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July 2011: 6x9: 176pp  
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# 40th Clinical Aphasiology Conference

**Beth Armstrong** (Ed.)  
Edith Cowan University, Australia

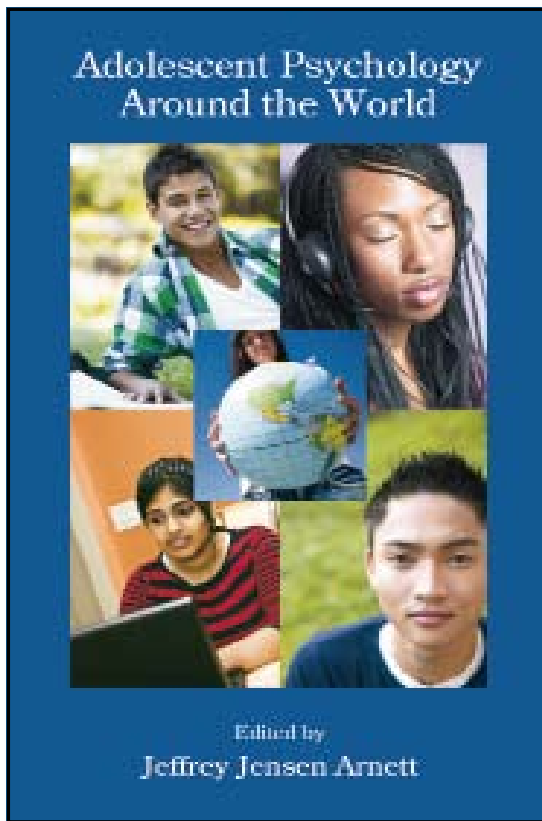
*A Special Issue of Aphasiology*

This year's special issue contains papers presented at the 40th Clinical Aphasiology Conference held in Isle of Palms, South Carolina in May, 2010. The issue contains another excellent mix of articles, demonstrating the depth and breadth of issues covered in clinical aphasiology at the present time. As a venue for the discussion of applied research in aphasia, CAC encourages researchers to explore the ultimate social ramifications of different assessment and treatment protocols, while retaining strong theoretical underpinnings related to both neurological and cognitive factors involved in the impairment.

## CONTENTS

*M. Duff, J. Hengst, R. Gupta, D. Tranel, N. Cohen*, Distributed Impact of Cognitive–Communication Impairment: Disruptions in the Use of Definite References when Speaking to Individuals with Amnesia. *B. Purves, H. Logan, M. Skip*, Intersections of Literal and Metaphorical Voices in Aphasia. *J. Kurczek, M. Duff*, Cohesion, Coherence, and Declarative Memory: Discourse Patterns in Individuals with Hippocampal Amnesia. *G. Olness, E. Englebretson*, On the Coherence of Information Highlighted by Narrators with Aphasia. *E. Babbitt, A. Heinemann, P. Semik, L. Cherney*, Psychometric Properties of the Communication Confidence Rating Scale for Aphasia (CCRSA): Phase 2. *F. Kohen, G. Milsark, N. Martin*, Effects of Syntactic and Semantic Argument Structure on Sentence Repetition in Agrammatism: Things We Can Learn from Particles and Prepositions. *K. Le, C. Coelho, J. Mozeiko, F. Krueger, J. Grafman*, Measuring Goodness of Story Narratives: Implications for Traumatic Brain Injury. *M. Carter, M. Hough, M. Rastatter, A. Stuart*, The Effects of Inter-stimulus Interval and Prime Modality in a Semantic Priming Task. *J. Gordon, N. Kindred*, Word Retrieval in Aging: An Exploration of the Task Constraint Hypothesis. *C. Tompkins, M. Blake, J. Wambaugh, K. Meigh*, A Novel, Implicit Treatment for Language Comprehension Processes in Right Hemisphere Brain Damage: Phase I Data. *R. Hunting-Pompon, D. Kendall, A. Bacon Moore*, Examining Attention and Cognitive Processing in Participants with Self-reported Mild Anomia. *J. Lee, C. Thompson*, Real-time Production of Unergative and Unaccusative

Sentences in Normal and Agrammatic Speakers: An Eyetracking Study. *J. Mozeiko, K. Le, C. Coelho, J. Grafman, F. Krueger*, The Relationship of Story Grammar and Executive Function following TBI. *A. Ball, M. de Riesthal, V. Breeding, D. Mendoza*, Modified ACT and CART for Severe Aphasia.



# Adolescent Psychology Around the World

**Jeffrey Jensen Arnett** (Ed.)  
Clark University, USA

*"[This] volume represents a very exciting development for students and teachers of adolescent psychology. ... I wholeheartedly support [it] and am certain that it [will] be widely successful and used extensively in the classroom. The chapters [are] very well-researched, well-written, and well-organized. ... I would most certainly adopt such a book."* - **Phillip L. Hammack, University of California, Santa Cruz, USA**

*"It is an exceptional book. ... The information is novel and interesting. ... The topics ... capture the key domains of adolescence ... from the various regions of the world. ... It would fit nicely into ... a ... course on 'Cultural Differences in Adolescence' ... or 'Development and Culture'."* - **Larry J. Nelson, Brigham Young University, USA**

*"The breadth of regions ... will ... give students a good sense of the wide range of adolescent experiences. ... [It] is clearly written, thorough, and covers issues that are relevant to adolescence from a unique and valuable perspective."* - **Lisa Cramer Whitfield, Santa Clara University, USA**

*"I find the scope, intellectual motivation, organizational structure and the range of topics covered exciting, rigorous and innovative. ... The writing style is clear and accessible."* - **Ramaswami Mahlingham, University of Michigan, USA**

This book paints a portrait of adolescent psychology in four major regions: Africa/the Middle East, Asia, the Americas, and Europe. Featuring 24 revised and updated chapters from the *International Encyclopedia of Adolescence* (2007), readers are introduced to the way the *majority* of the world's adolescents actually live. Most contributors are indigenous to the country they review. As a whole, the book paints an engaging panorama of adolescent life around the world, broadening students' cultural perspective.

