



School-Based Practice in Action Series

Series Editors:
Rosemary B. Mennuti, and Ray W. Christner

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PASS: Prepare, Assist, Survive and Succeed A Guide to PASSing the Praxis Exam in School Psychology

Barbara Bole Williams, and Rosemary B. Mennuti

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Routledge Series on Counseling and Psychotherapy with Boys and Men

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Mark S. Kiselica

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Conferences

Routledge Mental Health ensures its books are represented at all major conferences. The calendar of events for 2010 is listed below. Routledge will be exhibiting all recent and relevant key books at these meetings. Please visit the Routledge stand where all books will be available for sale at a **20% conference discount**.



- National Association of School Psychologists (NASP) 2010 Annual Convention**
 2-6 March 2010, Chicago, USA
Promoting Competence, Creating Capacity, Expanding Opportunities
 The annual NASP convention is the world's largest and most important gathering of school psychologists offering professional excellence at its best.
- American Counseling Association 2010**
 18-22 March 2010, Pittsburgh, USA
 The ACA Annual Conference and Exposition, is the largest gathering of professional counselors in the world and is the premier source for professional development across all counseling specialties and work settings.

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INVITATION TO AUTHORS

If you would like to submit or discuss your book proposal with our Editor, **Dana Bliss**, please email Dana.Bliss@taylorandfrancis.com

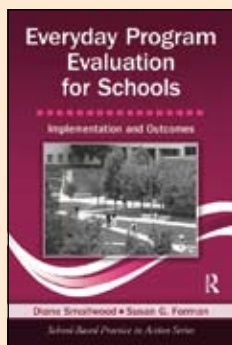
School-Based Practice in Action Series



Series Editors: **Rosemary B. Mennuti**, and **Ray W. Christner**

This series provides school-based practitioners with concise practical guidebooks that are designed to facilitate the implementation of evidence-based programs into school settings, putting the best practices in action.

www.routledgejournalhealth.com/school-based-practice-in-action



Forthcoming!

Everyday Program Evaluation for Schools Implementation and Outcomes

Diane Smallwood, Philadelphia College of Osteopathic Medicine, USA, and **Susan G. Forman**, Rutgers University, New Jersey, USA

The goal of this book is to provide a practical guide for school personnel to evaluate educational programs and services at the individual, small group, school-wide, and district-wide levels. The authors believe that procedures for adequately assessing the effects of all types of academic activities need to be included as part of the daily planning and implementation of activities and interventions within and across each of these levels. Basic principles associated with evidence-based evaluation procedures are summarized and discussed in a way that makes them less technical and more practical for incorporation into everyday routines.

CONTENTS: Part I: Introduction and Context for School-Based Program Evaluation. The Need for Program Evaluation in Schools. Competencies Needed for School-Based Program Evaluation. Program Evaluation Within a Problem Solving Framework. Differentiating Research and Program Evaluation. **Part II: The Nuts and Bolts of Program Evaluation.** Basic Principles of Program Evaluation. Evaluating Program Design. Evaluating Program Implementation. Evaluating Program Outcomes. Cross-cultural Aspects of Program Evaluation. Reporting and Using Evaluation Results. **Part III: Applications.** Evaluating the Effects of Individual Interventions. Evaluating the Effects of Small Group and Classroom Interventions. Evaluating the Effects of School-wide and District-wide Programs.

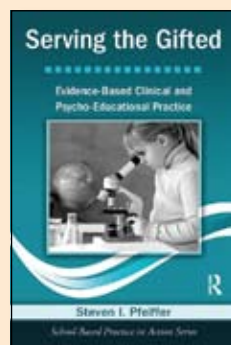


April 2011: 224pp.

Hb: 978-0-415-87107-5: £52.00/\$95.00

Pb: 978-0-415-87108-2: £21.95/\$37.95

Series: School-Based Practice in Action



Forthcoming!

Serving the Gifted Evidence-Based Clinical and Psycho-Educational Practice

Steven I. Pfeiffer, Florida State University, USA

Designed specifically for school psychologists and school counselors, this volume will serve as a practical and easy-to-use resource for working with gifted students, their teachers, and their parents and families. It provides timely, practical, evidence-based techniques and guidelines to help these practitioners better help an underserved group. The book is written in a user-friendly style that will make this a quick, simple, and easy reference.

CONTENTS: Services for the Gifted: Needed? Relevant? Important? Identification and Assessment of the Intellectually/Academically Gifted. Identification of Artistic, Creative, and Leadership Giftedness. Understanding the Educational Needs of the Gifted Student: Curriculum and Instruction. Identifying and Providing Services to Twice-exceptional Children. Working with Parents and Families of the Gifted. Counseling/Psychotherapy Strategies. Career Counseling for Gifted and Talented Students. Practicing Legally-correct and Ethically Smart. Frequently Asked Questions Regarding Serving the Gifted.

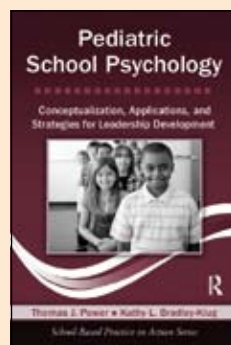


February 2011: 224pp.

Hb: 978-0-415-99749-2: £53.00/\$95.00

Pb: 978-0-415-99750-8: £22.00/\$37.95

Series: School-Based Practice in Action



Forthcoming!

Pediatric School Psychology Conceptualization, Applications, and Strategies for Leadership Development

Thomas J. Power, Children's Hospital of Philadelphia, USA, and **Kathy L. Bradley-Klug**, University of South Florida, USA

This text provides school psychologists with the most relevant and up-to-date information concerning conceptual models and applications of intervention and prevention strategies in pediatric school psychology. Instead of focusing on specific health disorders children face, it focuses on the more useful themes related to pediatric illnesses – adherence, school reintegration, post-traumatic stress, pain and medication management – and prevention strategies, such as developing multi-tiered programs, establishing and maintaining critical partnerships, and evaluating outcomes.

SELECTED CONTENTS: Overview. Part I: Conceptual Models and Applications for Intervention. Part II: Conceptual Models and Applications for Prevention. Part III: Strategies for Developing Leaders. Part IV: Planning for the Future.

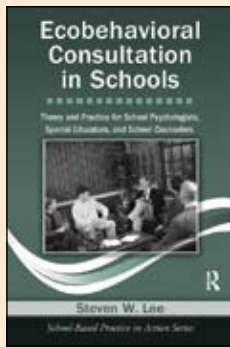


December 2010: 224pp.

Hb: 978-0-415-87109-9: £53.00/\$95.00

Pb: 978-0-415-87110-5: £19.95/\$34.95

Series: School-Based Practice in Action



Forthcoming!

Ecobehavioral Consultation in Schools

Theory and Practice for School Psychologists, Special Educators, and School Counselors

Steven W. Lee, University of Kansas, Lawrence, USA

Consultation is an essential skill that all school psychologists and school counselors must learn, which makes *Ecobehavioral Consultation in Schools* a text that is applicable to all school psychologists and students. The ecobehavioral perspective in school consultation is a shift from the behavioral perspective to include the ecological and environmental relationships of a person. This volume covers the research base for ecobehavioral consultation as well as the processes and strategies of the model.

CONTENTS: History, Rationale and Overview of Ecobehavioral Consultation (EBC). Overview of the EBC Process. Functional Behavior Assessment and EBC. Treatments in EBC. Evaluation Strategies in EBC. Entry and the Process of Initiating EBC in Schools. Group Consultation in EBC: School-Based Problem Solving Teams. Interpersonal Processes and Social Power in EBC. Multicultural EBC: Perspectives and Practice. Case Example of EBC: Implementation Within a Response to Intervention (RTI) Framework. Epilogue: Conclusions and Future Research in EBC.



November 2010: 256pp.
Hb: 978-0-415-99342-5: £59.00/\$95.00
Pb: 978-0-415-99343-2: £21.95/\$34.95

Series: School-Based Practice in Action

Forthcoming!

Comprehensive Children's Mental Health Services in Schools and Communities

Rick Jay Short, Middle Tennessee State University, USA, and **Robyn S. Hess**, University of Northern Colorado, USA

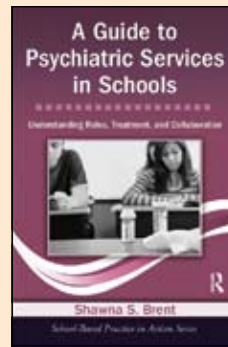
Today's schools often lack the means necessary to effectively provide mental health services for all children who will need them during a given school year. A switch to a broader, more comprehensive model of support service delivery in schools from the traditional "one child at a time" approach can help to remedy this issue. In this text, the authors propose a public health model for comprehensive children's mental health services that encompasses, rather than replaces, the traditional model in school psychology. The background and theoretical perspective for this public health model is discussed as an important way to solve problems and accomplish goals in schools.

SELECTED CONTENTS: Part I: Overview and Introduction. Part II: Basic Principles. Part III: Guidelines for Service. Part IV: Some Examples: Evidence-based Comprehensive Mental Health Programs. Part V: Concluding Comments. Part VI: Practitioner Resources. Part VII: References.



November 2010: 224pp.
Hb: 978-0-415-80448-6: £53.00/\$95.00
Pb: 978-0-415-80449-3: £19.95/\$34.95

Series: School-Based Practice in Action



Forthcoming!

A Guide to Psychiatric Services in Schools

Understanding Roles, Treatment, and Collaboration

Shawna S. Brent, Psychiatric Associates of Central Pennsylvania, USA

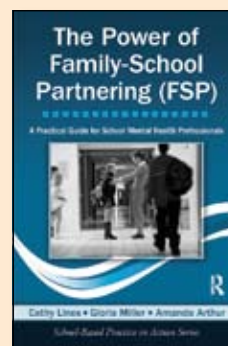
The purpose of this text is to provide the practical information to school professionals that is necessary to meet the educational and treatment needs of students with different psychiatric diagnoses. The text begins with the necessary background information on the process and content of psychiatric evaluations and formulations, as well as a discussion of the roles psychiatry has in the counseling and education of students. A brief introduction to pharmacology to help the reader understand the specifics of psychiatric medications used is also included.

CONTENTS: Psychiatric Evaluation and Formulation. Psychiatric Involvement in Schools. Introduction to Pharmacology. ADHD and Behavioral Disorders. Mood Disorders. Anxiety Disorders. Eating Disorders. Psychotic Disorders. Autism Spectrum Disorders. Pharmacological Management of Target Symptoms. Psychiatric Follow-up. Managing Crisis Situations.



October 2010: 224pp.
Hb: 978-0-415-87101-3: £53.00/\$95.00
Pb: 978-0-415-87102-0: £19.95/\$34.95

Series: School-Based Practice in Action



Forthcoming!

