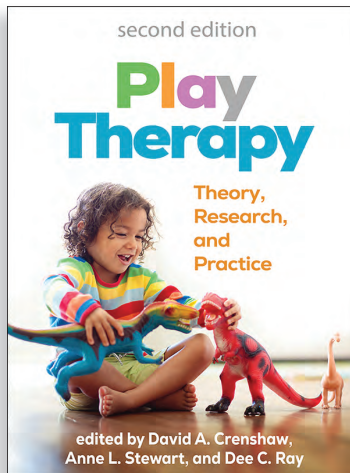
second edition

Play Therapy

Theory,
Research,
and
Practice



edited by David A. Crenshaw,
Anne L. Stewart, and Dee C. Ray



Play Therapy, Second Edition

Theory, Research, and Practice

Edited by David A. Crenshaw, PhD; Anne L. Stewart, PhD; and Dee C. Ray, PhD

DEC 2024 | 587 PAGES | 7 X 10

“Play is nature’s balm—it heals, builds, produces insights, and is the foundation for psychological resilience. Here we have an extraordinarily comprehensive, wonderfully written compendium of theory, practice, and research on the therapeutic uses of play.”

—Peter Gray, PhD, Boston College

David A. Crenshaw, PhD, is a Fellow of the American Psychological Association (APA), the APA Division of Child and Adolescent Psychology, and the American Academy of Clinical Psychology.

Anne L. Stewart, PhD, has written and presented worldwide, and has partnered with colleagues in government organizations, universities, and nongovernmental organizations.

Dee C. Ray, PhD, is Co-Director of the Center for Play Therapy at the University of North Texas.

- 85% new material; this revision provides comprehensive coverage of the play therapy field, including theory, approaches, and clinical populations.
- Provides expert chapters on new, cutting-edge and ‘cogent’ topics, such as racial trauma, as well as new ways of doing therapy, such as telehealth.
- Brings together leading play therapists to describe clinical approaches and applications, and to summarize the play therapy research base, including compelling findings from neuroscience.

CONTENTS

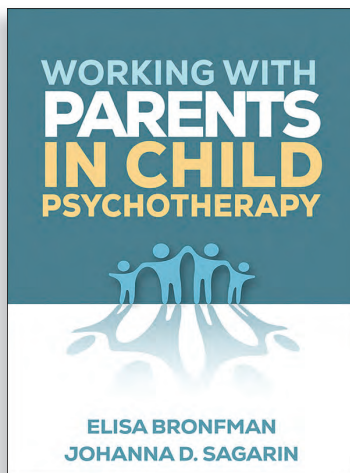
- Foreword, Stuart Brown
- I. Seminal Theories of Play Therapy
- II. Approaches to Play Therapy
- III. Cogent Issues in Play Therapy
- IV. Play Therapy with Special Populations

AUDIENCE Play, art, and other expressive therapists; clinical psychologists, social workers, and counselors working with children, adolescents, and families

**WORKING WITH
PARENTS
IN CHILD
PSYCHOTHERAPY**



**ELISA BRONFMAN
JOHANNA D. SAGARIN**



Working with Parents in Child Psychotherapy

Elisa Bronfman, PhD and Johanna D. Sagarin, PhD

NOV 2024 | 274 PAGES | 7 X 10

- Grounded in decades of clinical experience, this practical book presents a framework for delivering parent guidance as a stand-alone intervention or adjunct to child therapy.
- The authors present flexible coaching strategies to enhance family relationships and parenting skills to find new solutions to struggles around discipline, homework, bedtime, meals, screen time, and other daily routines.
- Assessment, treatment planning, clinical decision making, and progress monitoring are all discussed in step-by-step detail.

Elisa Bronfman, PhD, Boston Children's Hospital, is also Assistant Professor in the Department of Psychiatry at Harvard Medical School. She provides training nationally and internationally.

Johanna D. Sagarin, PhD, is Assistant Professor in at Assumption University. In this setting, she helped develop specialized programs in grief and in working with LGBTQIA+ youth and their families.

CONTENTS

- Introduction: An Integrative Approach to Parent Guidance
- I. Foundations of Parent Guidance
- II. What You Need to Know to Choose Effective Parent Guidance and Develop Parenting Skills
- III. Choosing and Using Treatment Strategies: Intervening with Common Problems
- IV. Making the Most of Your Behavioral Interventions
- V. Specific Problems in the Caregiver
- VI. When Something Goes Wrong: Potential Pitfalls in Parent Guidance
- VII. PACT in Action

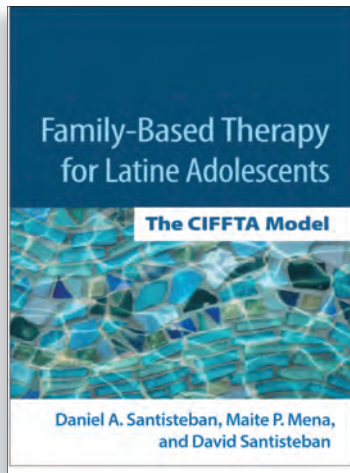
AUDIENCE Clinical child/adolescent psychologists, counselors, social workers, psychiatrists, and psychiatric nurses; also of interest to pediatricians and allied health professionals.

Family-Based Therapy for Latine Adolescents

The CIFFTA Model



**Daniel A. Santisteban, Maite P. Mena,
and David Santisteban**



Family-Based Therapy for Latine Adolescents

The CIFFTA Model

Daniel A. Santisteban, PhD; Maite P. Mena; and David Santisteban, PhD

JUNE 2025 | 254 PAGES | 6" X 9"

- This book bridges the gap between evidence-based and culturally informed adolescent and family therapy by presenting Culturally Informed and Flexible Family-Based Treatment for Adolescents (CIFFTA).
- The authors explore the unique challenges facing Latine youth and families—including immigration- and acculturation-related stressors and minoritization—as well as culturally based sources of resilience.

Daniel A. Santisteban, PhD, is Cofounder and Director of Research at Training and Implementation Associates and Professor Emeritus at the University of Miami.

Maite P. Mena, is Research Assistant Professor in the School of Education and Human Development at the Univ. of Miami.

David Santisteban, PhD, is Cofounder of Training and Implementation Associates, which supports mental health professionals, treatment agencies, and funding agencies in meeting complex implementation challenges.

CONTENTS

- | | |
|---|--|
| I. Foundations of Latine Youth and Family Treatment | 6. CIFFTA Therapy with the Entire Family |
| 1. The Treatment of Latine Youth and Families | 7. CIFFTA's Psychoeducational and Modular Component |
| 2. The Latine Experience: Unique Stressors, Resilience, and Tools for Systematic Assessment | 8. Case Examples Showing CIFFTA in Action |
| 3. Foundations of Effective Treatment of Latine Youth and Families | III. Broader Clinical Considerations |
| II. CIFFTA Practice Guide | 9. Training, Implementation, and Sustainability |
| 4. Preparing the Ground for CIFFTA Implementation | 10. Extensions to New Populations, Unique Applications, and Future Directions for CIFFTA |
| 5. CIFFTA Individual Therapy with the Adolescent | |

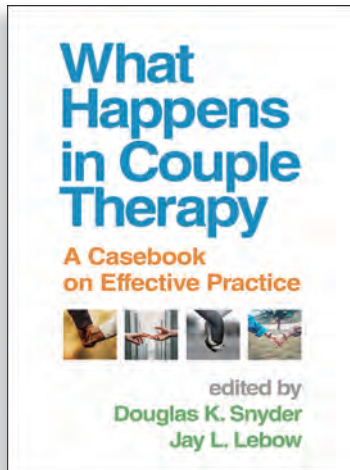
AUDIENCE Clinical psychologists, psychiatrists, clinical social workers, counselors, and psychiatric nurses; leaders in health care or social service organizations; graduate students and trainees.