All chapters follow the same template to make it easier to compare topics across countries: Background (including demographics, ethnic diversity, and political system), Period of Adolescence, Beliefs, Gender, the Self, Family Relationships, Friends and Peers/Youth Culture, Love and Sexuality, Health Risk Behavior, Education, Work, Media, Politics and Military, and Unique Issues. Each chapter contains a map and photos and a list of references and suggested readings.

The introductory chapter explains why the countries were selected and introduces the book's common themes. The section on Africa and the Middle East introduces students to teen life in Cameroon, one of the few places left where adolescents go through formal puberty rituals. In addition, readers learn about adolescent life in Ethiopia, Israel, Morocco, Nigeria, and Sudan. Next we travel to Asia – China, India, Indonesia, and the Philippines. Here readers see how India's growth is creating opportunities for young people whereas despite China's growing global economic impact, their political system limits opportunities for change. In *The Americas*, readers are introduced to life in Argentina, Canada, Chile, Mexico, Peru, and the United States. The book concludes with adolescent life in Europe including the Czech Republic, France, Germany, Italy, the Netherlands, Russia, Sweden, and the UK.

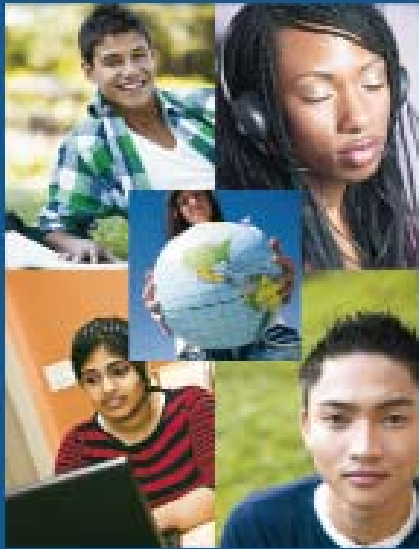
Intended for courses in adolescent psychology, lifespan development, and/or cultural (cross-cultural) psychology taught in departments of psychology, human development and family studies, sociology, and education, this book will also appeal to researchers and clinicians who study or work with adolescents.

*Continued on next page.*



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# Adolescent Psychology Around the World



Edited by  
Jeffrey Jensen Arnett

September 2011: 7x10: 424pp

Hb: 978-1-84872-888-2: £62.50 \$100.00

Pb: 978-1-84872-889-9: £29.95 \$45.95

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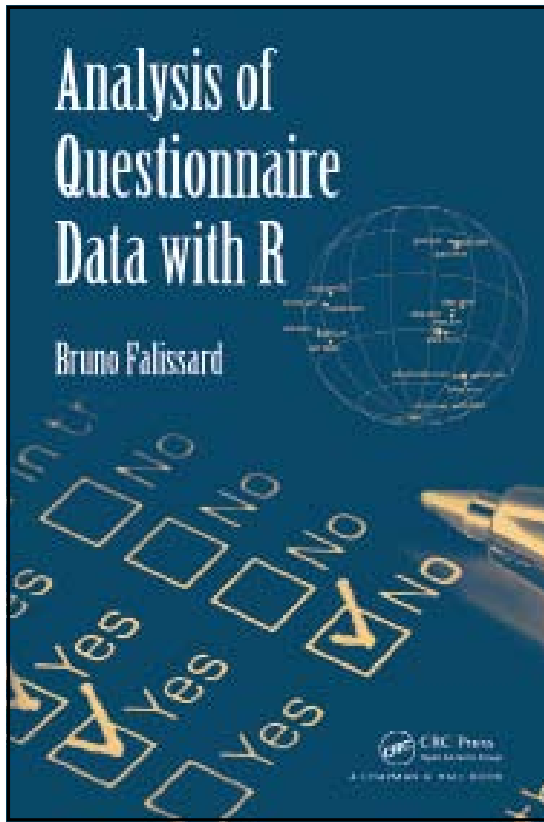
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*J. Jensen Arnett*, Introduction. **Part 1. Africa and the Middle East.** *T. Mungah Shalo Tchombe, J. Lo-oh*, Cameroon. *G. Tadele, W. Kifle*, Ethiopia. *R. Seginer, S. Shoyer*, Israel. *D. A. Davis, S. Shaefer Davis*, Morocco. *P.N. Ibeagha*, Nigeria. *A. Dafalla Ahmed*, Sudan. **Part 2. Asia.** *X. Chen, L. Chang*, China. *N. Chaudhary, N. Sharma*, India. *H. Lestari Mikarsa*, Indonesia. **Part 3. The Americas.** *A. Facio, S. Resett*, Argentina. *H.A. Sears*, Canada. *M. Loreto Martinez*, Chile. *R. Mejia-Arauz, R. Sheets, M. Villasenor, C. Tello*, Mexico. *J. Pinzas*, Peru. *A. DeDios*, United States. **Part 4. Europe.** *P. Macek, L. Lacinova, E. Polaskova*, Czech Republic. *L. Lannegrand-Willems, C. Sabatier, C. Brisset*, France. *E. Dreher, U. Sirsch, S. Strobl*, Germany. *S. Bonino, E. Cattelino*, Italy. *W. Meeus*, Netherlands. *W. Podolskij*, Russia. *K. Trost*, Sweden. *J. Coleman, D. Roker*, United Kingdom.



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# Analysis of Questionnaire Data with R

**Bruno Falissard**

Institut National de la Santé et de la Recherche Médicale, Paris, France

Addressing the problem of inefficient collection and analysis of questionnaire data, this book proposes a methodology that uses R software. The author takes a practical approach to the subject, presenting principles first followed by detailed examples of their application to real data. He discusses principles of good questionnaire design, data management, capture, and manipulation and covers descriptive statistics, scoring, reliability, and missing data. The book focuses on R packages that are readily available and integrates discussion of their implementation and code throughout. All the data sets and R code packages are provided on a website.

## CONTENTS

Introduction. 1. Description of Responses. 2. Description of Relationships between Variables. 3. Confidence Intervals and Statistical Tests of Hypothesis. 4. Introduction to Linear, Logistic, Poisson, and Other Regression Models. 5. About Statistical Modelling. 6. Principles for the Validation of a Composite Score. 7. Introduction to Structural Equation Modelling. 8. Introduction to Data Manipulation Using R. Appendix A: The Analysis of Questionnaire Data Using R: Memory Card.