The Power of Family-School Partnering (FSP)

A Practical Guide for School Mental Health Professionals and Educators

Cathy Lines, Cherry Creek School District, Colorado, USA, **Gloria Miller**, University of Denver, USA, and **Amanda Arthur**, Cherry Creek School District, Colorado, USA

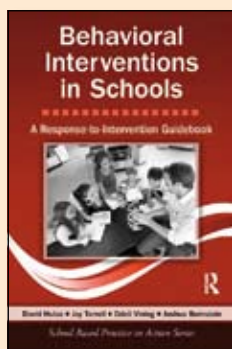
Ongoing, strategic family-school partnering (FSP) is an essential component of every educational community. FSP is a multi-dimensional process in which schools, families, and communities engage in shared actions to ensure a child's academic, social, and emotional success. With this text, the authors offer a practical guide that demonstrates how this partnering can be strategically implemented in all levels of schooling. The main focus of the text is how to plan, implement, and evaluate FSP within existing school structures and resources.

CONTENTS: Setting the Context for Family-School Partnering. Family Foundations and Backgrounds. A Dynamic Family-School Partnering Model. Partnering Relationships and Responsibilities. Family-School Partnering at the Universal Tier. Family-School Partnering at the Targeted Tier. Family-School Partnering at the Intensive Tier. Successful Partnering: Reframing Challenges as Solutions. Family-School Partnering in Practice.



September 2010: 224pp.
Hb: 978-0-415-80147-8: £53.00/\$95.00
Pb: 978-0-415-80148-5: £19.00/\$34.95

Series: School-Based Practice in Action



Forthcoming!

Behavioral Interventions in Schools

A Response-to-Intervention Guidebook

David Hulac, University of South Dakota, USA, **Joy Terrell**, Louisiana Department of Education, USA, **Odell Vining**,

Muscogee County School District, Georgia, USA, and **Joshua Bernstein**, Chatham University, Pennsylvania, USA

This book is a how-to manual for school mental health professionals, educators, and administrators that discusses a series of steps that can be used to proactively manage and prevent many different types of behavioral problems in a positive manner. It incorporates both the high structure and high behavioral expectations that are crucial for school success, but also describes following this structure in such a way that students feel included, important, and respected. Rather than requiring the mental health providers to investigate the research themselves and come up with a behavioral problem solving model, this book includes step-by-step guides on how to implement school-wide and classroom-wide interventions in a response-to-intervention format.

CONTENTS: Introduction to Positive Behavior Supports and Response-to-Intervention for Behavior. Building the School-based Problem-solving Team. **Part I: Tier I.** Understanding Positive Behavior Support. School-wide Prevention. Preventing Classroom Misbehaviors. Implementing a School-wide Token Economy. Making Office Discipline Referrals Work. Identifying School-wide Problems. Identifying Class-wide Problems. **Part II: Tier II.** Identifying Students for Tier II Interventions. Providing Interventions for Students at Tier II. **Part III: Tier III.** Understanding the Function of Behavior. Creating Individualized Behavior Plans. Appendices.

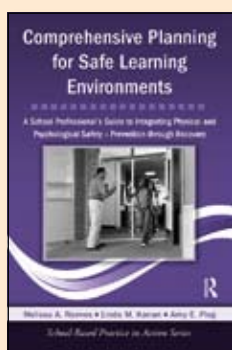


September 2010: 224pp.

Hb: 978-0-415-87584-4: £53.00/\$95.00

Pb: 978-0-415-87585-1: £19.95/\$34.95

Series: School-Based Practice in Action



Comprehensive Planning for Safe Learning Environments

A School Professional's Guide to Integrating Physical and Psychological Safety - Prevention through Recovery

Melissa A. Reeves, Winthrop University, South Carolina, USA, **Linda M. Kanan**, Colorado School Safety Resource Center, USA, and **Amy E. Plog**, Cherry Creek School District, Colorado, USA

"I have been working in the school crisis and safety field for over 25 years and this is one of the best resources that I have seen. The collective wisdom and experience of the authors and their extensive literature review has provided excellent insight and guidance in the most critical area for schools." - **Scott Poland**, Nova Southeastern University, USA; founding member of the National Emergency Assistance Team; former NASP President

This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment. The authors identify four necessary phases to achieve this (prevention, preparedness, response, and recovery) and provide numerous examples and tools to help readers create safe environments, while also addressing students' academic, emotional, and social needs.

CONTENTS: Part I: Establishing a Safe School Climate. Introduction and Overview to Establishing a Safe School. Obtaining Support from Key Stakeholders. **Part II: Physical Safety: Multi-hazards Prevention and Preparedness.** Integrating a Multi-hazards Approach to Establish a Safe Learning Environment. Establishing an Effective School Crisis Plan. Monitoring Crisis Planning and Preparation. **Part III: Psychological Safety: Multi-level Prevention and Intervention.** Universal Prevention and Preparedness. Early and Targeted Interventions. Managing Risky Behaviors and Intensive Interventions. Crisis Management and Recovery Efforts.

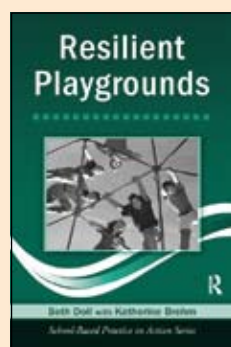


2009: 371pp.

Hb: 978-0-415-99834-5: £53.00/\$95.00

Pb: 978-0-415-99835-2: £19.00/\$34.95

Series: School-Based Practice in Action



Resilient Playgrounds

Beth Doll, University of Nebraska at Lincoln, USA, with **Katherine Brehm**, School Psychologist, Ysleta School District, El Paso, Texas, USA

"Resilient Playgrounds... provides classroom teachers, school administrators, and other educators with a wealth of practical suggestions and materials to help make playgrounds physically, socially, and

emotionally safe places for all children." - **George Bear**, University of Delaware, USA

While recess provides children with a time to play and take a break from the school day, research has shown that it is also a necessary and vital part of their social, emotional, and academic development. This book provides tools and strategies for school mental health professionals, teachers, and administrators to evaluate and improve the recess experience in order to ensure that children benefit as much as possible from this important time. Using a data-based problem solving strategy, the author presents methods for assessing playgrounds, identifying features that may negatively impact students and their social interactions, intervening to modify and strengthen these features, and monitoring to guarantee that the interventions have created successful outcomes.

CONTENTS: Introduction to Resilient Playgrounds. Students' Peer Relationships. School Playground Facilities. Data-based Problem Solving. Playground Interventions. Documenting the Impact of Resilient Playgrounds. Case Examples.

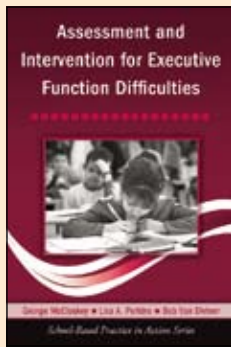


2009: 183pp.

Hb: 978-0-415-96087-8: £59.00/\$95.00

Pb: 978-0-415-96088-5: £21.95/\$34.95

Series: School-Based Practice in Action



Assessment and Intervention for Executive Function Difficulties

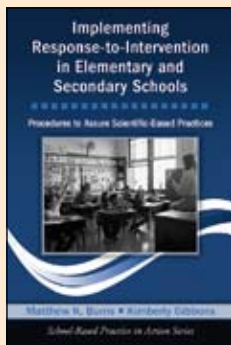
George McCloskey, Philadelphia College of Osteopathic Medicine, USA, **Lisa A. Perkins**, in private practice, Family Study Center, Connecticut, USA, and **Bob Van Diviner**, Milton Hershey School, Philadelphia, USA

In *Assessment and Intervention for Executive Function Difficulties*, McCloskey, Perkins, and Diviner provide a unique blend of theory, research, and practice that offers clinicians an overarching framework for the concept of executive functions (EFs) in educational settings. The conceptual model of executive functions is detailed, including their role in behavior, learning, and production across all settings. The heart of the book focuses on the practical issues involved in the use of assessment tools, tests, report writing, and the implementation and follow-up of targeted interventions using the EF model.



2008: 392pp.
Hb: 978-0-415-95783-0: £60.00/\$95.00
Pb: 978-0-415-95784-7: £21.95/\$34.95

Series: *School-Based Practice in Action*



Implementing Response-to-Intervention in Elementary and Secondary Schools

Procedures to Assure Scientific-Based Practices

Matthew K. Burns, University of Minnesota, USA, and **Kimberly Gibbons**, St. Croix River Education District, Minnesota, USA

The Response-to-Intervention (RTI) approach, tracks a student's progress and response to a given intervention (or series of interventions) that are designed to improve academic, social, behavioral, or emotional needs progress. RTI models have been closely scrutinized, researched, and reported in the past few years, and they are increasingly looked to as the foundation of future (and more and more as the present) of school psychology practice in schools. What is still lacking in the midst of a recent slew of handbooks, research studies, revised assessment scales and tests, and best-practices suggestions is a truly practical guidebook for actually implementing an RTI model. This book will fill this need. Following the structure and plan for our *School-Based Practice in Action Series*, authors Matt Burns and Kim Gibbons present a clear and concise guide for implementing a school-wide RTI model, from assessment and decision-making to Tiers I, II, and III interventions.

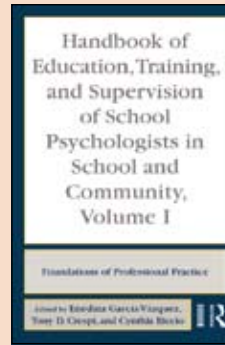


2008: 264pp.
Hb: 978-0-415-96391-6: £65.00/\$99.50
Pb: 978-0-415-96392-3: £22.50/\$34.95

Series: *School-Based Practice in Action*

TWO VOLUME HANDBOOK

CO-PUBLISHED WITH THE TRAINERS OF SCHOOL PSYCHOLOGISTS



Handbook of Education, Training, and Supervision of School Psychologists in School and Community

Foundations of Professional Practice

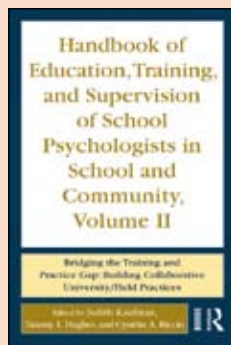
Volume I

Edited by **Enedina García-Vázquez**, New Mexico State University, USA, **Tony D. Crespi**, University of Hartford, Connecticut, USA, and **Cynthia Riccio**, Texas A&M University, USA

Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree. It explores contemporary university training programs, the foundations of school education, and key areas of responsibility for school-based mental health professionals, and takes a look at the future of training for school psychologists. Specific issues such as the teaching of specialty skills and training for unique areas and special populations are also discussed. By way of raising questions and issues that ultimately play out in the field, it lays the groundwork for *Volume II*, which is dedicated to bridging the training and practice gap.