What Happens in Couple Therapy

**A Casebook
on Effective Practice**



edited by
Douglas K. Snyder
Jay L. Lebow



What Happens in Couple Therapy

A Casebook on Effective Practice

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

JULY 2024 | 344 PAGES | 7 X 10

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

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

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

CONTENTS

- | | |
|--|--|
| 1. Journeys with Master Clinicians | 10. Mexican Transnational Couples |
| 2. Emotion-Focused Therapy for Couples | 11. Intercultural and Interfaith Couples |
| 3. Integrative Couple Therapy with a Surprising Twist | 12. Queer Relationships |
| 4. Enduring Personality Dysfunctions | 13. Couple Therapy with Older Adults |
| 5. Gottman Method Couple Therapy and Healing from Betrayal | 14. The Transition to Parenthood |
| 6. Neurobiological Approach | 15. Military and Veteran Couples |
| 7. Common Factors in Couple Therapy | 16. Couple Therapy and Sexuality |
| 8. Counseling with a Couple on the Brink | 17. Couple Therapy and Spirituality |
| 9. The Intersection of Race and Class | 18. Couples Encountering Serious Illness |

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

Education & School Psychology

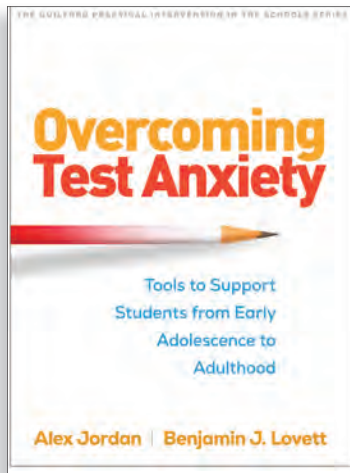
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

Overcoming Test Anxiety



Tools to Support
Students from Early
Adolescence to
Adulthood

Alex Jordan | Benjamin J. Lovett



Overcoming Test Anxiety

Tools to Support Students from Early Adolescence to Adulthood

Alex Jordan, PhD and Benjamin J. Lovett, PhD

FEB 2025 | 208 PAGES | 8" X 10.5"

- This book offers school and clinical professionals a comprehensive approach to addressing test anxiety in students from ages 11 to adulthood.
- Combines acceptance-based behavior therapy interventions with practical strategies for improving study skills and enhancing test performance.
- Helps with managing anxiety symptoms, improving study skills, and building adaptive academic functioning to improve test performance.

Alex Jordan, PhD, is a psychologist in private practice in Belmont, Massachusetts, and at McLean Hospital, and is Lecturer in Psychiatry at Harvard Medical School.

Benjamin J. Lovett, PhD, is Professor of Psychology and Education at Teachers College, Columbia University. Most of his research and clinical/consulting work revolves around testing and assessment, including the nature and management of test anxiety.

CONTENTS

- | | |
|---|--------------------------------|
| I. Understanding Test Anxiety | 5. Treatment Overview |
| 1. The Nature of Test Anxiety | 6. Learning about Test Anxiety |
| 2. Test Anxiety Matters—But Not in the Way Students Think | 7. Mastering Bodily Anxiety |
| 3. Clinical Assessment | 8. Focusing the Mind |
| 4. Intervention Research | 9. Studying for Success |
| II. Treating Test Anxiety | 10. Doing Your Best on Tests |

AUDIENCE School psychologists, counselors, and social workers; mental health professionals working with adolescents and young adults; also of interest to learning specialists, tutors, and test preparation professionals.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

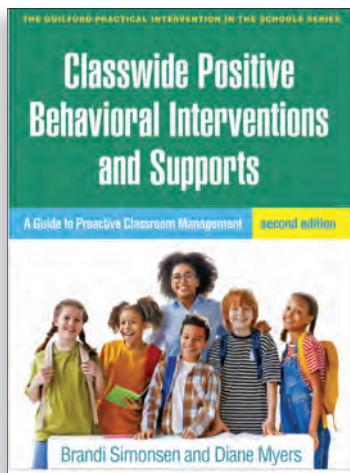
Classwide Positive Behavioral Interventions and Supports

A Guide to Proactive Classroom Management

second edition



Brandi Simonsen and Diane Myers



Classwide Positive Behavioral Interventions and Supports, Second Edition

A Guide to Proactive Classroom Management

Brandi Simonsen PhD, and Diane Myers, PhD

FEB 2025 | 242 PAGES | 8" X 10.5"

- The established classroom resource, written by leaders in positive behavioral interventions and supports (PBIS).
- The authors provide a classroom management and behavior support toolkit with a primary focus on universal (Tier 1) support.
- The book provides step-by-step guidelines for structuring the classroom environment, actively engaging students in instruction, setting clear expectations, and implementing strategies to reinforce positive behavior.

CONTENTS

- | | |
|---|--|
| 1. Foundations of Classwide Positive Behavioral Interventions and Supports | Behavior |
| I. PBIS Foundations and Basic Principles | 8. Implement a Continuum of Strategies to Decrease Contextually Inappropriate Behavior |
| 2. Behavioral Principles at Work in PBIS | III. Additional Tiers of Support for Students |
| 3. Tier 1 Schoolwide PBIS | 9. Overview of Tier 2 Supports in Your School and Classroom |
| 4. Introduction to Classwide PBIS: Focus on Equity, Outcomes, Data, and Systems | 10. Overview of Tier 3 Supports in Your School and Classroom |
| II. Classwide PBIS Practices | 11. Conclusion: Where Do We Go from Here? |
| 5. Create an Inclusive, Predictable, Safe, and Engaging Classroom | |
| 6. Establish and Teach Positively Stated Norms or Expectations | |
| 7. Implement a Continuum of Strategies to Increase Contextually Appropriate | |

AUDIENCE School psychologists, classroom teachers (general and special ed), administrators, PBIS trainers and coaches, behavior specialists, school counselors, school social workers; graduate students in these areas.

Brandi Simonsen, PhD, is Professor in the Department of Educational Psychology and Co-Director of the Center for Behavioral Education and Research at the University of Connecticut.

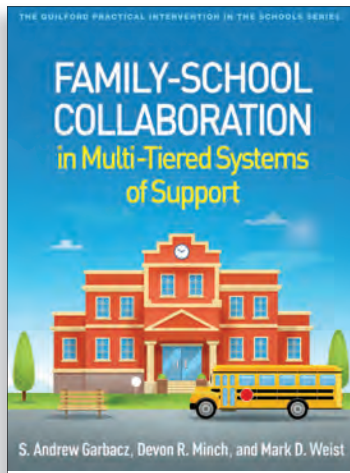
Diane Myers, PhD, is Senior Vice President of Special Education for Specialized Education Services, Inc.

THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

FAMILY-SCHOOL COLLABORATION in Multi-Tiered Systems of Support



S. Andrew Garbacz, Devon R. Minch, and Mark D. Weist



Family-School Collaboration in Multi-Tiered Systems of Support

S. Andrew Garbacz, PhD; Devon R. Minch, PhD; and Mark D. Weist, PhD

Foreword by Kelly Henderson

FEB 2025 | 210 PAGES | 8" X 10.5"

- This resource provides an equity-focused, culturally responsive framework for embedding family collaboration within multi-tiered systems of support (MTSS).
- The field-leading authors present best practices for involving families in data-based decision making and problem solving at Tiers 1, 2, and 3.
- Provides implementation guides, practitioner vignettes, candid parent quotations, and reproducible checklists, forms, and sample scripts.

CONTENTS

1. Core Features of Family–School Collaboration and Multi-Tiered Systems of Support
2. Equity in Family–School Collaboration
3. Fostering Equity-Oriented Family–School Collaboration toward Culturally Responsive MTSS
4. Assessment in Family–School Collaboration
5. Building Family–School–Community Partnerships within Tier 1 of Schools’ MTSS
6. Embedding Family–School Collaboration in Tier 2 Systems and Practices
7. Family–School Partnerships at Tier 3
8. Overcoming Challenges to Family Engagement and Leadership in Schools’ MTSS
9. District Considerations for Building Capacity to Increase Family–School Collaboration
10. From Theory to Practice: Successful Family–School Collaboration in Schools

AUDIENCE

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

S. Andrew Garbacz, PhD, is Associate Professor in the Department of Educational Psychology at the University of Wisconsin–Madison.

Devon R. Minch, PhD, is Implementation Specialist at the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill.