September 2011: 6½x9¼: 272pp  
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# Applied Meta-Analysis for Social Science Research

Noel A. Card

University of Arizona, USA

*Methodology in the Social Sciences Series*

*"This book teaches individuals how to do a meta-analysis from start to finish. Readers learn how to search the literature, code studies, statistically combine study results, and write up the results. Card covers topics not included in most textbooks, such as how to retrieve unpublished studies, the creation of a coding manual, effect sizes from multiple regression analysis, publication bias, and multivariate procedures in meta-analysis. I like the 'Practical Matters' sections in the chapters. This is an excellent textbook for a course on meta-analysis, and an excellent manual for anyone wanting to conduct a meta-analysis."* - Brad J. Bushman, Institute for Social Research, University of Michigan, USA

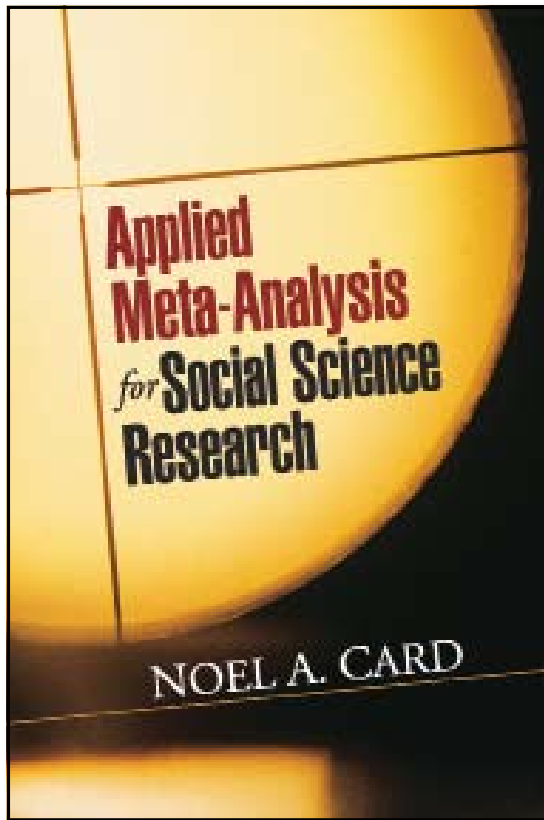
*"Card is to be applauded for his thorough discussion of both the fundamentals and recent advances in meta-analysis, and for his use of such friendly, toned-down language. For instance, the graphical presentation of simulation results in order to explain the threat/impact of publication bias will really help readers understand the concept. I really like the author's discussions of practical matters, which may stimulate readers to investigate new approaches and practices. I will recommend this book to my colleagues in psychology and education who are interested in learning meta-analysis."* - Soyeon Ahn, Research, Measurement, and Evaluation Program, University of Miami, USA

Offering pragmatic guidance for planning and conducting a meta-analytic review, this book is written in an engaging, nontechnical style that makes it ideal for graduate course use or self-study. The author shows how to: identify questions that can be answered using meta-analysis, retrieve both published and unpublished studies, create a coding manual, use traditional and unique effect size indices, and write a meta-

analytic review. An ongoing example illustrates meta-analytic techniques. In addition to the fundamentals, the book discusses more advanced topics, such as artifact correction, random- and mixed-effects models, structural equation representations, and multivariate procedures. User-friendly features include annotated equations; discussions of alternative approaches; and 'Practical Matters' sections that give advice on topics not often discussed in other books, such as linking meta-analytic results with theory and the utility of meta-analysis software programs.

## CONTENTS

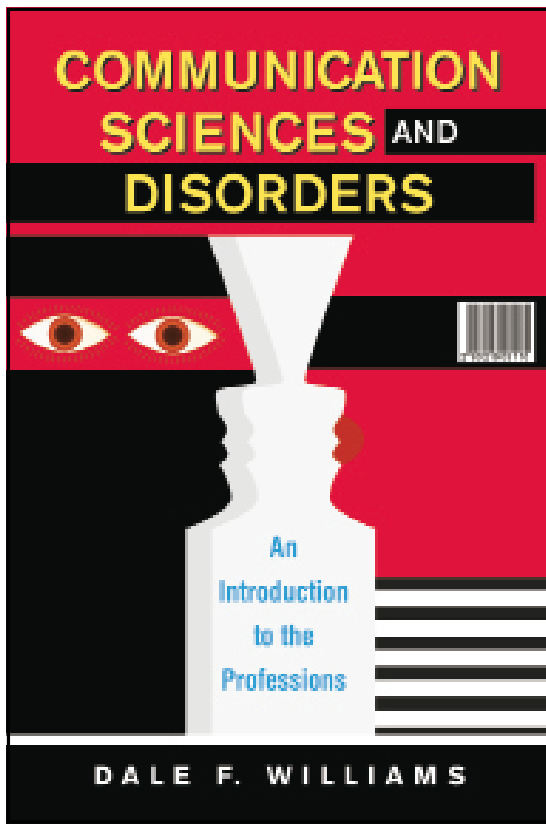
**Part 1. The Blueprint: Planning and Preparing a Meta-Analytic Review.** 1. An Introduction to Meta-Analysis. 2. Questions That Can and Questions That Cannot be Answered Through Meta-Analysis. 3. Searching the Literature. **Part 2. The Building Blocks: Coding Individual Studies.** 4. Coding Study Characteristics. 5. Basic Effect Size Computation. 6. Corrections to Effect Sizes. 7. Advanced and Unique Effect Size Computation. **Part 3. Putting the Pieces Together: Combining and Comparing Effect Sizes.** 8. Basic Computations: Computing Mean Effect Size and Heterogeneity Around This Mean. 9. Explaining Heterogeneity Among Effect Sizes: Moderator Analysis. 10. Fixed-, Random-, and Mixed-Effects Models. 11. Publication Bias. 12. Multivariate Meta-Analytic Models. 13. Writing Meta-Analytic Results.