CONTENTS: Part I: Contemporary School Psychology Training: The University. Riccio, García-Vázquez, Crespi, Why School Psychology as a Profession: Introduction and Overview. Fagan, Putting School Psychology Training into Historical Perspective: What's New? What's Old? Kaufman DeOrnellas, Maricle, What is so Special about the Specialist Degree? Givner, Combined-integrated Training: An Alternative to Traditional School Psychology Training Models. **Part II: Foundations of Training.** Nastasi, How Much Theory Do We Teach? Williams, Epifanio, Sinko, Teaching Legal and Ethical Issues. Arroyos-Jurado, Fernandez, Navarro, Multiculturalism and Diversity: Implications for Training of School Psychologists. Lowell, Rimmer, Zeeman, Preparing Students for Leadership Roles. **Part III: Training for Assessment and Evidence-based Practice.** Tomes, Culture and Psychoeducational Assessment: Cognition and Achievement. Hughes, McGoey, Owen, The Importance of Personality Assessment in School Psychology Training Programs. Fiorello, Hale, Decker, Coleman, Neuropsychology in School Psychology. **Part IV: Training for Intervention: Systems, Settings, and Special Populations.** Mennuti, Christner, School-Based Mental Health: Training School Psychologists for Comprehensive Service Delivery. Rosenfeld, Levinsohn-Klyap, Cramer, Educating Consultants for Practice in Schools. Crespi, Lovelace, Adult Incarceration and Children's Psychiatric Hospitalization: Training School Psychologists for Non-traditional Settings. McCormick, Fournier, Training for Work with Special Populations: Children with Emotional and Behavioral Disorders. Phelps, Training for Work with Special Populations: Children with Chronic Illness. **Part V: School Psychology Training: Rooted in the Past, Practicing in the Present, and Contemplating the Future: Summary and Conclusions.** García-Vázquez, Crespi, Riccio, Hughes, Kaufman, Into the Future: New Directions for Education and Training.

2009: 369pp.
Hb: 978-0-415-96260-5: £34.00/\$55.00



Handbook of Education, Training, and Supervision of School Psychologists in School and Community

Bridging the Training and Practice Gap: Building Collaborative University/Field Practices

Volume II

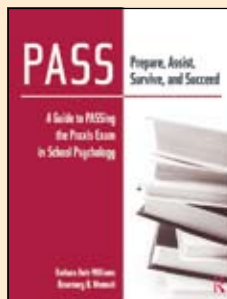
Edited by **Judith Kaufman**, Fairleigh Dickinson University, New Jersey, USA, **Tammy L. Hughes**, Duquesne University, Pittsburgh, USA, and **Cynthia A. Riccio**, Texas A&M University, USA

Volume II extends the discussion of the training of school psychologists from *Volume I* to an examination of issues critical to the practice of school psychology, focusing on the roles of the supervisor as trainer in different contexts. Each chapter raises issues for university training in a manner that facilitates the dialogue between university and field trainers. This volume also considers issues of professional development, credentialing, and developing a professional identity, topics that predominate in practice settings yet are typically not addressed in any school psychology text. It concludes by offering recommendations on how the collaboration between university and field-based education can be further improved in the future to anticipate and meet the needs of the next generation of professionals and the children in their care.

CONTENTS: Part I: Contemporary School Psychology Training: University/Field Collaboration. *Hughes, Kaufman, Miller, Is Everything Old New Again: School Psychology Training Past, Present, and Future.* **Part II: What About Supervision Anyway? Trainers as Supervisors.** *Kaufman, Contemporary Issues in Supervision. Welsh, Meche, Broussard, Competency-based School Psychology Practica: A Collaborative Training Model. Herbert, Patterson, Collaborative Supervision of Internship Experiences. Gordon, Zacario, Supervision of School Psychology Interns in a Pediatric Hospital. Hatzichristou, Lampropoulou, Lykitsakou, Dimitropoulou, Promoting University and Schools Partnership: Transnational Considerations and Future Directions.* **Part III: Difficult Dialogues.** *Lopez, Rogers, Multicultural Competence and Diversity: University and Field Collaboration. Cruise, Swerdlick, Problematic Behaviors: Mediating Differences and Negotiating Change. Dailor, Jacob, Ethical and Legal Challenges: Negotiating Change. Kaufman, Hughes, Dealing with Harassment, Abuse and Other Difficult Topics. Theodore, Hughes, Kaufman, Developing Professional Identity: Values, Behaviors and Reputation. Jacob, Drevon, Abbuh, Taton, Preparing School Psychologists to Address the Needs of Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) Youth.* **Part IV: Professional Issues.** *Crespi, Professional Credentialing: Options and Needs. Snyder, Cash, Valley-Gray, Cunningham, Continuing Education: Fostering Life Long Learning. Brock, Martinez, Navarro, Teran, Collaboration in School-based Crisis Intervention. Levinson, Black, Rafoth, Slonim, Community Collaboration and University-based Clinics.* **Part V: Into the Future.** *Hughes, Kaufman, Hoover, Creating Congruent Change in Training and Field Based Practice. Hughes, Kaufman, Riccio, Crespi, Garcia-Vázquez, Envisioning the Future: Looking into the Crystal Ball.*

2009: 369pp.

Hb: 978-0-415-96279-7: £35.00/\$55.00



Read and Recommend!

PASS: Prepare, Assist, Survive and Succeed

A Guide to PASSing the Praxis Exam in School Psychology

Barbara Bole Williams, Rowan University, New Jersey, USA, and Rosemary B. Mennuti, Philadelphia College of Osteopathic Medicine, USA

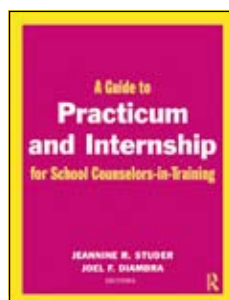
Are you getting ready to take the Praxis Exam and looking for a resource to help as you study? In this guide, Williams and Mennuti, two veteran school psychologists who have been involved in the development, testing, and revision of the Praxis Exam, present their PASS model to help you study and achieve the best score possible. In this guide, you'll also find reflections from students who have used the PASS model to prepare for the Praxis, along with their experiences taking the exam and some of the challenges they faced and how they overcame them. An accompanying CD contains all of the graphic organizers found in the text, six practice exams with answer keys, and other helpful materials for you to use as you prepare for the exam.

CONTENTS: Introduction. **Part I: Process of Preparing.** Preparation. Assisting. Surviving. **Part II: Content of the Exam.** Diagnosing and Fact Finding. Prevention and Intervention. Applied Psychological Foundations. Applied Educational Foundations. Ethical and Legal Considerations. **Part III: Succeeding.** Personal Reflections.



February 2010: 239pp.

Pb: 978-0-415-99347-0: £25.00/\$40.00



New!

A Guide to Practicum and Internship for School Counselors-in-Training

Edited by **Jeannine R. Studer** and **Joel F. Diambra**, both at the University of Tennessee, USA

There are numerous books available for counseling students who are entering their practicum and internship experience that provide them with an overview of the different details of the program and the knowledge they need to complete it successfully. What is lacking among these titles, however, is a focus on and discussion of the important information needed by those students who specifically intend to enter the school counseling field. Studer and Diambra have finally filled this gap with *A Guide to Practicum and Internship for School Counselors-in-Training*. Geared specifically at future school mental health professionals, this book addresses all the pertinent topics, issues, and concerns missing in the current literature.

CONTENTS: Part I: The Practicum and Internship Journey. Getting Started. Understanding the School Culture. Popular Counseling Theories Used by School Counselors. Overview of Supervision. A Developmental Passage – Models of Supervision. **Part II: The ASCA National Model as a Structure for Understanding the Role of the Professional School Counselor.** The ASCA National Model Components as a Supervisory Guide. The Foundation Component. The Management Component. The Delivery System Component. Accountability and the School Counselor-in-Training. Applying the ASCA Ethical Standards. **Part III: Guidelines**

for Working with Special Populations. Understanding Differences in Schools. Developmental Issues of Students. **Part IV: Competing the Clinical Experiences.** Transitioning Forward.

March 2010: 252pp.

Pb: 978-0-415-99747-8: £22.00/\$39.95

60-day examination copy available



Theory and Cases in School-Based Consultation

A Resource for School Psychologists, School Counselors, Special Educators, and Other Mental Health Professionals

Laura M. Crothers, Tammy L. Hughes, and Karen A. Morine, all at Duquesne University, Pittsburgh, USA

This casebook provides an applied perspective regarding school-based consultation, including an overview of mental health consultation, behavioral consultation, social learning theory consultation, Adlerian consultation, and ecological/organizational consultation. Along with relevant discussion of the issues in each case study, critical thinking questions are included for discussion among students and educators regarding school-based consultation. This text includes many more and diverse case examples than the competing casebooks available, and is designed to be used in conjunction with any of the established primary texts in Consultation.

2008: 192pp.

Pb: 978-0-415-96337-4: £23.95/\$37.50



Recipient of the ACES Beech Award!

Consultation: Creating School-Based Interventions

Third Edition

Don Dinkmeyer Jr., Graduate College of Western Kentucky, USA, and **Jon Carlson,** Governors State University, Illinois, USA

"Don Dinkmeyer, Jr., and Jon Carlson have completed another excellent text. The

material is well written, clear and, most importantly, highly relevant to students and practitioners who serve as consultants to individuals, schools and families... This is certain to be a resource for years to come." - **Arthur Horne,** University of Georgia, USA

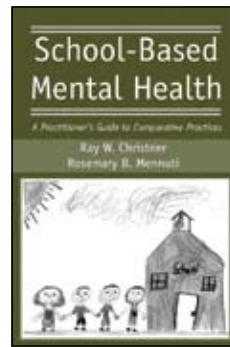
Grounded in Adlerian Psychology, the methods presented by Don Dinkmeyer, Jr. and Jon Carlson in *Consultation* are based upon the assumption that problems in the home and the classroom result not only from the direct actions of disruptive students, but also from the expectations of teachers and parents. This text shows how counselors can encourage change in these supposed 'problem' children by helping authority figures recognize and alter the part they may be playing in exacerbating the negative actions of the student. A companion DVD is included, featuring full-length video taped consultation sessions, with commentary and other teaching/learning features available.



2005: 208pp.