Mark D. Weist, PhD, is Professor of Clinical–Community and School Psychology at the University of South Carolina.

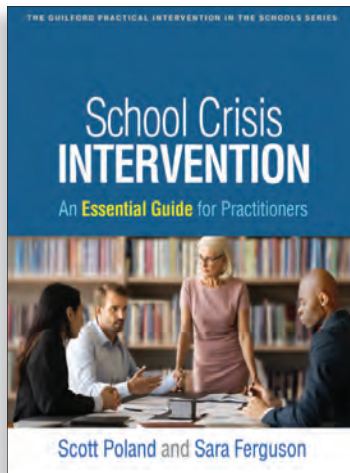
THE GUILFORD PRACTICAL INTERVENTION IN THE SCHOOLS SERIES

School Crisis INTERVENTION

An **Essential Guide** for Practitioners



Scott Poland and Sara Ferguson



School Crisis Intervention

An Essential Guide for Practitioners

Scott Poland and Sara Ferguson

JAN 2025 | 282 PAGES | 8" X 10.5"

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

CONTENTS

- | | |
|---|--|
| 1. Introduction | II. Considerations in Responding |
| I. Crisis Responses and Interventions | 8. The Aftermath and the Return to School |
| 2. Crisis Preparedness: Getting Ahead of a Crisis | 9. Ensuring Your Team Secures the Right Supports |
| 3. General Response for Serious Crises at Your School | 10. Diversity, Equity, Inclusion, and Belonging |
| 4. Unexpected Death | 11. Ethical and Legal Issues |
| 5. Suicide | 12. Final Thoughts and Future Directions |
| 6. School Violence | |
| 7. Natural Disasters | |

AUDIENCE

School psychologists, social workers, guidance counselors, and other school personnel working with children ages 5–17 (grades K–12); school administrators.

Scott Poland, EdD, is Professor in the College of Psychology and Director of the Suicide and Violence Prevention Office at Nova Southeastern University.

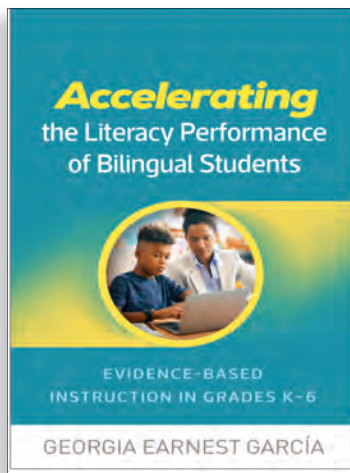
Sara Ferguson, PsyD, is a clinical psychologist who provides psychotherapy and psychological assessment services to at-risk youth in a South Florida private practice.

Accelerating the Literacy Performance of Bilingual Students



EVIDENCE-BASED
INSTRUCTION IN GRADES K-6

GEORGIA EARNEST GARCÍA



Accelerating the Literacy Performance of Bilingual Students

Evidence-Based Instruction in Grades K-6

Georgia Earnest García, PhD

JAN 2025 | 252 PAGES | 6" X 9"

- This highly practical volume presents ways teachers and schools can accelerate literacy achievement with bilingual students, ages 6-12, in both English and their home languages.
- The author shares innovative instructional strategies for students with different language backgrounds in multiple settings—bilingual/ESL classrooms, dual-language classrooms, or all-English classrooms.
- The book guides teachers in choosing engaging texts, promoting reading comprehension, building vocabulary and academic language across disciplines, and using effective, unbiased assessments.

CONTENTS

1. Introduction to Teaching Emergent Bilingual and Dual-Language Students
2. Theories and Theoretical Insights Relevant to Bilingual Students and Bilingual Education
3. Second-Language (L2) Teaching Approaches to Advance Bilingual Students' Learning
4. Instructional Activities to Promote Bilingual Students' Oral Language and Literacy Performance
5. The Selection and Use of Texts with Bilingual Students
6. L1 Literacy Instruction and Early Reading Instruction in Spanish and Other Languages
7. Bilingual Students' Beginning Reading Instruction in English
8. Reading Comprehension Instruction for Bilingual Students
9. Bilingual Students' Writing Instruction
10. Increasing Bilingual Students' Vocabulary and Academic Language Knowledge and Use
11. Disciplinary Literacy Instruction for Bilingual Students
12. The Language and Literacy Assessment of Bilingual Students

AUDIENCE Teachers working with children ages 5–11 (grades K–6), including ESL and bilingual instructors; literacy specialists and coaches; teacher educators and graduate students.

Georgia Earnest García, PhD, is Professor Emerita in the Department of Curriculum and Instruction at the University of Illinois at Urbana–Champaign. Dr. García has authored or coauthored several books as well as numerous book chapters and journal articles. Dr. García was inducted into the Reading Hall of Fame in 2019.

USING CHILDREN'S LITERATURE TO
SUPPORT SOCIAL AND EMOTIONAL GROWTH,
POSITIVE IDENTITY, AND MENTAL HEALTH

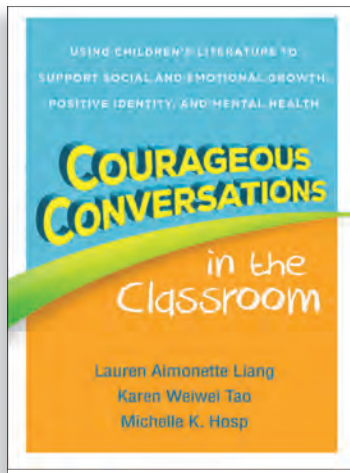
COURAGEOUS CONVERSATIONS

in the
Classroom

Lauren Aimonette Liang

Karen Weiwei Tao

Michelle K. Hosp

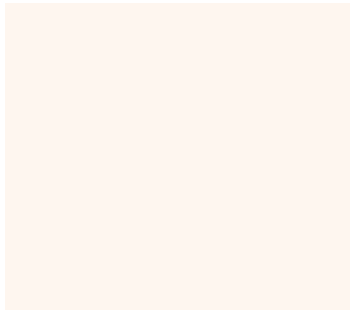


Courageous Conversations in the Classroom

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

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

JULY 2025 | 352 PAGES | 8" X 10.5"



Lauren Aimonette Liang, PhD, is Associate Professor at the University of Utah. She has held leadership roles in international literacy and children's literature organizations.

Karen Weiwei Tao, PhD, is Associate Professor at the University of Utah. She has collaborated with PBS Utah to produce an award-winning digital series, "Let's Talk."

Michelle K. Hosp, PhD, is Senior Director of Assessment Innovations at Renaissance Learning and Associate Adjunct Professor of Special Education at the University of Massachusetts Amherst.

- This practical resource for educators of students ages 8-12 explains how to use children's literature to open and facilitate challenging conversations that support students' mental well-being, positive self-identities, and social awareness and responsibility.
- The authors develop instructional units based on diverse text sets of children's books that engage students and encourage conversation on a range of tough topics—bullying; grief and loss; understanding diverse communities, including refugees; differences in race, ethnicity, gender identity, and (dis)ability; and mental health challenges, including anxiety and depression.

"Liang, Tao, and Hosp share a passion for the potential of literature to make a difference in children's lives. Their commitment to courageous conversations with real children in real classrooms is reflected in this valuable work. The volume provides suggested book sets, activities, discussion prompts, and other resources that are effective starting points for teachers."