September 2011: 6½x9¼: 384pp  
Hb: 978-1-60918-499-5: £43.95



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# Communication Sciences and Disorders

## An Introduction to the Professions

**Dale F. Williams**

Florida Atlantic University, USA

*“Dale Williams has written an excellent academic textbook. Most authors writing on similar topics may cover their material well, but none match Dr. Williams’ skill of incorporating fact and detail combined with humor and personal experience in the interesting and enjoyable manner that is found within this text. This is a book that students will learn from while simultaneously enjoying what they read.” - Peter R. Ramig, CCC-SLP, University of Colorado, Boulder, USA*

*“This book has more laugh-out-loud moments than I can count, but the use of humor is highly appropriate. What is most impressive – and important – is that there are many, many professionally relevant concepts, facts, and issues introduced using that humor. It is a wonderfully readable and informative text.” - Robert W. Quesal, CCC-SLP, Western Illinois University, USA*

Few activities can match the complexity of human communication. Given its intricacy, it is understandable that the process will not always work properly. When it doesn’t, the effects can be devastating, given how much of everyday life depends on communicating with one another. Despite its importance, however, much is still unclear about how we turn thoughts into language and then speech. Debates rage over various components of the communication system. Myths abound, most based on nothing more than speculation and misinformation. It all makes for a fascinating area of study and practice, particularly when considering the importance of the topic.

This book provides readers with the basics of human communication without shying away from the controversies. Dale F. Williams, Ph.D., utilizes a panel of internationally

recognized experts in all areas of the field to clearly explain normal communication as well as disorders of speech, language, hearing, and swallowing. Topics that overlap all disorders – diagnosis, treatment, research, ethics, work settings, and multicultural issues – are also covered in a reader-friendly style. In addition to the relevant information on human communication, the book also includes first-hand accounts of both people with disorders and those who work with them. Discussion questions are posed to help readers explore the gray areas and additional readings are described for those wishing to research specific topics. In these ways, readers are provided with information that truly helps them to understand communication sciences and disorders from a variety of perspectives.

*Communication Sciences and Disorders: An Introduction to the Professions* is essential reading for anyone contemplating a career in speech-language pathology or audiology. In addition, the clear and entertaining writing style makes the field, in all its complexity, accessible to anyone with even a passing interest in the process of human communication.

### CONTENTS

1. An Introduction to an Introduction to Communication Sciences and Disorders.
2. Normal Communication.
3. Research.
4. Diagnosing Communication Disorders.
5. Treatment.
6. Language Disorders.
7. Neurogenic Disorders.
8. Speech Sound Disorders.
9. Fluency Disorders.
10. Voice and Resonance Disorders.
11. The Auditory System.
12. Augmentative and Alternative Communication.
13. Swallowing Disorders.
14. Work Settings.
15. Multicultural Issues in CSD.
16. Professional Issues: Preparation and Practice.
17. A Few Final Thoughts.

September 2011: 6x9: 432pp

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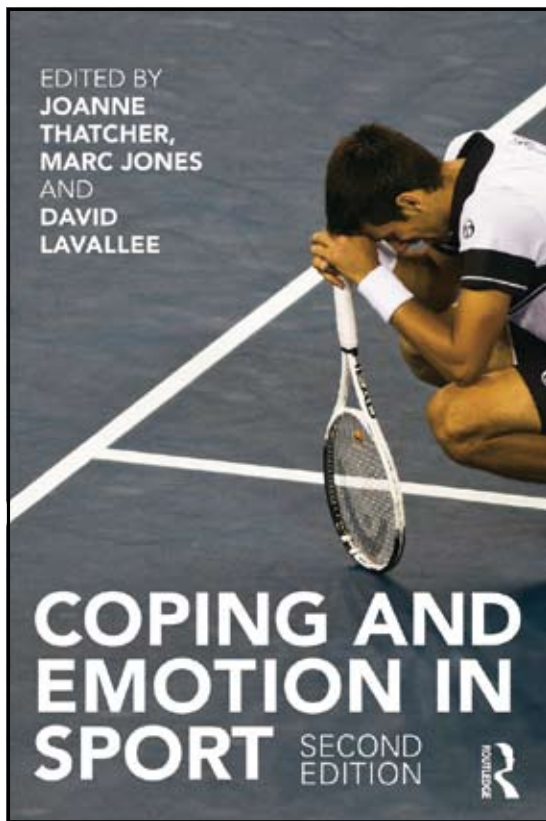
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# Coping and Emotion in Sport

## Second Edition

**Joanne Thatcher**, Aberystwyth University, UK; **Marc Jones**, Staffordshire University, UK;  
**David Lavallee**, Aberystwyth University, UK (Eds.)

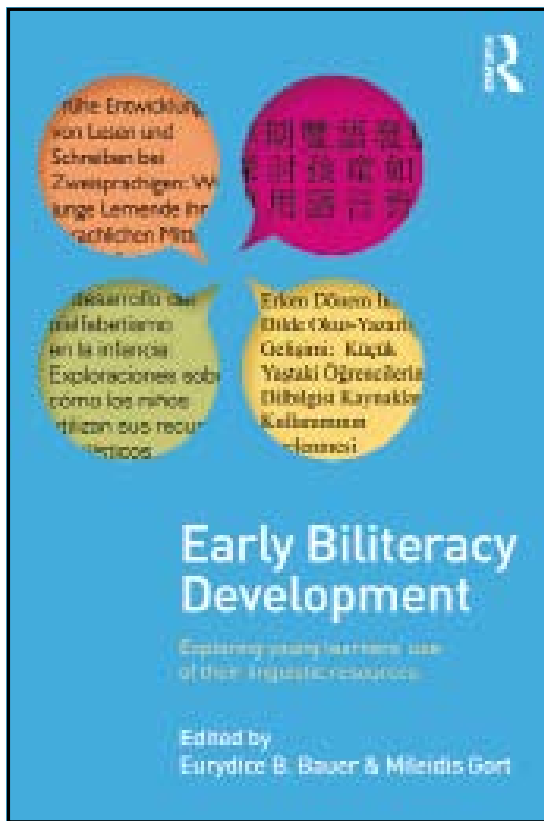
The emotional highs and lows of competitive sport, whether experienced as a competitor, spectator or coach, may be the essential ingredient that gives sport its universal and compelling appeal. Emotion is clearly a pervasive force within competitive sport, and this is reflected in the burgeoning interest over recent decades in athletes' emotions and strategies for coping with these emotions. The interplay between emotion and coping is a critical factor in determining, through its influence on key psychological functions, an athlete's potential success in competitive sport. This fully revised and updated edition of the classic text on coping and emotion in sport goes further than any other book in examining the central role that these two factors play in sports performance.