Pb: 978-0-415-95198-2: £39.95/\$62.95

60-day examination copy available



School-Based Mental Health

A Practitioner's Guide to Comparative Practices

Ray W. Christner, and Rosemary B. Mennuti, both at Philadelphia College of Osteopathic Medicine, USA

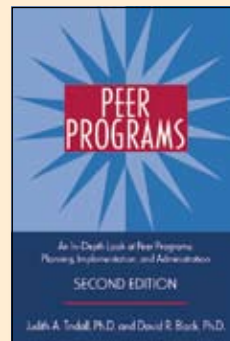
This volume provides school-based practitioners with a comprehensive and comparative guide to the strategic interventions, therapeutic modalities, and treatment approaches that are most commonly and effectively used in educational settings. Three main sections of the text present a foundation of universal interventions, targeted interventions, and alternative interventions appropriate for use in schools. Unifying the chapters are two central case examples, allowing the reader to see and evaluate the strengths and potential challenges of each technique in a familiar situation.

CONTENTS: An Overview of School-Based Practice. **Part I: Foundation of Universal Interventions.** Problem-solving Approaches in Prevention. Building Resiliency in Schools. School-wide Behavioral Support. Minimizing Barriers to Learning. **Part II: Selected and Targeted Interventions.** Cognitive-Behavioral Approaches. Individual Behavior Supports. Reality Therapy. Client-centered Therapy. Family System Interventions. Adlerian/Constructivist Approaches. **Part III: Alternative Interventions.** Play Therapy. Art Therapy. Movement Therapy. Mindfulness Interventions. **Part IV: Summary.** Integrating Perspectives into Practice. Appendix.

2008: 456pp.

Hb: 978-0-415-95558-4: £28.00/\$44.95

By Judith A. Tindall



Peer Programs

An In-Depth Look at Peer Programs: Planning, Implementation, and Administration

Second Edition

Judith A. Tindall, Psychological Network, Inc., Missouri, USA, and **David R. Black,** Purdue University, Indiana, USA

Peer Programs explains the value of and techniques for helping non-professionals learn to help others one-on-one, in small groups and in groups of classroom size. Intended to be of use to those responsible for planning, implementing and/or administering peer programs, this text should also convince those who are not directly involved that peer helping is a worthwhile undertaking – reducing drug and alcohol abuse, dropouts, violence and conflict, HIV and AIDS, pregnancy, stress and negative peer pressure.

CONTENTS: An Open Letter to the Peer Program Professional. Peer Helping and its Components. Why Peer Programs Now? The Future of Helping. Highlights of Peer Resource Literature. Development of the Peer Program Professional. Steps to a Successful Peer Program. Training Model and Procedures. Utilization of Peer Helpers and Advanced Training. Evaluation of the Program. Building a Team. Programmatic Standards.



2008: 352pp.

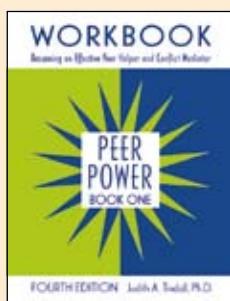
Pb: 978-0-415-96236-0: £29.95/\$47.50

The Peer Power Program

By **Judith A. Tindall**, Psychological Network, Inc., Missouri, USA

The Peer Power Program is a peer training program designed for middle and high school students, focusing on 8 core skills: Attending, Empathizing, Summarizing, Questioning, Genuineness, Assertiveness, Confrontation, and Problem Solving. Through a series of exercises, games, and self-awareness techniques, children and adolescents involved in the program gain the basic communication and mediation skills necessary to effectively help their peers.

Contact our sales team for information on discounts and bulk orders of the student workbooks at orders@taylorandfrancis.com



Peer Power, Book One

Workbook: Becoming an Effective Peer Helper and Conflict Mediator

Fourth Edition

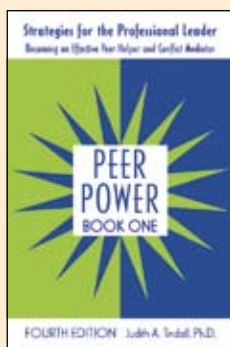
Peer Power, Book One Workbook brings the participating students through first

of all understanding their role as a peer helper, understanding themselves based on much of the Myers Briggs Type Indicator and the Asset Building Model. Next, it takes the participant through eight core skills. The last part of the book indicates strategies for implementing peer work into practice. These strategies include limits setting through ethical guidelines, taking care of themselves, conflict resolving skills and putting peer helping into action. The *Workbook* provides clear instructions for the skills-focused, guided exercises, in a format that is accessible and enjoyable for students in the Peer Power Program.

2008: 384pp.

Pb: 978-0-415-96232-2: £18.50/\$29.95

60-day examination copy available



Peer Power, Book One

Strategies for the Professional Leader: Becoming an Effective Peer Helper and Conflict Mediator

Fourth Edition

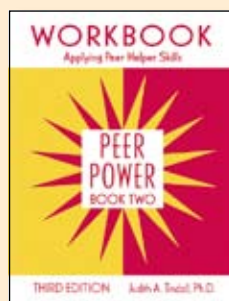
The professional strategies book provides the program leader/facilitator

with clear and easy to follow guidelines for implementing the Peer Power Program. After an overview of the peer program philosophy, training structure, and goals, the leader's guide proceeds through the thirteen Modules that are found in the student *Workbook*. For each exercise in the student *Workbook*, this leader's guide provides instructions for introducing and implementing the exercise, time and material requirements, description of its purpose and goal and application assignments.

2008: 240pp.

Pb: 978-0-415-96231-5: £18.50/\$29.95

60-day examination copy available



Peer Power, Book Two

Workbook: Applying Peer Helper Skills

Third Edition

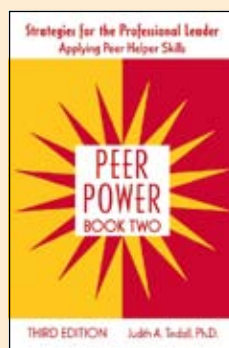
Picking up where *Book One* left off, the *Peer Power, Book Two, Workbook* brings the participating students through a series of Modules, focusing on how to

apply the core skills learned in the first half of the program in real life situations. This volume covers topics such as drugs and alcohol abuse, taking care of you through stress management, leadership training, tutoring, group work, enhancing sexual health, disordered eating, suicide prevention, coping with loss, highway traffic safety, bullying reduction, mentoring, crisis management, character education, problem gambling prevention, and tobacco prevention.

2008: 416pp.

Pb: 978-0-415-96234-6: £18.50/\$29.95

60-day examination copy available



Peer Power, Book Two

Strategies for the Professional Leader: Applying Peer Helper Skills

Third Edition

The professional strategies book provides the program leader/facilitator with clear and easy to follow guidelines

for implementing the Peer Power Program. Picking up where *Book One* left off, the leader's guide to *Book Two* proceeds through the same series of Modules that are found in the *Book Two Student Workbook*. For each exercise in the student *Workbook*, this leader's guide provides instructions for introducing and implementing the exercise, time and material requirements, description of its purpose and goal, and application assignments. Equipped with the professional strategies book, the program leader (teacher, school counselor, juvenile center officer, mental health professional, and human resource professional) can quickly and confidently work through the Peer Power curriculum.

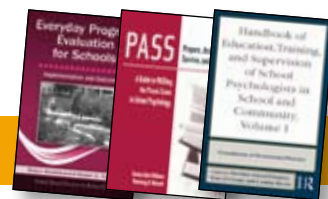
2008: 208pp.

Pb: 978-0-415-96233-9: £18.50/\$29.95

60-day examination copy available

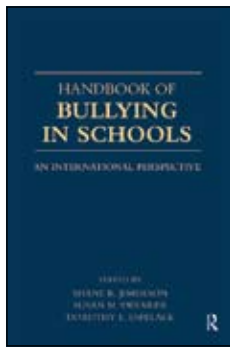
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Handbook of Bullying in Schools

An International Perspective

Edited by **Shane R. Jimerson**, University of California, Santa Barbara, USA, **Susan M. Swearer**, University of Nebraska, Lincoln, USA, and **Dorothy L. Espelage**, University of Illinois at Urbana-Champaign, USA

The *Handbook of Bullying in Schools:*

An International Perspective provides a comprehensive review and analysis of what is known about the worldwide bullying phenomena. It is the first volume to systematically review and integrate what is known about how cultural and regional issues affect bullying behavior and its prevention. It draws on insights from scholars around the world to advance our understanding of:

- theoretical and empirical foundations for understanding bullying
- assessment and measurement of bullying
- research-based prevention and intervention methods.

Key features include the following:-

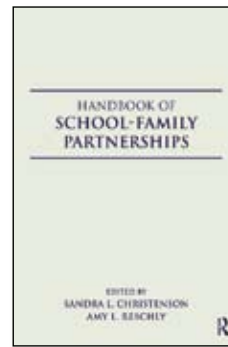
- **Comprehensive** – 41 chapters bring together conceptual, methodological, and preventive findings from this loosely coupled field of study, thereby providing a long-needed centerpiece around which the field can continue to grow in an organized and interdisciplinary manner.
- **International Focus** – Approximately 40% of the chapters deal with bullying assessment, prevention, and intervention efforts outside the USA.
- **Chapter Structure** – To provide continuity, chapter authors follow a common chapter structure: overview, conceptual foundations, specific issues or programs, and a review of current research and future research needs.
- **Implications for Practice** – A critical component of each chapter is a summary table outlining practical applications of the foregoing research.
- **Expertise** – The editors and contributors include leading researchers, teachers, and authors in the bullying field, most of whom are deeply connected to organizations studying bullying around the world.

SELECTED CONTENTS: Part I: Foundations for Understanding Bullying. Part II: Assessment and Measurement of Bullying. Part III: Research-based Prevention and Intervention.

2009: 624pp.

Hb: 978-0-8058-6392-5: £185.00/\$295.00

Pb: 978-0-8058-6393-2: £75.00/\$114.95



Handbook of School-Family Partnerships

Edited by **Sandra L. Christenson**, University of Minnesota, USA, and **Amy L. Reschly**, University of Georgia, USA

Family-school partnerships are increasingly touted as a means of improving both student and school improvement. This recognition has led to an increase in policies and initiatives that offer the following benefits: improved

communication between parents and educators, home and school goals that are mutually supportive and shared, better understanding of the complexities impinging on children's development and pooling of family and school resources to find and implement solutions to shared goals.

This is the first comprehensive review of what is known about the effects of home-school partnerships on student and school achievement. It provides a brief history of home-school partnerships, presents evidence-based practices for working with families across developmental stages, and provides an agenda for future research and policy.

This book is appropriate for researchers, instructors, and graduate students in the following areas: school counseling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

CONTENTS: Part I: The Backdrop: Theoretical and Empirical Bases of Partnerships.