—Kathy G. Short, PhD, Regents Professor, Teaching, Learning, and Sociocultural Studies, and Director, Worlds of Words, University of Arizona

AUDIENCE Classroom teachers and other educators working with students ages 8–12 (grades 3–6); school psychologists and counselors.

second edition



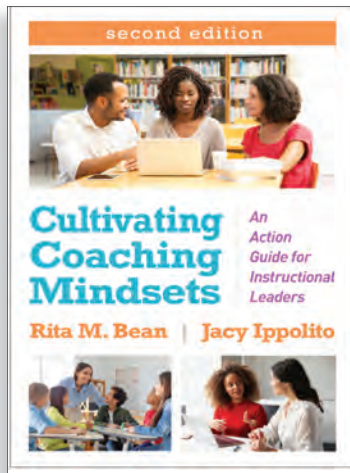
Cultivating Coaching Mindsets

*An
Action
Guide for
Instructional
Leaders*

Rita M. Bean

Jacy Ippolito





Cultivating Coaching Mindsets, Second Edition

An Action Guide for Instructional Leaders

Rita M. Bean, PhD and Jacy Ippolito

Foreword by Allison Swan Dagen

JAN 2025 | 284 PAGES | 7" X 10"

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

CONTENTS

- | | |
|---|---|
| 1. Cultivating Coaching Mindsets to Support Systemwide Improvement | Learning and School Improvement |
| 2. Exploring the Coaching Mindsets | 8. Developing, Implementing, and Sustaining Schoolwide Instructional Programs |
| 3. Understanding and Shaping School Culture Through Systems Thinking | 9. Working with Families and Communities |
| 4. Introduction to Ways of Working with Teachers | 10. Coaches as Lifelong Learners |
| 5. Working with Individual Teachers to Analyze and Transform Practice | 11. Coaching Cases: Stories of Coaches and Coaching |
| 6. Working with Groups to Build a Culture of Adult Learning | |
| 7. Using Assessment to Guide Student | |

AUDIENCE Instructional and literacy coaches working with children ages 5–17 (K–12); literacy specialists; school administrators; teacher educators and graduate students.

Rita M. Bean, PhD, is Professor Emerita in the School of Education at the University of Pittsburgh. She is a member of the Reading Hall of Fame and a former board member of the International Literacy Association.

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

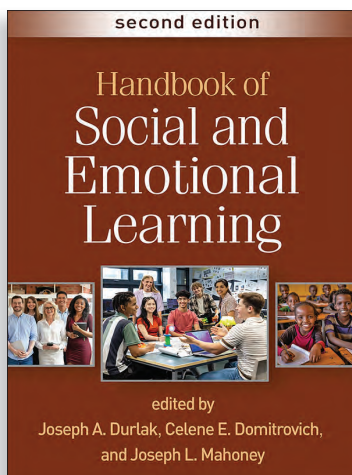
second edition

Handbook of Social and Emotional Learning



edited by

Joseph A. Durlak, Celene E. Domitrovich,
and Joseph L. Mahoney



Handbook of Social and Emotional Learning, Second Edition

Edited by Joseph A. Durlak, Celene E. Domitrovich, and Joseph L. Mahoney

DEC 2024 | 650 PAGES | 7 X 10

RIGHTS SOLD

Arabic

Joseph A. Durlak, PhD, is Professor Emeritus of Psychology at Loyola University Chicago.

Celene E. Domitrovich, PhD, is Research Professor in the Department of Psychiatry at Georgetown University Medical Center.

Joseph L. Mahoney, PhD has been Associate Professor of Psychology at Yale University and Professor of Education at the University of California.

- In this extensively revised second edition, the scientific underpinnings of social and emotional learning (SEL) are explored, as well as its impact on academic achievement and behavior.
- The Handbook discusses ways to assess SEL and design effective, developmentally and culturally informed programs for students in preschool through secondary school settings.
- The world's leading SEL scholars describe state-of-the-art interventions that build students' competencies for managing emotions, showing empathy for others, forming supportive relationships, and making responsible decisions.

CONTENTS *HIGHLIGHTED CHAPTERS*

Foreword: A Book Meant to Be Put into Action, Maurice J. Elias

I. Foundations

II. SEL through a Developmental Lens

III. SEL and Equity

IV. Expanding Contexts and Applications of SEL

V. Toward Widespread Effective Practice

VI. International Perspectives on SEL

Afterword: An Invitation for Collaboration and Growth

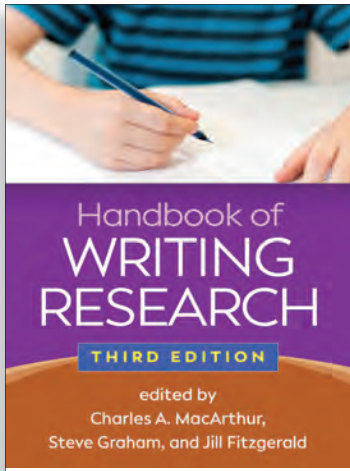
AUDIENCE Teacher educators, school administrators, researchers, and education policymakers; school psychologists, educational psychologists, social workers, and counselors working with students ages 4–17; child and adolescent clinical psychologists.



Handbook of
**WRITING
RESEARCH**

THIRD EDITION

edited by
Charles A. MacArthur,
Steve Graham, and Jill Fitzgerald



Handbook of Writing Research, Third Edition

Edited by Charles A. MacArthur, PhD; Steve Graham; and Jill Fitzgerald, PhD

MAY 2025 | 496 PAGES | 7" X 10"

- Leading scholars—including many international voices—review major theories, developmental issues, and instructional approaches for students at all grade levels.
- Cognitive and sociocultural aspects of writing are explored in depth, as are issues in teaching students with disabilities, multilingual students, and culturally diverse students are addressed.
- The third edition of this handbook has more than 90% new content.

Charles A. MacArthur, PhD, is Professor Emeritus of Special Education and Literacy in the School of Education at the University of Delaware.

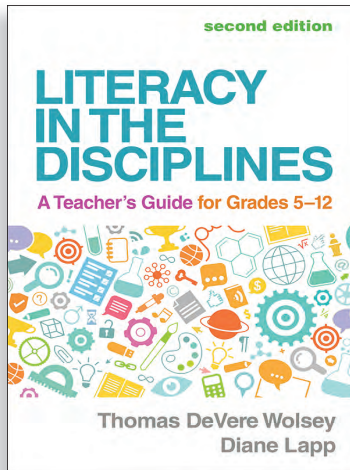
Steve Graham, EdD, is a Regents Professor and the Warner Professor in the Division of Leadership and Innovation at Mary Lou Fulton Teachers College, Arizona State University.

Jill Fitzgerald, PhD, is Research Professor and Professor Emerita in the School of Education at The University of North Carolina at Chapel Hill.

CONTENTS

- I. Theories and Models of Writing
- II. Cognitive and Social Aspects of Writing
- III. Instruction in Writing
- IV. Writing Assessment
- V. Writing and Special Populations

AUDIENCE Teacher educators, researchers, graduate students, and K–12 educators; educational and school psychologists.



Literacy in the Disciplines, Second Edition

A Teacher's Guide for Grades 5-12

Thomas DeVere Wolsey and Diane Lapp

JULY 2024 | 282 PAGES | 7 X 10

- This successful guide—now in a revised and expanded second edition—gives teachers effective strategies to support adolescents' development of relevant literacy skills in specific disciplines.
- Demonstrating why disciplinary literacies matter, the authors discuss ways to teach close reading of complex texts; discipline-specific argumentation, communication, and writing skills; academic vocabulary; and more
- The second edition includes timely advice on the pros and cons of using generative Artificial Intelligence, such as Chat GPT, in schoolwork and the classroom.

Thomas DeVere Wolsey, EdD, teaches graduate courses in research and literacy and leads professional development for teachers throughout the United States, including on the Hopi Reservation in Arizona, as well as in Egypt, Guatemala, Mexico, China, and elsewhere.

Diane Lapp, EdD, is Distinguished Professor Emerita of Education in the Department of Teacher Education and Lecturer in the Department of Educational Administration at San Diego State University.

CONTENTS

I. The Literacy of the Disciplines

1. What Is Disciplinary Literacy? sample
3. Literacy in Civic, Professional, and Personal Life

II. Literacy Instruction in the Disciplines

5. Instruction That Supports Academic Vocabulary Use in the Disciplines
7. Reading It Carefully: Instruction That Supports Reading in the Disciplines
8. Reading It Closely: Instruction That Supports Close Reading in the Disciplines

III. Routines That Support Learning in the Disciplines

10. Organizing It Well: Using Organizational Structures in the Disciplines
11. Presenting It Well: Using Multimodal Tools in the Disciplines

Conclusion. What's Next for Literacy in the Disciplines?: Going Beyond College and Career Readiness

AUDIENCE Teachers of students ages 10–17 (grades 5–12); teacher educators and graduate students.