The book explores theory and measurement, current research, and contemporary issues and special populations respectively. Each chapter closely integrates cutting-edge research themes with discussion of practical and applied issues, with case studies and reflections from practitioners working in elite sport woven throughout the book. With contributions from leading international scholars and consultant psychologists, this book is vital reading for all students and professionals working in sport psychology.

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*H. Richards*, Coping Processes in Sport. *M.V. Jones, M.A. Uphill*, Emotion in Sport: Antecedents and Performance Consequences. *M. Day*, Coping with Trauma in Sport. *A. Lane, C. Beedie, T. Devonport*, Measurement Issues in Emotion and Emotion Regulation. *A. Lane, C. Beedie, T. Devonport*, Coping in Sport through Social Support. *M. Babkes Stellino, K.L. Moore, J.A. Partridge*, Social Influence on Emotion in Sport. *C.R.D. Wagstaff, R. Neil, S.D. Mellalieu, S. Hanton*, Key Movements in Directional Research in Competitive Anxiety. *P. McCarthy*, Enhancing Positive Emotion in Sport. *J. Martin*, Coping and Emotion in Disability Sport. *M.A. Uphill, M.V. Jones*, The Consequences and Control of Emotions in Elite Athletes.

*N. Walker, J. Thatcher*, The Emotional Response to Athletic Injury: Re-Injury Anxiety. *C. Reid*, Losing to Win: A Clinical Perspective on the Experience of Loss among Elite Athletes. *R. Polman*, Elite Athletes' Experiences of Coping with Stress. *P. Clarke*, Working as a Sport Psychologist at Two Olympic Games: A Humanistic Approach. *N. Weston*, Learning to Cope in Extreme Environments: Solo Endurance Ocean Sailing. Coping and Emotion in Sport: Future Directions.



# Early Biliteracy Development

## Exploring Young Learners' Use of Their Linguistic Resources

**Eurydice B. Bauer**, University of Illinois at Urbana-Champaign, USA

**Mileidis Gort**, University of Miami, USA (Eds.)

*"This detailed, empirical look at biliteracy development in young children is very welcome. Across a range of languages and instructional contexts in the United States, the authors paint a portrait of bilingual children's rich repertoires of complex metalinguistic strategies and interpretations as they go about reading, writing, and constructing literacy across two languages. The book points unmistakably to the promise and potential of purposefully biliterate classrooms and teaching practices in our schools."* - **Nancy Hornberger, Goldie Anna Professor of Education, University of Pennsylvania Graduate School of Education, USA**

*"The editors have brought together an eminent group of scholars who present fascinating studies of children learning a variety of languages and, who are, at the same time, becoming biliterate. This volume will appeal to anyone interested in the early reading and writing development of young children who are learning more than one language."* - **Robert T. Jiménez, Professor of Education, Vanderbilt University, USA**

A large and growing number of students from culturally and linguistically diverse backgrounds in the US and around the world have the potential to develop bilingualism and biliteracy if supported in their immediate environment. At the forefront in focusing exclusively on biliteracy development in early childhood across a variety of languages, this book provides both findings from empirical research with young bilinguals in home and school contexts and practical applications of these findings.

Each chapter is structured in a similar format to offer parallel descriptions of the research, including a brief review of related empirical studies, an overview of the methods for data collection and analysis, a description of the main findings, and specific pedagogical implications to support educators' efforts to construct meaningful, challenging, and dynamic

literacy and language learning communities where one or more languages are used for communicating and learning.

Pushing the field forward, this book is a valuable resource for helping literacy educators understand and respond to critical issues related to the development of young children's literate competencies in two languages in home and school contexts.

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Preface. *M. Gort, E. Bouchereau Bauer*, Introduction. **Part 1. Emergence of Biliteracy: The Preschool Years.** Vignette. *E. Bauer, D. Mkhize*, Supporting the Early Development of Biliteracy: The Role of Parents and Caregivers. *L. Soltero-Gonzalez, I. Reyes*, Literacy Practices and Language Use among Latino Emergent Bilingual Children in Preschool Contexts. *D. Yaden, Jr., T. Tsai*, Learning How to Write in English and Chinese: Young Bilingual Kindergarten and First Grade Children Explore the Similarities and Differences between Writing Systems. **Part 2. Biliteracy Development in Early Elementary School.** Vignette. *M. Gort*, Evaluation and Revision Processes of Young Bilinguals in a Dual Language Program. *Z. Camlibel, G. Garcia*, Zehra's Story: Becoming Biliterate in Turkish and English. *M. Fránquiz*, Traveling on the Biliteracy Highway: Framing Biliteracy from Students' Writings. *W. Sparrow, S. Butvilofsky, K. Escamilla*, The Evolution of Biliterate Writing Development through Simultaneous Bilingual Literacy Instruction. **Part 3. Reflections and Future Directions.** *E. Bouchereau Bauer, M. Gort*, Reflections and Directions for Biliteracy Research. Glossary. About the Authors.

September 2011: 6x9: 224pp  
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 Pb: 978-0-415-88018-3: £30.99 \$42.95  
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# Ethical Issues in Psychology

**Philip Banyard**, Nottingham Trent University, UK

**Cara Flanagan**, Freelance Author and Senior Examiner, UK

*Foundations of Psychology Series*

*“New and experienced students and educators in psychology will really benefit from this innovative book. Like few others, Ethical Issues in Psychology presents traditional debates in lively, interactive and contemporary contexts – as well as stimulating further debates which may not hitherto have been treated as ethical at all.” - Andrew Stevenson, Manchester Metropolitan University, UK*

*“Ethical issues have (rightly) assumed great importance in empirical psychology. EVERY psychologist, including all undergraduates, need to understand the issues involved. This book fills an important need, it’s at the right level, and it’s entertaining and interesting to read.” - Trevor Harley, University of Dundee, UK*

How do we know right from wrong, good from bad, help from hindrance, and how can we judge the behaviour of others?