Application of a Developmental/Ecological Model to Family-School Partnerships. Motivation and Commitment to Family-School Partnerships. Elements of Healthy Family-School Relationships. Diversity in Families: Parental Socialization and Children's Development and Learning. Culturally-based Worldviews, Family Processes, and Family-School Interactions. **Part II: Partnerships Across Children's Development/Schooling Levels.** The Home Learning Environment and Achievement During Childhood. Parent Involvement in Early Education. Partnering to Foster Achievement in Reading and Mathematics. A School-Family Partnership: Addressing Multiple Risk Factors to Improve School Readiness and Prevent Conduct Problems in Young Children. Family-centered, School-Based Mental Health Strategies to Reduce Student Behavioral, Emotional, and Academic Risk. School-Family Partnerships to Promote Social and Emotional Learning. School Connectedness and Adolescent Well-being. Family-School Partnerships and Communication Interventions for Young Children with Disabilities. Creating School-Family Partnerships in Adolescence: Challenges and Opportunities.

Part III: Driving the Research Agenda to Inform Policy and Practice.

Debunking the Myth of the Hard-to-reach Parent. Family-centered Helping Practices, Parent-professional Partnerships, and Parent, Family and Child Outcomes. Mapping Family-School Relations in Comprehensive School Reform Models and Charter School Designs: A Call for a New Research Agenda. Future Directions in Family-School Partnerships. Methodological Issues in Family-School Partnership Research. From Periphery to Center: A New Vision and Strategy for Family, School, and Community Partnerships. Moving Forward in School-Family Partnerships in Promoting Student Competence: From Potential to Full Impact.

2009: 544pp.

Hb: 978-0-415-96375-6: £185.00/\$295.00

Pb: 978-0-415-96376-3: £70.00/\$114.95

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New from Routledge!

New Edition!

Bullying in North American Schools

Second Edition

Edited by **Dorothy L. Espelage** and **Susan M. Swearer**

This book provides a compilation of research on bullying in school-aged youth conducted across the United States and Canada by a representative group of researchers. Its social-ecological perspective illustrates the complexity of bullying behaviors.

July 2010: 380pp.

Hb: 978-0-415-80654-1: £95.00/\$145.95

Pb: 978-0-415-80655-8: £44.95/\$79.95

Forthcoming!

Handbook of Research on Schools, Schooling and Human Development

Edited by **Judith L. Meece** and **Jacquelynne S. Eccles**

The purpose of this book is to document some important ways schools influence children's development and to describe various models and methods for studying schooling effects.

June 2010: 560pp.

Hb: 978-0-8058-5948-5: £185.00/\$295.00

Pb: 978-0-8058-5949-2: £75.00/\$119.95

Forthcoming!

The Clinical Practice of Educational Therapy A Teaching Model

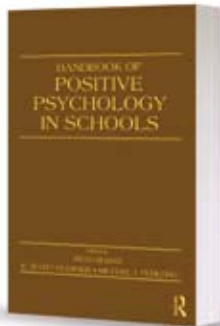
Edited by **Maxine Ficksman** and **Jane Adelizzi**

The Clinical Practice of Educational Therapy is the first book to provide a comprehensive review of the interdisciplinary profession and practice of educational therapy as it exists today.

May 2010: 376pp.

Hb: 978-0-415-99856-7: £85.00/\$135.00

Pb: 978-0-415-99857-4: £36.99/\$59.95



Handbook of Positive Psychology in Schools

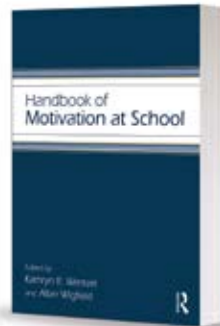
Edited by **Rich Gilman**, **E. Scott Huebner**, and **Michael J. Furlong**

This book is the first to provide a comprehensive review of what is known about positive psychological constructs and the school experiences of children and youth.

2009: 520pp.

Hb: 978-0-8058-6361-1: £180.00/\$295.00

Pb: 978-0-8058-6362-8: £85.00/\$114.95



Handbook of Motivation at School

Edited by **Kathryn R. Wentzel** and **Allan Wigfield**

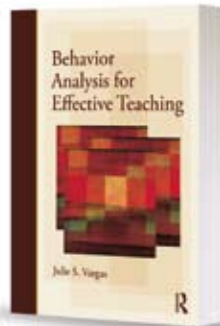
The *Handbook of Motivation at School* is the first comprehensive and integrated compilation of theory and research on children's motivation at school, covering major theoretical perspectives in the field.

2009: 704pp.

Hb: 978-0-8058-6284-3: £180.00/\$295.00

Pb: 978-0-8058-6290-4: £85.00/\$114.95

Series: *Educational Psychology*



Behavior Analysis for Effective Teaching

Julie S. Vargas

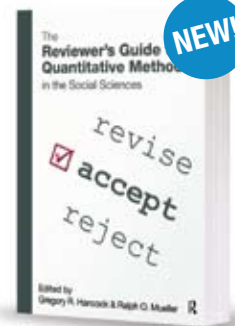
Behavior Analysis for Effective Teaching provides teachers and other human service professionals specific tools they can use to teach more effectively without using the punitive methods that are too often part of educational practices.

2009: 392pp.

Hb: 978-0-415-99007-3: £130.00/\$195.00

Pb: 978-0-415-99008-0: £52.50/\$79.95

60-day examination copy available



The Reviewer's Guide to Quantitative Methods in the Social Sciences

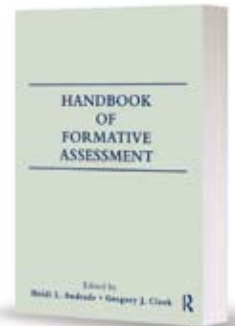
Edited by **Gregory R. Hancock** and **Ralph O. Mueller**

The Reviewer's Guide is designed for reviewers of research manuscripts and proposals in the social and behavioral sciences, and beyond. It's uniquely structured chapters address traditional and emerging quantitative methods of data analysis.

February 2010: 448pp.

Hb: 978-0-415-96507-1: £120.00/\$199.00

Pb: 978-0-415-96508-8: £44.99/\$69.95



Handbook of Formative Assessment

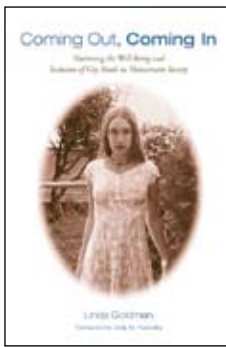
Edited by **Heidi L. Andrade** and **Gregory J. Cizek**

The *Handbook of Formative Assessment* comprehensively profiles this burgeoning field of study. Written by leading international scholars and practitioners, each chapter discusses key issues in formative assessment policy and practice.

2009: 392pp.

Hb: 978-0-415-99319-7: £110.00/\$195.00

Pb: 978-0-415-99320-3: £65.00/\$89.95



Coming Out, Coming In

Nurturing the Well-Being and Inclusion of Gay Youth in Mainstream Society

Linda Goldman, in private practice, Maryland, USA

Foreword by Jody M. Huckaby

"This book is critically important...

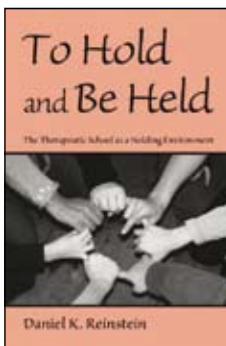
In *Coming Out, Coming In*, Linda Goldman provides us with a comprehensive primer for psychologists, clinicians, educators, and families to help us dispel myths, combat misinformation, and teach us how to provide the care, respect, and unconditional love that all youth deserve, regardless of differences." - Jody M. Huckaby, From the Foreword

Coming Out, Coming In describes the process of "coming in" to a welcoming and nurturing family, from both the teen's and the parents' perspective. Linda Goldman draws on her personal and professional experience as a school guidance counselor, child and adolescent therapist, parent, and a member of the national group PFLAG to build a common language and a new paradigm for understanding sexual orientation and gender identity as a part of mainstream culture. Through the information, exercises, anecdotes, and extensive bibliography of additional resources provided in the book, parents, school administrators and educators, community groups and counselors will find the tools needed to facilitate nurturing and safe environments for our LGBT youth.

SELECTED CONTENTS: Huckaby, Foreword. Understanding Gay Youth: Society's Mirror. Interventions with LGBT Young People: Supporting a Healthy Outlook. Possibilities for LGBT Participation in Daily Life: Evolving Relationships and Communities. Creating Equality in Society: Resources and Supports.

2007: 320pp.

Pb: 978-0-415-95824-0: £18.95/\$29.95



To Hold and Be Held

The Therapeutic School as a Holding Environment

Daniel K. Reinstein, Clinical Director and Inclusion Program Director, Community Therapeutic Day School, Lexington, USA

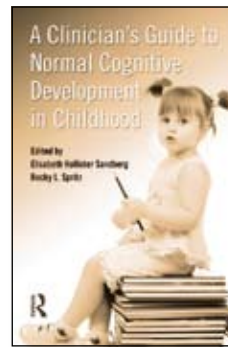
Drawing on the teachings of D.W. Winnicott and John Bowlby, who helped revolutionize thinking about relational psychology, *To Hold and Be*

Held integrates the concepts of the 'holding environment' and attachment theory and describes how they are applied in a clinical setting. It also uses metaphor to both derive meaning from the language of the therapeutic process and to apply that meaning within a systems framework to effect significant therapeutic change.

To Hold and Be Held describes the creation of a system of working that not only holds the child and his family, but also holds the larger system as well – a system in which therapeutic services are integrated at all levels and implemented in public schools in a way that supports all those involved.

2006: 200pp.

Hb: 978-0-415-95369-6: £25.00/\$40.00



A Clinician's Guide to Normal Cognitive Development in Childhood

Edited by Elisabeth Hollister Sandberg, Suffolk University, Boston, USA, and Becky L. Spritz, Roger Williams University, Rhode Island, USA

"This book marries developmental science with clinical practice. It's a great resource

for anyone who works with children, including teachers, clinicians, childcare providers, and parents... This is an invaluable guide for communicating with children and interpreting their behavior."

- Kelly Mix, Michigan State University, College of Education, USA

A Clinician's Guide to Normal Cognitive Development in Childhood, provides students and established professionals with an accessible set of descriptions of normal childhood cognition, accompanied by suggestions for how to think about normal development in a clinical context. Each sub-topic within cognitive development is explicated through a succinct presentation of empirical data in that area, followed by a discussion of the ethical implications. With an extensive review of data and clinical practice techniques, professionals and students alike will benefit enormously from this resource.