T H I R D E D I T I O N

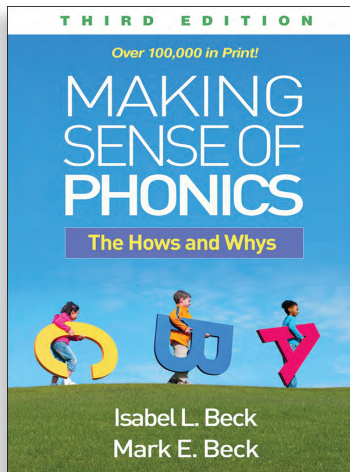
Over 100,000 in Print!

MAKING SENSE OF PHONICS

The Hows and Whys



Isabel L. Beck
Mark E. Beck



Making Sense of Phonics, Third Edition

The Hows and Whys

Isabel L. Beck, PhD and Mark E. Beck

OCT 2024 | 244 PAGES | 7 X 10

- Revised and updated third edition incorporates a decade of additional research and classroom experience; this book will help primary-grade teachers understand and successfully apply the science of reading in phonics instruction.
- The authors present innovative approaches to assessing and teaching letter–sound relationships, blending, Word Building, multisyllabic decoding, fluency, and more.

Isabel L. Beck, PhD, University of Pittsburgh, is a recipient of the Oscar S. Causey Award from the Literacy Research Association, the William S. Gray Citation of Merit from the International Literacy Association, and the Contributing Researcher Award from the American Federation of Teachers.

Mark E. Beck, MEd, is a reading specialist at Manchester Academic Charter School in Pittsburgh, where he works with children ages 5–8.

CONTENTS

- | | |
|---|---|
| Preface | 8. Word Building: Grouping |
| 1. What Is the Forecast for Phonics Instruction in the United States? | 9. Assessment |
| 2. The Alphabetic Principle and Phonics sample | 10. Multisyllabic Words |
| 3. Phonemic Awareness | 11. Syllasearch |
| 4. The Phonics Landscape | 12. Orthography: A “Sticking Point in Word Recognition” |
| 5. Teaching Children the Sounds That Letters Represent | 13. Fluency |
| 6. Blending | |
| 7. Word Building: Overview and Procedures | |

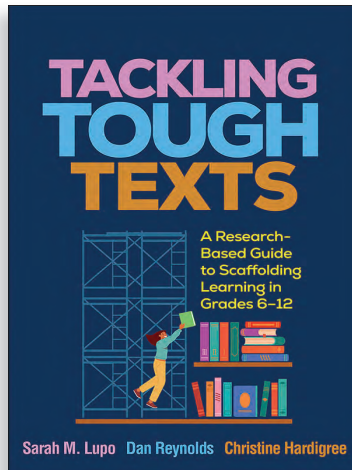
AUDIENCE Teachers of kids ages 5–8, preservice teachers, staff developers, and teacher educators.

TACKLING TOUGH TEXTS

A Research-
Based Guide
to Scaffolding
Learning in
Grades 6–12



Sarah M. Lupo **Dan Reynolds** **Christine Hardigree**



Tackling Tough Texts

A Research-Based Guide to Scaffolding Learning in Grades 6–12

**Sarah M. Lupo, PhD; Dan Reynolds, PhD;
and Christine Hardigree PhD**

NOV 2024 | 272 PAGES | 7 X 10

- Filling a crucial need, this book provides concrete ways to support all students from ages 12-18, as they engage with rigorous grade-level texts in English language arts, science, and social studies.
- The authors offer fresh insights into adolescent reading and what makes a given text “tough”—including knowledge demands, text structure and complexity, vocabulary, and more.
- Research-based, step-by-step strategies are presented for explicitly scaffolding these challenges in the context of purposeful learning activities that leverage students’ individual strengths and interests.

CONTENTS

1. What Is Comprehension and What Should Teachers Know about It?
2. What Makes Texts Tough?
3. What Do Adolescents Bring to Texts?
4. Why Should Students Read?
5. What Should Students Read?
6. How Can Teachers Scaffold Dense Texts?
7. How Can Teachers Scaffold Knowledge Demands?
8. How Can Teachers Scaffold Text Structure Challenges?
9. How Can Teachers Scaffold Challenging Vocabulary and Language?
10. How Can Teachers Scaffold Word Reading?
11. From Planning to Implementation: What Does Scaffolding in Action Look Like?

AUDIENCE Teachers of students ages 11–17 (grades 6–12); academic and literacy coaches; teacher educators; advanced undergraduate- and graduate-level students.

Sarah M. Lupo, PhD, is Associate Professor of Literacy Education at James Madison University. She has worked in education since the early 2000s, including as an ESL teacher, English teacher, reading specialist, and literacy coach in Istanbul, Turkey.

Dan Reynolds, PhD, is Associate Professor in the Department of Education at John Carroll University.

Christine Hardigree, PhD, is Associate Professor in the Education Department at Iona University.

fourth edition

UNDERSTANDING

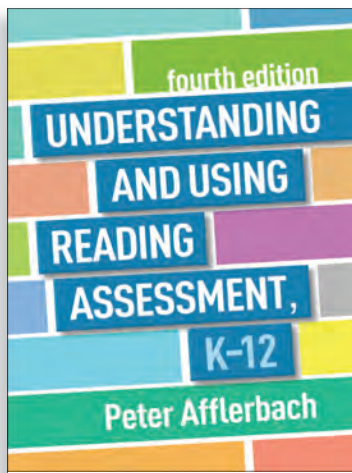
AND USING

READING

ASSESSMENT,

K-12

Peter Afflerbach



Understanding and Using Reading Assessment, K-12, Fourth Edition

Peter Afflerbach, PhD

DEC 2024 | 270 PAGES | 7" X 10"

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

Peter Afflerbach, PhD, is Professor Emeritus of Education at the University of Maryland, College Park. Dr. Afflerbach has served on National Academy of Education and National Academy of Sciences committees related to literacy and literacy assessment. Dr. Afflerbach is an elected member of the Reading Hall of Fame and a Fellow of the American Educational Research Association.

CONTENTS

- | | |
|--|---|
| 1. Important Issues and Concepts in Reading Assessment | Students |
| 2. Assessing Early Reading | 8. Assessing “the Other”: Important Noncognitive Aspects of Reading |
| 3. Assessing Strategies and Skills: Tests and Reading Inventories | 9. Formative and Summative Assessment |
| 4. Teacher Questioning as Assessment | 10. Promoting Self-Assessment to Help Students Build Reading Independence |
| 5. Performance Assessment | 11. Assessing Digital and Critical Reading |
| 6. High-Stakes Reading Tests | |
| 7. Assessment and Accommodating English Learners and Special-Needs | |

AUDIENCE Classroom teachers of students in grades K–12 (ages 5–17); literacy specialists and coaches; teacher educators and students.

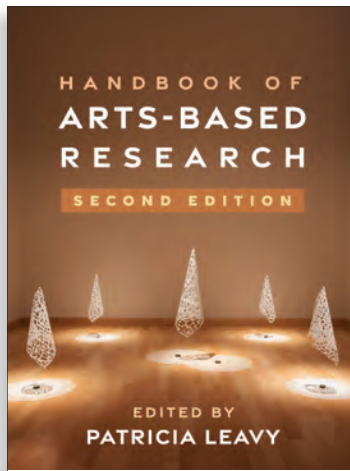
Research Methods

HANDBOOK OF
**ARTS-BASED
RESEARCH**

SECOND EDITION



EDITED BY
PATRICIA LEAVY



Handbook of Arts-Based Research, Second Edition

Edited by Patricia Leavy, PhD

FEB 2025 | 824 PAGES | 7" X 10"

- The first methods handbook devoted to arts-based research (ABR) is now thoroughly updated and features a new section on global perspectives, plus new chapters on critical approaches and documentary film.
- Arts-based research practices (ABR) are a set of methodological tools used by researchers across the disciplines during all phases of social research.
- The volume explores the synergies between contemporary artistic and research practices and addresses issues in designing, implementing, evaluating, and publishing ABR studies.
- Included in this edition are chapters on ABR projects in Taiwan, Japan, and the United Kingdom.