Ethics are the rules and guidelines that we use to make such judgements. Often there are no clear answers, which make this subject both interesting and potentially frustrating. In this book, the authors offer readers the opportunity to develop and express their own opinions in relation to ethics in psychology.

There are many psychological studies that appear to have been harmful or cruel to the people or animals that took part in them. For example, memory researchers carried out studies on a man who had no memory for over forty years, but because he had no memory he was never able to agree to the studies. Is this a reasonable thing to do to someone? Comparative psychologist Harry Harlow found that he could create severe and lasting distress in monkeys by keeping them in social isolation. Is this a reasonable thing to do even if we find out useful things about human distress? If you were able to use psychological techniques to break someone down so that they revealed information that was useful to your government, would you do it? If so, why? If not, why not? These ethical

issues are not easy to resolve and the debates continue as we encounter new dilemmas.

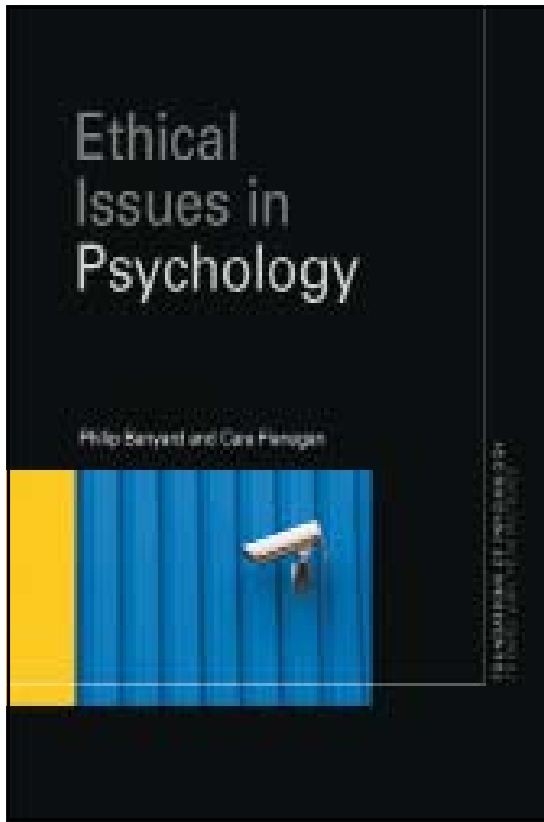
This book uses examples from psychological research to look at:

- key ethical issues
- ethical guidelines of psychologists
- socially sensitive research
- ethics in applied psychology
- the use of animals in research

This book is essential reading for undergraduate and pre-undergraduate students of psychology and related subjects such as philosophy and social policy.

## CONTENTS

1. Rights and Wrongs. 2. Ethical Issues and How to Deal with Them. 3. Ethical Principles and Guidelines. 4. Psychological Research with Human Participants. 5. Psychological Research with Animals. 6. Psychology in Practice. 7. Ethics and Your Research Project.



July 2011: 7x8½: 192pp

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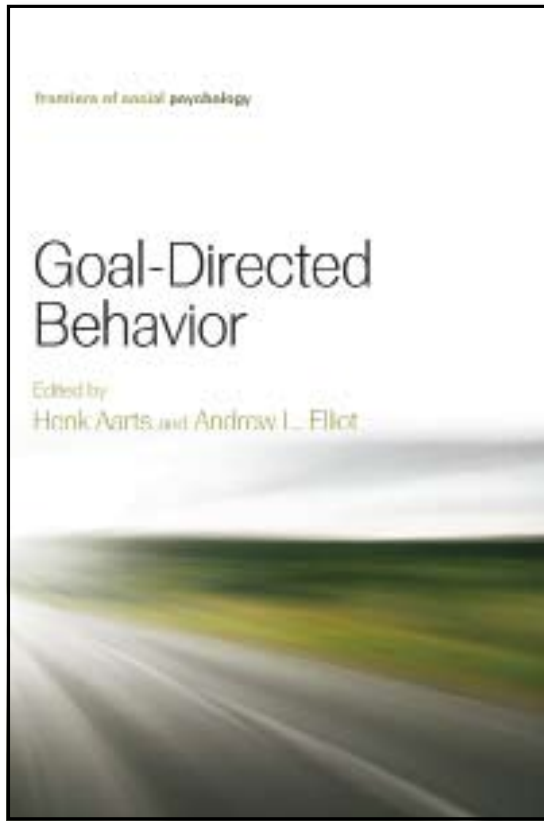
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# Goal-Directed Behavior

**Henk Aarts**, Utrecht University, The Netherlands  
**Andrew Elliot**, University of Rochester (Eds.)

*Frontiers of Social Psychology Series*

This volume presents chapters from internationally renowned scholars in the area of goals and social behavior. The book is organized around a series of topics that are of critical importance to understanding the social-cognitive aspects of goal-directed behavior. In each chapter, the authors offer an introduction to past research on a specific topic and combine this with a presentation of their own empirical work to provide an integrated overview of the topic at hand. As a whole, this volume is designed to provide a broad portrait of goal research as it has been and is currently being conducted in the social psychological literature. It serves as an introduction to essential issues, while at the same time offering a sampling of cutting-edge research on core topics in the study of goal-directed behavior, such as how goals are represented, where goals come from, and what goals do in the process of regulation.

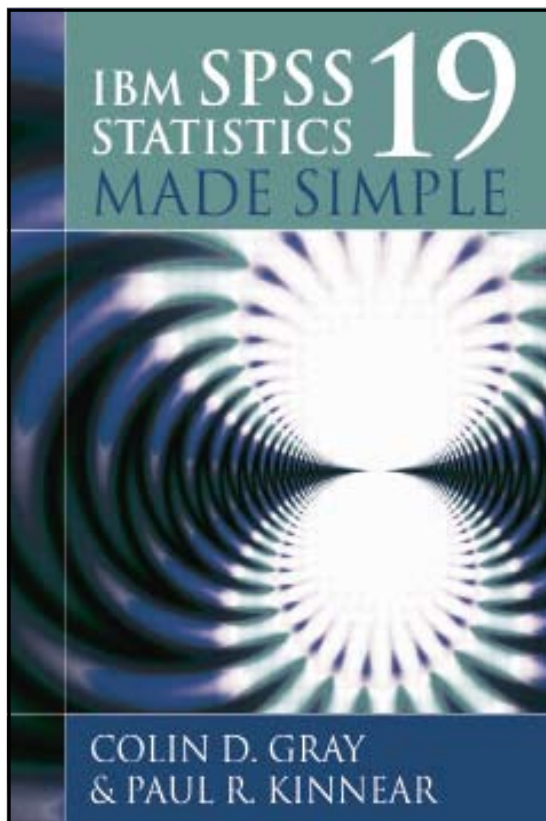
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August 2011: 7x10: 672pp