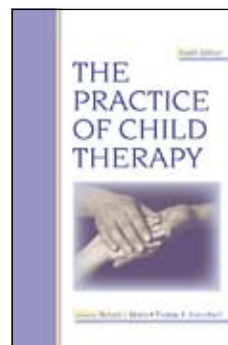
CONTENTS: Introduction. Spritz, Sandberg, The Case for Children's Cognitive Development: A Clinical-developmental Perspective.

Part I: Communicating with Children. Haskill, Corts, Acquiring Language. Skelley, Crnic, Communicating About Internal States. Golden, General Guidelines for Talking With Children. **Part II: Understanding Others' Perspectives.** Fireman, Kose, Perspective Taking. Spritz, Fergusson, Bankoff, False Beliefs and the Development of Deception.

Part III: Children's Memory. Reeder, Martin, Turner, Memory Development in Childhood. Sandberg, Spritz, Remembering. Gregory, Carol, Compo, Talking With Children About Past Events: Children's Memory and Suggestibility. **Part IV: Developing Reason and Executive Control.** Sandberg, McCullough, The Development of Reasoning Skills. White-Ajmani, O'Connell, Moral Reasoning. Holler, Greene, Developmental Changes in Children's Executive Functioning. Conclusion. Viola, Knowing What We Know: The Developing Child and the Developing Clinician.

2009: 267pp.

Hb: 978-0-415-99183-4: £21.99/\$34.95



The Practice of Child Therapy

Fourth Edition

Edited by Richard J. Morris, University of Arizona, USA, and Thomas R. Kratochwill, University of Wisconsin at Madison, USA

This book assembles in a single volume summaries of the treatment literature and treatment procedures of the most common childhood behavior disorders facing persons who practice in applied

settings – clinics, schools, counseling centers, psychiatric hospitals, and residential treatment centers. This book is intended for individuals who have entered or plan to enter the mental health profession or such related professions as counseling, special education, nursing and rehabilitation.

2007: 608pp.

Hb: 978-0-8058-5328-5: £135.00/\$210.00

Pb: 978-0-8058-5329-2: £65.00/\$98.95

60-day examination copy available

Routledge Series on Counseling and Psychotherapy with Boys and Men



Series Editor: Mark S. Kiselica

The *Routledge Series on Counseling and Psychotherapy with Boys and Men* captures the burgeoning body of knowledge about the emotional and psychological lives of boys and men and the process of counseling them in a male-friendly manner. This series will appeal to mental health practitioners (psychologists, counselors, social workers, psychiatrists, clinical and counseling psychologists, marriage and family therapists, nurses and psychotherapists) and educators who wish for in-depth and practical suggestions for helping men and boys.

CONTENTS: Part I: Etiology, Epidemiology, and Course. Symptoms of ADHD. Epidemiology and Course. Etiology. **Part II: Assessment and Diagnosis.** Assessment. Differential Diagnosis. **Part III: Counseling and Psychotherapy.** Individual Counseling with Boys and Young Teens. Parenting Techniques. Individual Counseling with Men and Older Teens. Working with Spouse and Partners of Men with ADHD. Group Techniques. **Part IV: Educational Interventions.** Educational Modification. Student Behavior Management. **Part V: Medical Approaches.** Stimulant Medications. Nonstimulant Medications. Nutritional and Herbal Interventions.

2009: 373pp.

Pb: 978-0-415-99344-9: £24.95/\$39.95

Routledge Series on Counseling and Psychotherapy with Boys and Men



Counseling Troubled Boys

A Guidebook for Professionals

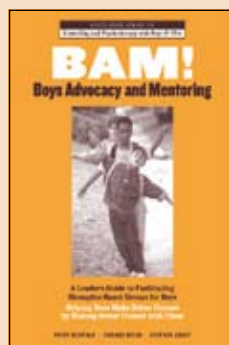
Edited by **Mark S. Kiselica**, College of New Jersey, USA, **Matt Englar-Carlson**, California State University, Fullerton, USA, and **Arthur M. Horne**, University of Georgia, USA

This volume provides practitioners with clear, helpful information about the process of understanding and engaging a wide array of boys and adolescent males in counseling. It supplies case examples and covers topics including race, ethnicity, religion, and other cultural factors of boys. A practical tool for school and mental health practitioners who need to understand and respond to the developmental and special issues of boys and adolescent males, *Counseling Troubled Boys* creates a bridge between young men and helping professionals.

2007: 336pp.

Pb: 978-0-415-95547-8: £23.95/\$37.50

Routledge Series on Counseling and Psychotherapy with Boys and Men



BAM! Boys Advocacy and Mentoring

A Leader's Guide to Facilitating Strengths-Based Groups for Boys - Helping Boys Make Better Contact By Making Better Contact with Them

Peter Mortola, Lewis & Clark College, Oregon, USA, **Howard Hiton**, Hiton and Associates, Oregon, USA, and **Stephen Grant**, Social Worker, Oregon, USA

Over the past decade, our understanding of the fundamental differences in child development, behavior, and emotional maturity between boys and girls has increased dramatically, and as a result, many gender-specific interventions and support programs have been developed to meet the needs of parents, teachers, and mental health professionals. What has been needed is a pro-active program whose goal is to instill positive skills and patterns in 'at-risk' boys, rather than waiting to address problems after they are already visible. The *BAM! Boys Advocacy and Mentoring* program fills this need.

2007: 192pp.
Pb: 978-0-415-96318-3: £23.95/\$37.50
Routledge Series on Counseling and Psychotherapy with Boys and Men

Forthcoming!

Therapy with Young Men

16-24 Year Olds in Treatment

David Verhaagen, Southeast Psychological Services, Charlotte, USA

Young adult men in their late teens and early twenties are statistically the least happy of any group of males surveyed. What's more, scholarly research tells us that adolescent boys and young men have the highest rates of behavioral problems, completed suicides, and drug and alcohol problems of any demographic group. Young men frequently come into therapy with unresolved identity issues, behavioral problems, and drug and alcohol problems. In *Therapy with Young Men*, Verhaagen presents a comprehensive model of therapy with young men that address each of these concerns, beginning with the rapport and engagement process, and then moving to ways to increase motivation for changing problem behaviors and increasing adaptive skills.

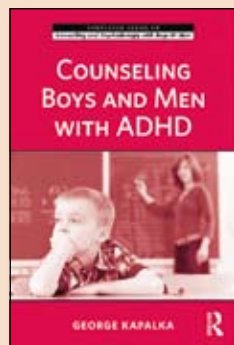
CONTENTS: The Culture of Young Men. What's Going on Developmentally? Are Men and Women Different? Qualities of Great Therapists. Prelude to Therapy. The Tone of Therapy. Creating a Context of Change. Guiding Principles of Therapy with Young Men. Beginning Therapy. Going Deeper. Helping Identity Formation. Improving Emotional Intelligence. Working on Behavioral and Substance Problems. Improving Relationship Skills.

June 2010: 248pp.

Hb: 978-0-415-80446-2: £38.95/\$69.95

Pb: 978-0-415-80447-9: £19.50/\$34.95

Routledge Series on Counseling and Psychotherapy with Boys and Men



Counseling Boys and Men with ADHD

George Kapalka, Monmouth University, New Jersey, USA

"Dr. Kapalka has written a clinically sensitive treatise on ADHD in males across the developmental spectrum. Most notable about this book is his deft weaving of case studies with perceptive commentary on treatment strategies... A must-read for clinicians working with ADHD at any age."

- **Mary Fristad**, Ohio State University, USA

This guidebook provides a review of the counseling, educational, and medical interventions that can benefit boys and men with ADHD. Kapalka begins with a review of symptoms, etiology, assessment, and diagnosis and then discusses a variety of specific interventions: individual counseling, parenting techniques, classroom interventions, and group counseling techniques.



Handbook of Cognitive-Behavior Group Therapy with Children and Adolescents

Specific Settings and Presenting Problems

Edited by **Ray W. Christner**, Philadelphia College of Osteopathic Medicine, USA,

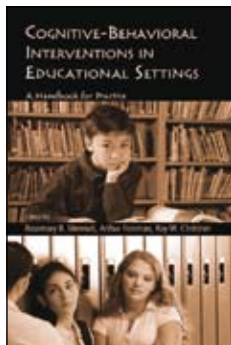
Jessica Stewart, in private practice, Rhode Island, USA, and **Arthur Freeman**, President of the Freeman Institute for Cognitive Therapy, USA

"This book would be a good read for any school psychologist who will be doing therapy with students, regardless of their knowledge of CBGT." - **Dan Seaman**, in *Communicate*

This *Handbook* offers a much-needed resource of theoretical knowledge, evidence-based interventions, and practical guidelines for professionals providing group psychotherapy to youth clients. Written by leading professionals in the field of child and adolescent cognitive-behavioral therapy, this comprehensive volume offers readers a collection of innovative and well established approaches for group interventions with youth in a variety of treatment settings.

2007: 552pp.

Hb: 978-0-415-95254-5: £37.50/\$59.95



Cognitive-Behavioral Interventions in Educational Settings

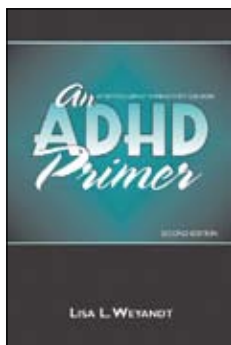
A Handbook for Practice

Edited by **Rosemary B. Mennuti**, Philadelphia College of Osteopathic Medicine, USA, **Arthur Freeman**, President of the Freeman Institute for Cognitive Therapy, USA, and **Ray W. Christner**, Philadelphia College of Osteopathic Medicine, USA

This text applies Cognitive Behavior Therapy to use in school settings, presenting the first comprehensive integration of theory with specific intervention strategies and techniques designed for work in school. An essential reference text for mental health professionals working closely with school officials, it is also useful as a resource for school psychologists, guidance counselors, pupil personnel support staff and school social workers.

2005: 480pp.

Hb: 978-0-415-95039-8: £37.50/\$59.95



An ADHD Primer

Second Edition

Lisa L. Weyandt, University of Rhode Island, USA

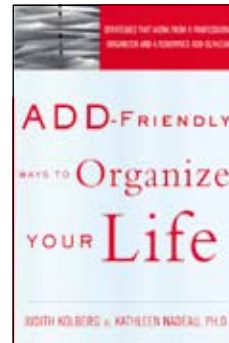
"An ADHD Primer, Second Edition is an excellent resource, both well written and up-to-date with the latest information on the topic. All professionals and students will benefit from reading it." - **Jerome Sattler**, San Diego State University, USA

Filled with current, practical, and useful information for professionals and individuals, this second edition of *An ADHD Primer* summarizes the literature concerning ADHD across the lifespan. It offers a better understanding of the disorder by addressing the potential causes of ADHD, the developmental course, and numerous treatment approaches.