CONTENTS

- I. The Field
- II. Literary Genres
- III. Performance Genres
- IV. Visual Arts
- V. Audiovisual Arts
- VI. Multimethod and Team Approaches
- VII. Arts-Based Research within Disciplines or Area Studies
- VIII. Perspectives from Around the Globe
- IX. Additional Considerations

AUDIENCE Qualitative researchers interested in using arts-based methods in their work; graduate students and instructors in education, sociology, psychology, communications, nursing, social work, creative arts therapies, and fine arts.

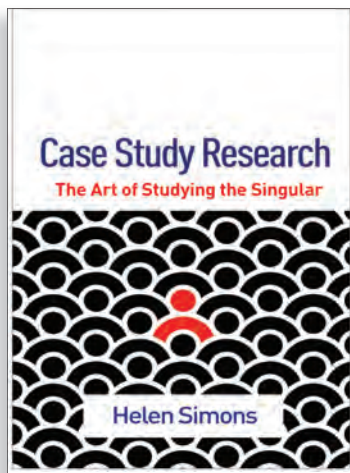
Patricia Leavy, PhD, is an independent sociologist, novelist, and former Chair of Sociology and Criminology and Founding Director of Gender Studies at Stonehill College in Easton, Massachusetts.

Case Study Research

The Art of Studying the Singular



Helen Simons



Case Study Research The Art of Studying the Singular

Helen Simons, PhD

APRIL 2025 | 234 PAGES | 6" X 9"

- This book explores how to conduct case study research focusing on the lived experience of those in the case.
- The author focuses on the use of art forms and story in case study research alongside other qualitative methods that advance intuitive understanding and inclusion.
- Chapters consider how to design, conduct, and interpret case study research; write up cases for different audiences; assure validity and quality; and generalize from a single case.

Helen Simons, PhD, is Professor Emeritus of Education and Evaluation at the University of Southampton, United Kingdom. She is a Fellow of the Academy of Social Sciences and the Royal Society of Arts, and a founder member and past president of the United Kingdom Evaluation Society. She has been a visiting scholar at several universities in Spain and Australia, as well as in Iceland, Portugal, and Cyprus, and held research scholarships in New Zealand, Norway, and Poland.

CONTENTS

1. The Concept and Contexts of Case Study
2. How to Design Your Case
3. How to Gather Data: Methodology and Method
4. How to Analyze and Interpret the Case
5. How to Present the Case
6. How Would You Evaluate the Quality of Your Case Study?

AUDIENCE Graduate students and instructors in psychology, education, counseling, sociology, social work, management, nursing, public health, and communication; practicing researchers and evaluators.

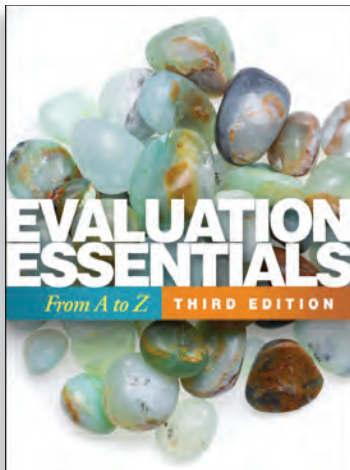


EVALUATION ESSENTIALS

From A to Z

THIRD EDITION

Marvin C. Alkin, Anne T. Vo,
and Christina A. Christie



Evaluation Essentials, Third Edition

From A to Z

**Marvin C. Alkin; Anne T. Vo, PhD;
and Christina A. Christie, PhD**

OCT 2024 | 344 PAGES | 6 X 9

- Twenty-six concise chapters or “sessions” give students, applied researchers, and program administrators a solid foundation for conducting or using evaluations.
- Now in a revised and updated third edition, this book includes expanded coverage of equity and social justice issues, values and cost analysis, visualizing qualitative data with software, and more.
- Covering both quantitative and qualitative methods, the book emphasizes fostering evaluation use and shows how to build collaborative relationships with users; formulate answerable evaluation questions; deal with contingencies that might alter the traditional sequence of an evaluation; and collect, analyze, and report data

Marvin C. Alkin, EdD, is Emeritus Professor in the Social Research Methods Division in the School of Education and Information Studies at the University of California, Los Angeles (UCLA).

Anne T. Vo, PhD, is Associate Professor of Health Systems Science and Senior Director of Assessment and Evaluation at the Kaiser Permanente Bernard J. Tyson School of Medicine.

Christina A. Christie, PhD, University of California, Los Angeles.

CONTENTS *HIGHLIGHTED CHAPTERS*

Session A. What Is Evaluation?

Session B. Why Do Evaluations?

Session E. How Do You Strengthen Relationships with Users?

Session K. What Are Instruments for Collecting Quantitative Data?

Session M. How Do Data Collection Issues Impact Potential Evaluability?

Session O. How Do We Plan for Process-Focused Evaluation?

Session Q. How Do We Manage the Evaluation?

Session Y. How Are Costs Analyzed?

Session Z. Context Sensitiv Evaluation: Attaining Evaluation Use

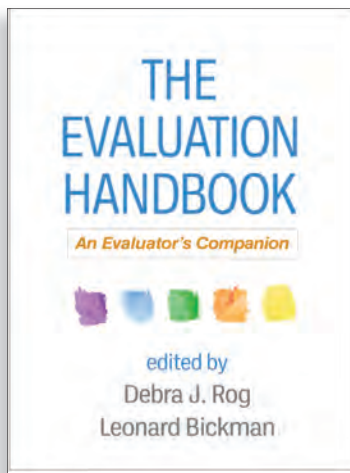
AUDIENCE Graduate students and instructors in education, psychology, social work, nursing, management, and public policy; applied researchers who need a refresher on conducting evaluations; educational administrators and program administrators who use evaluations in their work.

THE EVALUATION HANDBOOK

An Evaluator's Companion



edited by
Debra J. Rog
Leonard Bickman



The Evaluation Handbook

An Evaluator's Companion

Edited by Debra Rog, PhD and Leonard Bickman, PhD

MAY 2025 | 758 PAGES | 7" X 10"

- This evaluator's companion from leaders in the field provides essential guidance for designing, implementing, and managing exemplary evaluations.
- The Handbook focuses on the competencies identified by the American Evaluation Association as critical for evaluators.
- Balancing rigor with practical guidance, chapters build the reader's skills for tailoring studies creatively to address specific evaluation contexts; optimizing communication and collaborative decision making; and centering equity and justice.

Debra Rog, PhD, is a Vice President for Social Policy and Economics Research at Westat.

Leonard Bickman, PhD, is Professor Emeritus of Psychology at Vanderbilt University, former Director of the Center for Evaluation and Program Improvement at Peabody College, and Research Professor at Florida International University.

CONTENTS

- I. Foundation for the Volume
- II. Evaluation Theories, Foundations, Principles, and Purpose
- III. Answering Evaluation Questions: Designs, Methods, and Analyses
- IV. Planning, Managing, and Implementing Evaluations
- V. Crosscutting Issues

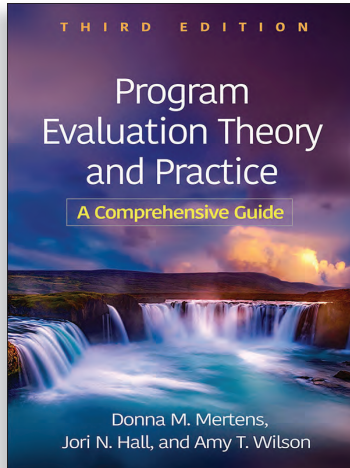
AUDIENCE Applied researchers and evaluators; graduate students and instructors in education, psychology, sociology, social work, nursing, public administration, and management.

T H I R D E D I T I O N

Program Evaluation Theory and Practice

A Comprehensive Guide

Donna M. Mertens,
Jori N. Hall, and Amy T. Wilson



Program Evaluation Theory and Practice, Third Edition

A Comprehensive Guide

**Donna M. Mertens, PhD; Jori N. Hall, PhD;
and Amy T. Wilson, PhD**

JAN 2025 | 611 PAGES | 7 X 10

- This revised and updated text covers both the theory and practice of evaluation and includes additional evaluation approaches, such as the Indigenous paradigm, multi-site evaluations, and complexity-theory informed evaluations.
- Additional new coverage includes data collection technologies, new methods of qualitative coding, and expanded coverage of logic models, cost-benefit evaluations, and mixed methods designs.
- Readers learn effective strategies for clarifying their own theoretical assumptions; working with stakeholders; developing questions; using quantitative, qualitative, and mixed methods designs; and selecting data collection and sampling strategies.