Pb: 978-1-84872-069-5: £20.95 \$34.95

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# IBM SPSS Statistics 19 Made Simple

**Colin D. Gray**, University of Aberdeen, UK

**Paul R. Kinnear** (retired), University of Aberdeen, UK

This new edition of one of the most widely read textbooks in its field introduces the reader to data analysis with the most powerful and versatile statistical package on the market: IBM SPSS Statistics 19.

Each new release of SPSS Statistics features new options and other improvements. There remains a core of fundamental operating principles and techniques which have continued to apply to all releases issued in recent years and have been proved to be worth communicating in a small volume.

This practical and informal book combines simplicity and clarity of presentation with a comprehensive treatment of the use of IBM SPSS Statistics 19 for the description, exploration and confirmation of data. As in earlier editions, coverage has been extended to address the issues raised by readers since the previous edition. In this edition, there is an introduction to the Analysis of Covariance (ANCOVA).

Each statistical technique is presented in a realistic research context and is fully illustrated with annotated screen shots of SPSS dialog boxes and output. The first chapter sets the scene with a survey of typical research situations, key terms and clear signposts to the location of each technique in the book. It also offers guidance on the choice of statistical techniques, and advice (based on the American Psychological Association's guidelines) on how to report the results of a statistical analysis. The next chapters introduce the reader to the use of SPSS, beginning with the entry, description and exploration of data. There is also a full description of the capabilities of the versatile Chart Builder. Each of the remaining chapters concentrates on one particular kind of research situation and the statistical techniques that are appropriate.

In summary, IBM SPSS Statistics 19 Made Simple

- Gets you started with SPSS.
- Shows you how to describe and explore a data set with the help of SPSS's extensive graphics and data-handling menus.

- Helps you to choose appropriate statistical techniques.
- Warns you of pitfalls arising from the misuse of statistics.
- Shows you how to report the results of a statistical analysis.
- Shows you how to use Syntax to implement some useful procedures and operations.
- Introduces the reader to the analysis of covariance (ANCOVA)
- Has a comprehensive glossary.
- Is now presented in an attractive two-colour format.

The book's accompanying website contains datasets for the chapters of the book, as well as a large body of exercises (with data sets), and notes on statistical terms. Instructor resources include a PowerPoint lecture course and Multiple-Choice Question tests, which are also available free of charge to lecturers adopting the book and their students. Please visit <http://www.psypress.com/spss-made-simple> for more details.

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1. Introduction. 2. Getting Started with SPSS Statistics 19. 3. Editing Data Sets. 4. Describing and Exploring your Data. 5. More On Graphs and Charts. 6. Comparing Averages: Two-sample and One-sample Tests. 7. The One-way ANOVA. 8. Between Subjects Factorial Experiments. 9. Within Subjects Experiments. 10. Mixed Factorial Experiments. 11. Measuring Statistical Association. 12. Regression. 13. The Analysis of Covariance (ANCOVA) 14. Analyses of Multiway Frequency Tables 15. Predicting Category Membership: Logistic Regression 16. The Search for Latent Variables: Factor Analysis.



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# Jokes and the Linguistic Mind

**Debra Aarons**

University of New South Wales, Australia

*"This book is delightful. Aarons takes us on a whirlwind tour of a wide range of linguistic phenomena – Gricean maxims, deixis, lexical semantics, negative polarity, quantification, morphological reanalysis, phonological assimilation, syntactic ambiguity and recursion, to name just a few – all through the medium of de dicto humor and language play. As she amply illustrates, explaining jokes (or "killing" them by linguistic analysis) is much more complicated than simply "getting" them. But the fact that we do get jokes demonstrates that we are able to call upon some sophisticated yet tacit linguistic knowledge, bringing it momentarily to consciousness via a surprising little disruption of our normal grammatical and communicative routines. I certainly plan to incorporate some of her analyses (and of course, the jokes themselves) into my undergraduate linguistics courses."* - **Donna Lardiere, Georgetown University, USA**

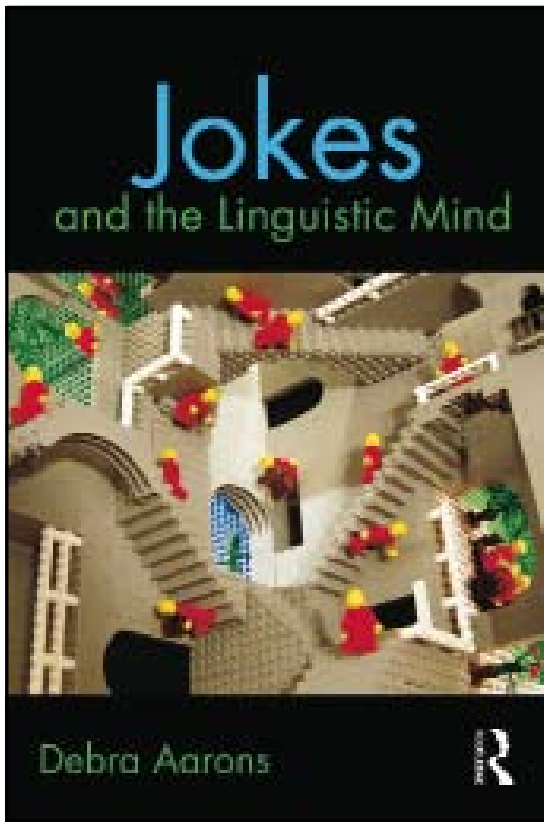
*"Is linguistics boring? Certainly not in this book! Many of the jokes Debra Aaron discusses can easily be turned into enjoyable teaching lessons."* - **Janet Bing, Old Dominion University, USA**