2006: 232pp.

Hb: 978-0-8058-4969-1: £47.50/\$74.50

Pb: 978-0-8058-4970-7: £25.00/\$39.95



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ADD-Friendly Ways to Organize Your Life

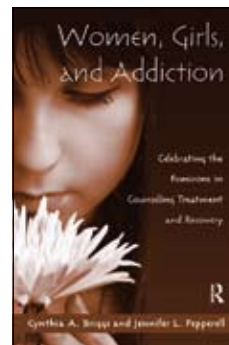
Strategies that Work from a Professional Organizer and a Renowned ADD Clinician

Judith Kolberg, and **Kathleen Nadeau**

This is a book that has ADD-Friendly advice with the ADDer in mind. This collaboration brings forth the best underlying understanding with the most effective and practical remedy from ADD experts in two important fields – professional organization and clinical psychology.

2002: 280pp.

Pb: 978-1-58391-358-1: £13.50/\$21.95



Women, Girls, and Addiction

Celebrating the Feminine in Counseling Treatment and Recovery

Cynthia A. Briggs, Winona State University, Minnesota, USA, and **Jennifer L. Pepperell**, Minnesota State University – Mankato, USA

"... landmark text... Readers will find within these pages a wealth of ways to productively work with addicted women and girls. This book is both a first and a foremost contribution to the field of addiction." - **Samuel T. Gladding**, Wake Forest University, USA

Women, Girls, and Addiction is the first book on the efficacy of treatment approaches and interventions that are tailored to working with addicted women, and the first publication of any kind to provide a feminist approach to understanding the experience of addiction from the female perspective.

CONTENTS: Part I: Overview of Women, Girls and Addiction. Feminist Theory and Addiction Counseling. Women, Girls, and Addiction: An Historical Perspective. **Part II: Biopsychosocial Influences.** Biological Factors. Psychological Factors. Social Factors. **Part III: Prevention, Treatment, and Relapse Prevention Across the Lifespan.** Children and Adolescents. Adult Women. Women in Late Adulthood.

2009: 220pp.

Hb: 978-0-415-99352-4: £18.00/\$32.95

New Edition!

Child Anxiety Disorders A Guide to Research and Treatment

Second Edition

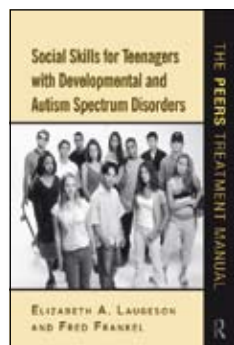
Deborah C. Beidel, University of Central Florida, USA, and
Candice Alfano, Children's National Medical Center, Washington
D.C., USA

Childhood anxiety disorders represent one of the most common psychological disorders found among the general population. They can be serious, distressful, and functionally impairing, so much so that there has been an explosion of interest in their treatment, primarily from pharmacological and cognitive-behavioral perspectives. Addressing these perspectives is the revised second edition of *Childhood Anxiety Disorders*, by Beidel and Alfano. They pay close attention to new pharmacological and psychological interventions as well as multi-center trials that compare single and combined treatment modalities.

CONTENTS: Part I: Overview of Childhood Fears and Anxiety. An Introduction to Children's Fears. An Introduction to Childhood Anxiety Disorders. Developmental Considerations. Sleep and Anxiety Disorders. Etiological Factors in the Development of Anxiety Disorders. **Part II: Anxiety Disorders in Children.** Dental Fears, Medical Fears, and Chronic Medical Illnesses. Excessive Worry and Generalized Anxiety Disorder. Specific Phobias. School Refusal. Separation Anxiety Disorder. Social Phobia and Selective Mutism. Obsessive-Compulsive Disorder and Trichotillomania. Panic Disorder. Posttraumatic Stress Disorder.

November 2010: 257pp.

Hb: 978-0-415-87373-4: £27.95/\$49.95



Forthcoming!

Social Skills for Teenagers with Developmental and Autism Spectrum Disorders

The PEERS Treatment
Manual

Elizabeth A. Laugeson, and **Fred Frankel**, both at UCLA School of Medicine, Los Angeles, USA

"At last mental health therapists have a systematic well-researched program that they can use to help teenagers with Asperger's syndrome, autism, ADHD, or other developmental disabilities to make and keep friendships." - **Georgia DeGangi**, Author of *Effective Parenting for the Hard-to-Manage Child: A Skills-Based Book*

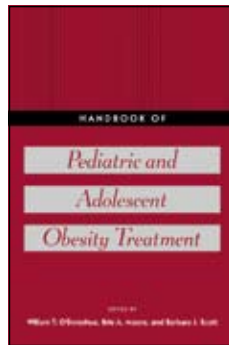
Social Skills for Teenagers with Developmental and Autism Spectrum Disorders is a comprehensive, evidence-based, fourteen-week program based at UCLA's Semel Institute for Neuroscience and Human Behavior and the adaptation to teens of the highly successful *Children's Friendship Training* (Routledge, 2002) manual for children. After reviewing techniques designed to help parents and therapists tailor the manual to the needs of the teens with whom they're working, the text moves on to the individual treatment sessions and strategies for tackling issues such as developing conversational skills, choosing friends, using humor, get together, teasing, bullying, gossiping, and handling disagreements.

CONTENTS: Part I: Introduction. Part II: Preparing for Treatment Screening. Part III: Treatment Sessions. Session 1: Introduction and Conversational Skills I – Trading Information. Session 2: Conversational Skills II – Two-way Conversations. Session 3: Conversational Skills III –

Electronic Communication. Session 4: Choosing Appropriate Friends. Session 5: Appropriate Use of Humor. Session 6: Peer Entry I – Entering a Conversation. Session 7: Peer Entry II – Exiting a Conversation. Session 8: Get-togethers. Session 9: Good Sportsmanship. Session 10: Rejection I – Teasing and Embarrassing Feedback. Session 11: Rejection II – Bullying and Bad Reputations. Session 12: Handling Disagreements. Session 13: Rumors and Gossip. Session 14: Graduation and Termination. Case Examples. List of Key Terms. Appendix. Assessment Measures. Session Materials.

April 2010: 432pp.

Pb: 978-0-415-87203-4: £27.99/\$49.95



Handbook of Pediatric and Adolescent Obesity Treatment

Edited by **William T. O'Donohue**,
Brie A. Moore, and **Barbara J. Scott**,
all at University of Nevada, Reno, USA

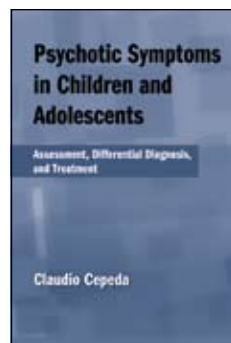
This volume brings together behavioral, medical, and public health approaches and provides the knowledge necessary

for a wide range of practitioners to effectively address the current obesity epidemic among children and adolescents. The book addresses several themes in pediatric and adolescent obesity.

2007: 360pp.

Hb: 978-0-415-95432-7: £85.00/\$130.00

Pb: 978-0-415-99066-0: £47.50/\$74.50



Psychotic Symptoms in Children and Adolescents

Assessment, Differential
Diagnosis, and Treatment

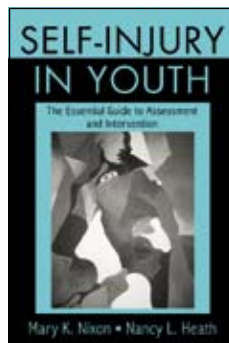
Claudio Cepeda, University of Texas, USA

"This comprehensive text provides a most welcome overview of psychosis and psychotic conditions in children and adolescents... This volume will be of great

interest to clinicians who work with children and adolescents with severe mental disorders." - **Fred R. Volkmar**, Yale University School of Medicine, USA

2006: 552pp.

Hb: 978-0-415-95364-1: £60.00/\$95.00



Self-Injury in Youth The Essential Guide to Assessment and Intervention

Edited by **Mary K. Nixon**, University of
Victoria Island Medical Program, Canada,
and **Nancy L. Heath**, McGill University,
Montreal, Canada

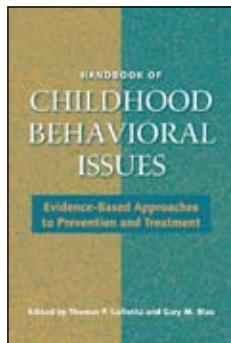
This edited volume features evidence-based reviews and practical approaches for the professional in the hospital, clinic,

community and school, with case examples throughout. Divided into five major sections, the book offers background historical and cultural information, discussion of self-injury etiology, assessment and intervention/prevention issues, and relevant resources for those working with youths who self-injure.

CONTENTS: *Nixon, Heath*, Introduction to Non-suicidal Self-Injury. **Part I: Background Information.** *Heath, Schaub, Holly, Nixon*, Self-Injury Today: Review of Population and Clinical Studies. *Lloyd-Richardson, Nock, Prinstein*, Functions of Adolescent NSSI. **Part II: Etiology of Self-Injury.** *Klonsky, Glenn*, Psychosocial Risk and Protective Factors. *Lofthouse, Muehlenkamp, Adler*, Non-suicidal Self-Injury and Co-occurrence. *Osuch, Payne*, Neurobiological Perspectives on Self-Injury. **Part III: Effective Practice for Self-Injury in Youth.** *Cloutier, Humphreys*, Measurement of NSSI in Adolescents. *Heath, Nixon*, Assessment of NSSI in Youth. *Whitlock, Knox*, Intervention and Prevention in the Community. *Lieberman, Toste, Heath*, Prevention and Intervention for NSSI in the Schools. *Nixon, Aulakh, Townsend, Atherton*, Psychosocial Interventions for Adolescents. *Vale, Nixon, Kucharski*, Working with Families and Adolescents with NSSI. *Lofthouse, Katz*, Adolescent NSSI in an Inpatient Setting. *Plener, Libal, Nixon*, Use of Medication in the Treatment of NSSI in Youth. *Toste, Holly, Schaub*, Resource Guide for Working with Youth. *Heath, Nixon*, Concluding Comments from Editors.

2008: 368pp.