CONTENTS *HIGHLIGHTED CHAPTERS*

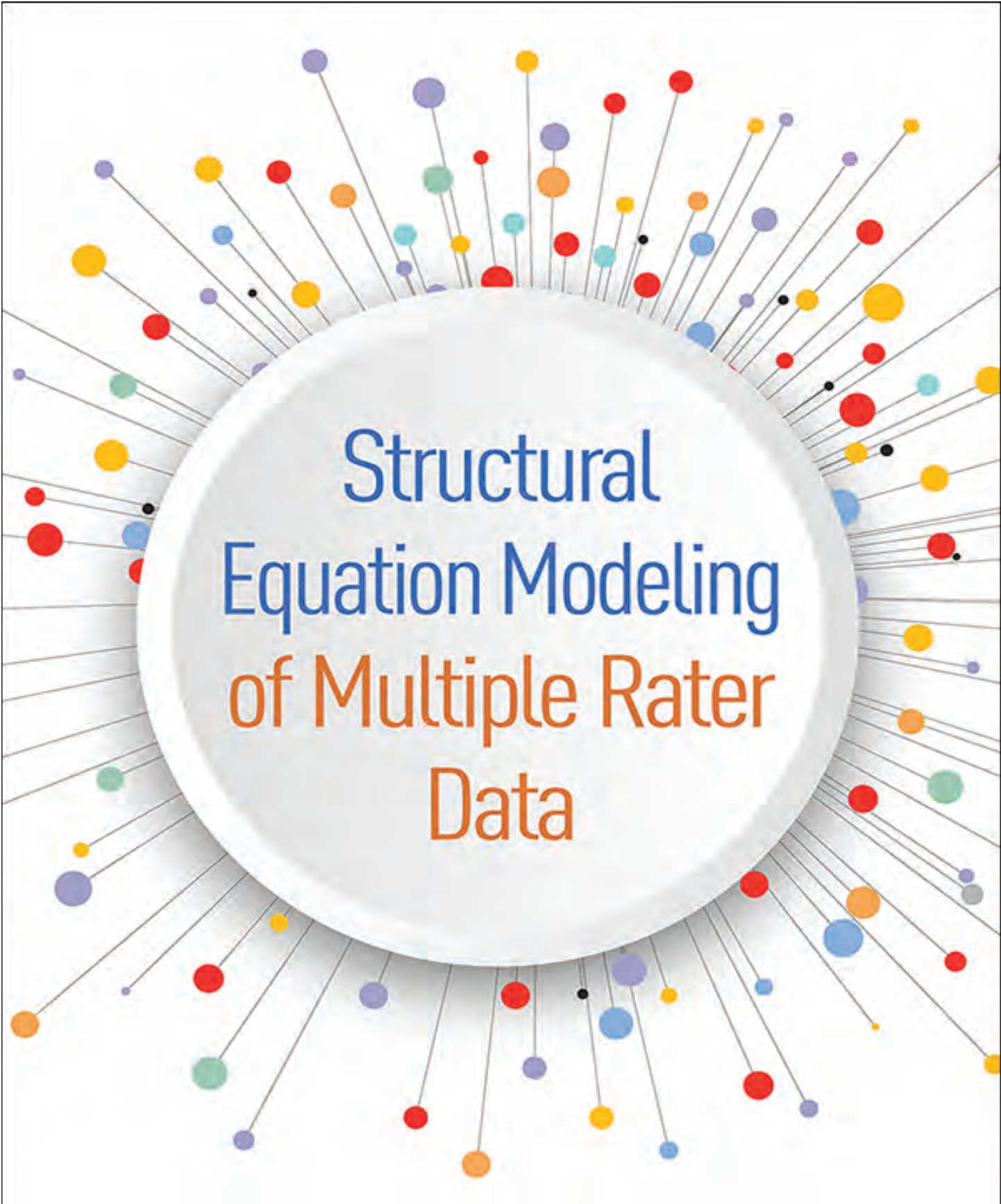
- I. The Landscape of Evaluation
- II. Evaluation Paradigms, Branches, Theories, and Approaches
- III. Planning Evaluations
- IV. Implementation in Evaluation: Communication and Utilization of Findings, Management, Meta-Evaluation, and Challenges

AUDIENCE Graduate students and instructors in education, psychology, sociology, social work, nursing, public administration, and management; applied researchers and evaluators.

Donna M. Mertens, PhD, is Professor Emeritus in the Department of Educational Foundations and Research at Gallaudet University.

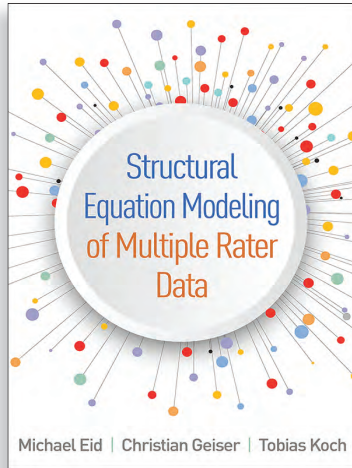
Jori N. Hall, PhD, is President's Distinguished Professor of Educational Psychology at the University of Illinois at Chicago.

Amy T. Wilson, PhD, is former Director of Mill Neck International at the Mill Neck Family of Organizations. Dr. Wilson engaged in international program development, conducting evaluations in various venues around the world.



Structural
Equation Modeling
of Multiple Rater
Data

Michael Eid | Christian Geiser | Tobias Koch



Structural Equation Modeling of Multiple Rater Data

**Michael Eid, PhD; Christian Geiser, PhD;
and Tobias Koch, PhD**

OCT 2024 | 358 PAGES | 7 X 10

- From leading authorities, this book offers the first comprehensive introduction to structural equation modeling (SEM) of multiple rater data.
- Rather than taking a one-size-fits-all approach, the book shows how the choice of a model should be guided by measurement design and purpose.
- Practical recommendations are provided for selecting suitable measurement designs, raters, and psychometric models.
- Models for different combinations of rater types and for cross-sectional as well as longitudinal research designs are described step by step, with a strong emphasis on the substantive meaning of the latent variables in the models

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

Christian Geiser, PhD, is a former professor of quantitative psychology. He currently works as an instructor and statistical consultant with Quant-Fish.

Tobias Koch, PhD, is Professor of Psychological Methods at the Friedrich-Schiller-Universität Jena in Germany.

CONTENTS *HIGHLIGHTED CHAPTERS*

1. Introduction: The Importance of Multiple Rater Data
2. Basic Methodological Concepts
3. Basic Models for Structurally Different Raters
4. Models with Method Factors for Structurally Different Rater
5. Single-Level CFA Models for Interchangeable Raters

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

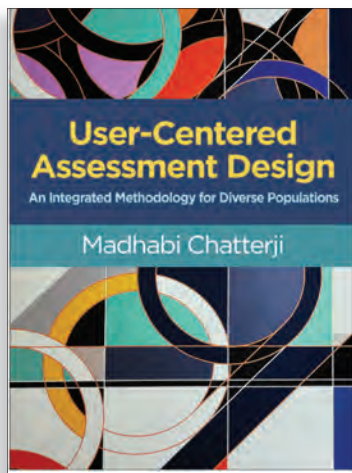


User-Centered Assessment Design

An Integrated Methodology for Diverse Populations

Madhabi Chatterji





User-Centered Assessment Design

An Integrated Methodology for Diverse Populations

Madhabi Chatterji, PhD

FEB 2025 | 446 PAGES | 7.375" X 9.25"

- This text presents an integrated, user-centered process model for developing assessments guided by user contexts.
- The author provides foundational principles and procedures for designing multi-item tests; behavior-based, product-based, and portfolio-based assessments; and self-report instruments.
- She demonstrates how to integrate qualitative and quantitative methods to devise tools that meet the quality criteria of usefulness and usability alongside validity and reliability.