Hb: 978-0-415-95725-0: £29.95/\$47.50



Handbook of Childhood Behavioral Issues

Evidence-Based Approaches to Prevention and Treatment

Edited by **Thomas P. Gullotta**, Eastern Connecticut State University, USA, and **Gary M. Blau**, Chief of the Child, Adolescent, and Family Branch of the Center for Mental Health Services

"Gullotta and Blau have assembled an exciting group of contributors and a distinctive text. By devoting the first six chapters to foundational, family and community issues, they address the crucial importance of these factors in a manner seldom seen in other texts... This book will serve as a comprehensive reference for all professionals engaged in the treatment of children." - **Deborah C. Beidel**, author of *Shy Children, Phobic Adults* and *Childhood Anxiety Disorders*

Recent years have seen increasing interest in the mental health field, particularly related to strategies that foster the positive behavior and healthy mental state of children. As the *Handbook of Childhood Behavioral Issues* indicates, however, the causes of childhood behavioral, physical, and mental health problems are multi-dimensional and cannot be treated with a uniform approach. Rather than focus solely on theory, this book offers evidence of effective interventions as well as extensive bio-psychosocial methods of preventative practices.

2007: 432pp.

Hb: 978-0-415-95461-7: £65.00/\$99.50



The Clinical Assessment of Children and Adolescents

A Practitioner's Handbook

Edited by **Steven R. Smith**, University of California, USA, and **Leonard Handler**, University of Tennessee, USA

"This book provides extensive coverage of methods, settings, and issues in the psychological assessment of children and adolescents. Readers

will appreciate the breadth and depth of its chapters, which offer both detailed guidelines for clinical practice and comprehensive consideration of relevant literature." - **Irving. B. Weiner**, University of South Florida, USA

This book highlights assessment techniques, issues, and procedures that appeal to practicing clinicians. Rather than a comprehensive handbook of various tests and measures, *The Clinical Assessment of Children and Adolescents* is a practitioner-friendly text that provides guidance for test selection, interpretation, and application. With topics ranging from personality assessment to behavioral assessment to the assessment of depression and thought disorder, the leaders in the field of child and adolescent measurement outline selection and interpretation of measures in a manner that is most relevant to clinicians and graduate students.

2006: 648pp.

Hb: 978-0-8058-5791-7: £150.00/\$235.00

Pb: 978-0-8058-6075-7: £65.00/\$99.50

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Forthcoming!

Handbook of Youth Prevention Science

Edited by **Beth Doll**, University of Nebraska at Lincoln, USA, **William Pfohl**, Western Kentucky University, USA, and **Jina S. Yoon**, Wayne State University, Detroit, USA

The *Handbook of Youth Prevention Science* describes current research and practice in mental health preventive interventions for youth. Traditional prevention research focused on preventing specific disorders, e.g., substance abuse, conduct disorders, or criminality. This produced "silos" of isolated knowledge about the prevention of individual disorders without acknowledging the overlapping goals, strategies, and impacts of prevention programs. This *Handbook* reflects current research and practice by organizing prevention science around comprehensive systems that reach across all disorders and all institutions within a community. Throughout the book preventive interventions are seen as complementary components of effective mental health programs, not as replacements for therapeutic interventions.

April 2010: 496pp.

Hb: 978-0-8058-6331-4: £140.00/\$250.00

Pb: 978-0-8058-6332-1: £85.00/\$114.95

www.routledge.com/9780805863321

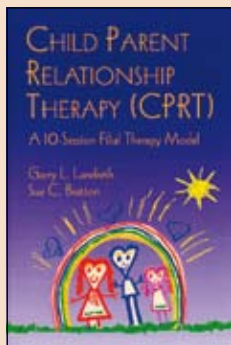


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From Garry L. Landreth



Child Parent Relationship Therapy (CPRT)

A 10-Session Filial Therapy Model

Garry L. Landreth, and Sue C. Bratton, both at the University of North Texas, USA

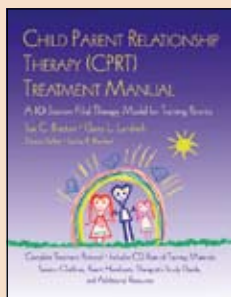
"This book provides a wealth of detailed and helpful information about the process and practice of filial therapy. It is likely to prove an invaluable guide to all practicing and aspiring filial therapists." - **The British Association of Play Therapists**

This book offers a survey of the historical and theoretical development of the filial therapy approach and presents an overview of filial therapy training and then filial therapy processes. The book also includes a transcript of an actual session, answers to common questions raised by parents, children, and therapists, as well as additional resources and research summaries.

2005: 512pp.

Hb: 978-0-415-95110-4: £26.95/\$42.50

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Child Parent Relationship Therapy (CPRT) Treatment Manual

A 10-Session Filial Therapy Model for Training Parents

Sue C. Bratton, and Garry L. Landreth,

both at the University of North Texas, USA, **Theresa Kellam,** in private practice, Texas, USA, and **Sandra R. Blackard,** Independent consultant in communication and training

"If you want to use this well established program, you will want to have this manual to guide you. It provides everything that the therapist and parent need to know to carry out their respective CPRT roles effectively." - **Louise Guernsey,** Director of Play and Filial Family Training, National Institute of Relationship Enhancement, Maryland, USA

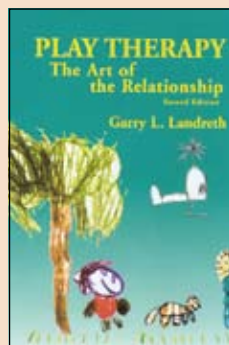
This manual is the highly recommended companion to *CPRT: A 10-Session Filial Therapy Model*. Accompanied by a CD-Rom of training materials, which allows for ease of reproduction and enhanced usability, the workbook will help the facilitator of the filial training and will provide a much needed educational outline to allow filial therapists to pass their knowledge on to parents. The *Treatment Manual* provides a comprehensive outline and detailed guidelines for each of the ten sessions, facilitating the training process for both the parents and the therapist. The book contains a designed structure for the therapy training described in the book, with child-centered play therapy principles and skills.



2006: 272pp.

Pb: 978-0-415-95212-5: £23.95/\$37.50

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Play Therapy

The Art of the Relationship

Second Edition

Garry L. Landreth, University of North Texas, USA

"Dr. Garry Landreth has made yet another significant contribution to the field of play therapy with the revised and expanded second edition of his landmark, award-winning text, Play Therapy: The Art of the Relationship... This is the essential text for an introductory play therapy course and a must read for all child therapists."

- **Sue C. Bratton,** University of North Texas, President, Association for Play Therapy 2001-2002

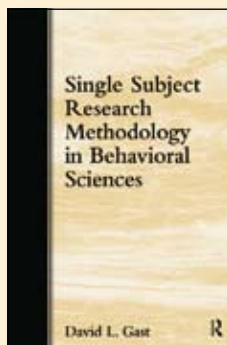
Play Therapy, Second Edition, is a thorough update to the 1991 first edition best-selling book, the most widely used text for play therapy courses. It refreshes the history and development in play therapy including results of research done in the past 10 years. A new chapter is included on current issues and special populations relevant to the development of play therapy. The author presents very readable descriptions of play and the history of play therapy; child and therapist characteristics; play room set-up and materials; working with parents; and a number of helpful and interesting case descriptions.

2002: 432pp.

Hb: 978-1-58391-327-7: £27.95/\$44.95

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Also of Interest



Single Subject Research Methodology in Behavioral Sciences

David L. Gast, University of Georgia, USA

This book is written for student researchers, practitioners, and university faculty who are interested in answering applied research

questions and objectively evaluating educational and clinical practices. The basic tenet of single-subject research methodology is that the individual is of primary importance and that each individual study participant serves as his or her own control. It is because of this focus on the individual that clinicians and educators have been using single-subject research designs for over 40 years to answer applied research questions. Although the methodology has its roots in behavioral psychology and applied behavioral analysis, it has been used by applied researchers across a variety of disciplines.

2009: 488pp.

Hb: 978-0-8058-6276-8: £115.00/\$175.00

Pb: 978-0-8058-6277-5: £55.00/\$89.95

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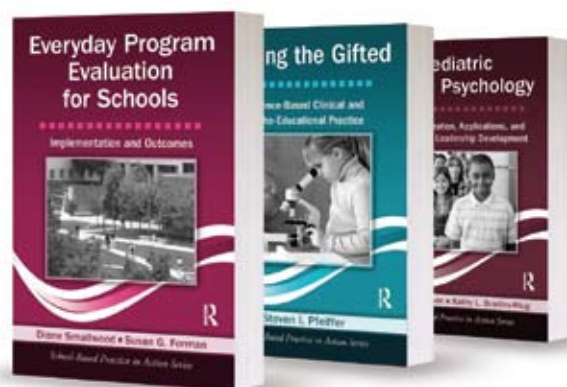
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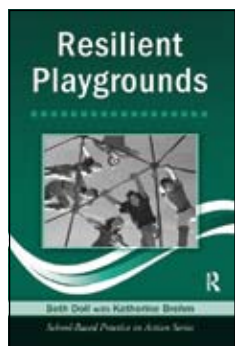
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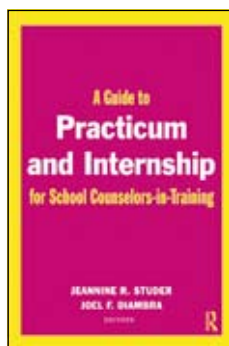
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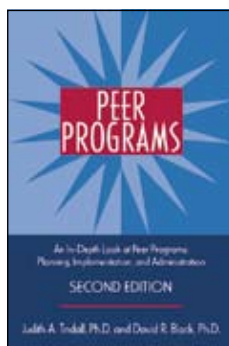
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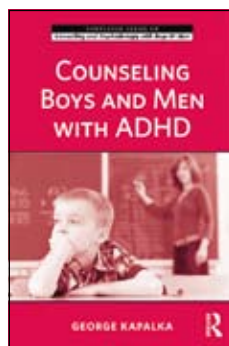
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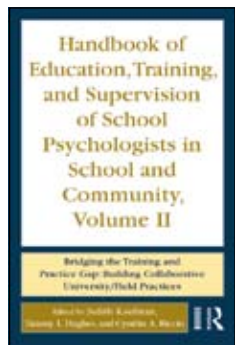
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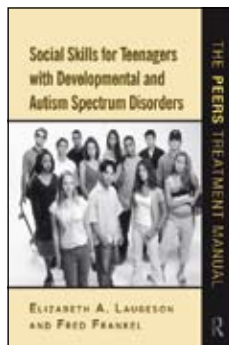
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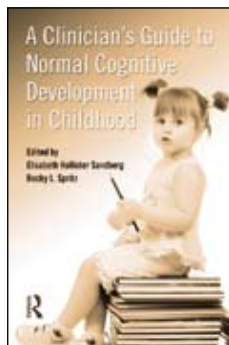
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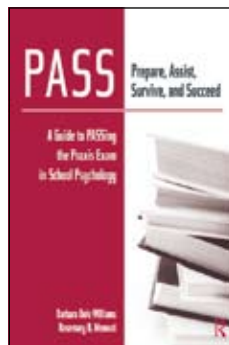
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