CONTENTS

I. Foundations	ments
1. Foundational Concepts in Assessment Design	7. Designing Survey-Based and Interview-Based Assessment Tools
2. Why Assess?: Measure-Based Inferences, Uses, Users, and Consequences	III. Validation and Use of Assessments
3. Whom to Assess? and How?: Specifying the Population and the Assessment Operations	8. Analyzing Data from Assessments: A Statistics Refresher
II. Assessment Design	9. Improving the Inferential Utility of Assessment Results: Methods and Limitations
4. What to Assess?: Specifying the Domains for Constructs	10. A Unified Approach to Construct Validity and Validation: Theory to Evidence
5. Designing Assessments with Structured and Constructed-Response Items	11. Empirical Methods of Validation
6. Designing Behavior-Based, Product-Based, and Portfolio-Based Assess-	12. User-Centered Assessment Design: Revisiting the Principles, Comparisons, and Conclusions

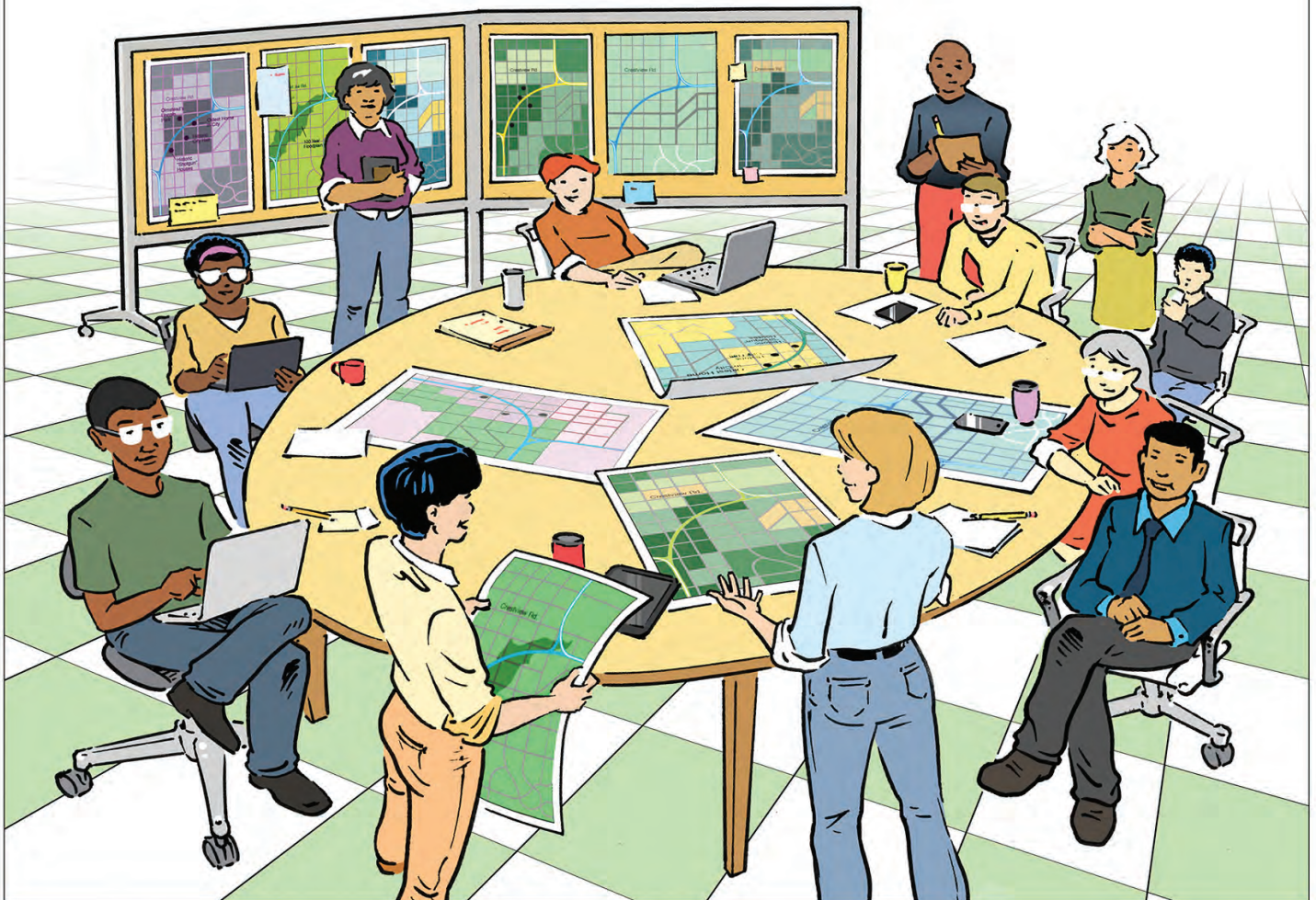
Madhabi Chatterji, PhD, is Professor Emerita of Measurement, Evaluation, and Education at Teachers College, Columbia University, where she founded the Assessment and Evaluation Research Initiative (AERI).

AUDIENCE Graduate students in psychology, education, nursing, social work, counseling, social work, and public health; researchers and consultants working in the areas of assessment and evaluation.

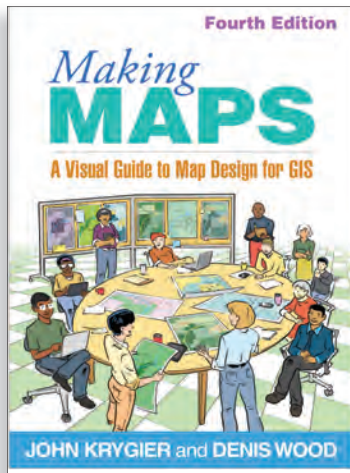
Fourth Edition

Making **MAPS**

A Visual Guide to Map Design for GIS



JOHN KRYGIER and DENIS WOOD



Making Maps, Fourth Edition

A Visual Guide to Map Design for GIS

John Krygier, PhD and Denis Wood, PhD

NOV 2024 | 306 PAGES | 7" X 10"

- The updated text is restructured to emphasize the importance of the map making process.
- Updates include new coverage of data aggregation, artificial intelligence, feminist and Indigenous perspectives, map making workflow, and more.
- Some new or expanded topics: graduated symbol maps, multivariate choropleth maps, visual storytelling, maps and gerrymandering, artificial intelligence, workflow, and more.

CONTENTS

1. How to Make a Map
2. What's Your Map For?
3. Mappable Data
4. Map Making Tools sample
5. Geographic Framework
6. The Big Picture of Map Design
7. The Inner Workings of Map Design
8. Color on Maps
9. Words on Maps
10. Map Generalization and Classification
11. Map Symbolization
12. Map Symbol Abstraction

AUDIENCE Students and instructors in geography; professionals who use GIS in their work.

John Krygier, PhD, is Professor in the Department of Environment and Sustainability at Ohio Wesleyan University, with teaching and research specializations in cartography, geographic information systems (GIS), and environmental and human geography.

Denis Wood, PhD, curated the award-winning Power of Maps exhibition for the Smithsonian and writes widely about maps

Backlist

SELF-HELP AND GENERAL INTEREST

MINDFULNESS

The Extraordinary Gift of Being Ordinary

Siegel | March 2022 | **RIGHTS SOLD:** Arabic, German, Korean, Portuguese, Spanish

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Germer | April 2009 | **RIGHTS SOLD** in 16 languagesSpanish

Worry Less, Live More

Orsillo | June 2016 | **RIGHTS SOLD:** Japanese, Latvian, Swedish

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Becker | February 2023 | **RIGHTS SOLD:** Portuguese, Russian

The Complete Family Guide to Addiction

Harrison | June 2019 | **RIGHTS SOLD:** Dutch, Korean

PSYCHOLOGY, PSYCHIATRY, & SOCIAL WORK

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Series edited by **Robert L. Leahy****Treatment Plans and Interventions for Obsessive-Compulsive Disorder**

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Webb | January 2017

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Malekoff | November 2015

Working with Adolescents, Second Edition

Laser | May 2021



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