Through the lens of cognitive science, *Jokes and the Linguistic Mind* investigates jokes that play on some aspect of the structure and function of language. In so doing, Debra Aarons shows that these "linguistic jokes" can evoke our tacit knowledge of the language we use. Analyzing hilarious examples from movies, plays and books, *Jokes and the Linguistic Mind* demonstrates that tacit linguistic knowledge must become conscious for linguistic jokes to be understood. The book examines jokes that exploit pragmatic, semantic, morphological, phonological and semantic features of language, as well as jokes that use more than one language, and jokes that are about language itself. Additionally, the text explores the relationship between cryptic crossword clues and linguistic jokes in order to demonstrate the difference between tacit knowledge of language and rules of language use that

are articulated for a particular purpose. With its use of jokes as data and its highly accessible explanations of complex linguistic concepts, this book is an engaging supplementary text for introductory courses in linguistics, psycholinguistics, and cognitive science. It will also be of interest to scholars in translation studies, applied linguistics and philosophy of language.

## CONTENTS

1. Jokes and the Linguistic Mind. 2. Playing with Linguistic Pragmatics. 3. Playing with Semantics. 4. Playing with Morphology and Phonology. 5. Playing with Syntax. 6. A Case Study: Word Association Football. 7. Jokes in More Than One Language. 8. Jokes about Language. 9. Cryptic Crossword Puzzles and Linguistic Knowledge.



July 2011: 6x9: 272pp

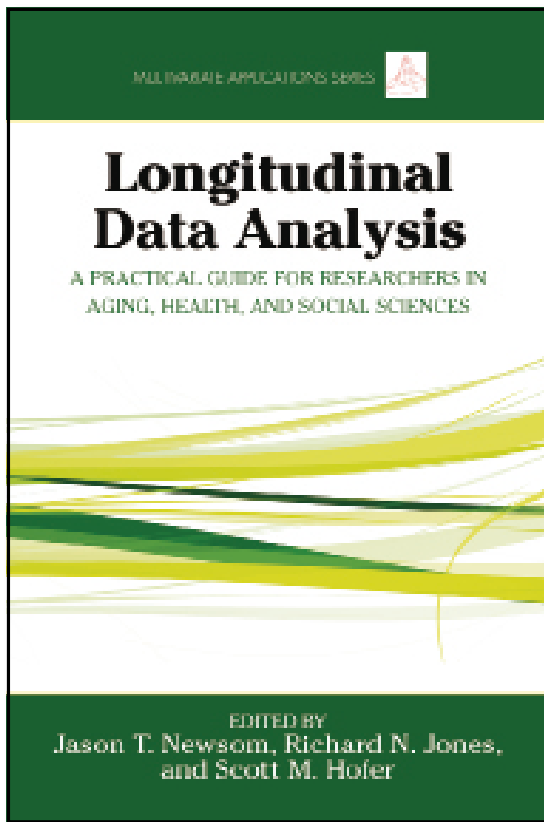
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# Longitudinal Data Analysis

A Practical Guide for Researchers in Aging, Health, and Social Sciences

**Jason Newsom**, Portland State University, USA; **Richard N. Jones**, Harvard University, USA; **Scott M. Hofer**, University of Victoria, Canada (Eds.)

*Multivariate Applications Series*

*"This first-rate, easily accessible volume is way ahead of the pack. The clear, pragmatic discussion puts even the most challenging longitudinal data analytic techniques within the grasp of graduate students and faculty alike. It's all right here – everything from the identification of data sets to the location of the best software packages to analyze them. What a service to the field!" - Neal Krause, University of Michigan, USA*

*"There are many diverse topics that should be called longitudinal data analysis, and many of the newest are represented in this book – it runs the gamut from weighting data to the measurement of change to using dynamic and discrete models in analyses. ... I expect this book will help generate really good longitudinal analyses of our most pressing substantive problems. I certainly wish I had a book like this when I was starting out in this area!" - John J. McArdle, University of Southern California, USA*

This book provides accessible treatment to state-of-the-art approaches to analyzing longitudinal studies. Comprehensive coverage of the most popular analysis tools allows readers to pick and choose the techniques that best fit their research. The analyses are illustrated with examples from major longitudinal data sets including practical information about their content and design. Illustrations from popular software packages offer tips on how to interpret the results. Each chapter features suggested readings for additional study and a list of articles that further illustrate how to implement the analysis and report the results. Syntax examples for several software packages for each of the chapter examples are provided at [www.psypress.com/longitudinal-data-analysis](http://www.psypress.com/longitudinal-data-analysis).

Although many of the examples address health or social science questions related to aging, readers from other disciplines will find the analyses relevant to their work.

In addition to demonstrating statistical analysis of longitudinal data, the book shows how to interpret and analyze the results within the context of the research design. The methods covered in this book are applicable to a range of applied problems including short- to long-term longitudinal studies using a range of sample sizes.

An ideal supplement for graduate level courses on data analysis and/or longitudinal modeling taught in psychology, gerontology, public health, human development, family studies, medicine, sociology, social work, and other behavioral, social, and health sciences, this multidisciplinary book will also appeal to researchers in these fields.

## CONTENTS

*N. Huguet, S.D. Cunningham, J.T. Newsom, Existing Longitudinal Data Sets for the Study of Health and Social Aspects of Aging. S.D. Cunningham, N. Huguet, Weighting and Complex Sampling Design Adjustments in Longitudinal Studies. D. Feng, Z. Cong, M. Silverstein, Missing Data and Attrition. D.E. Bontempo, F.M.E. Grouzet, S.M. Hofer, Measurement Issues in the Analysis of Within-Person Change. J.T. Newsom, Basic Longitudinal Analysis Approaches for Continuous and Categorical Variables. D.L. Roth, D.P. MacKinnon, Mediation Analysis with Longitudinal Data. B.A. Shaw, J. Liang, Growth Models with Multilevel Regression. M.J. Rovine, S. Liu, Structural Equation Modeling Approaches to Longitudinal Data. R.N. Jones, Latent Growth Curve Models. A. Jajodia, Dynamic Structural Equation Models of Change. S.E. Graham, J.B. Willett, J.D. Singer, Using Discrete-Time Survival Analysis to Study Event Occurrence.*

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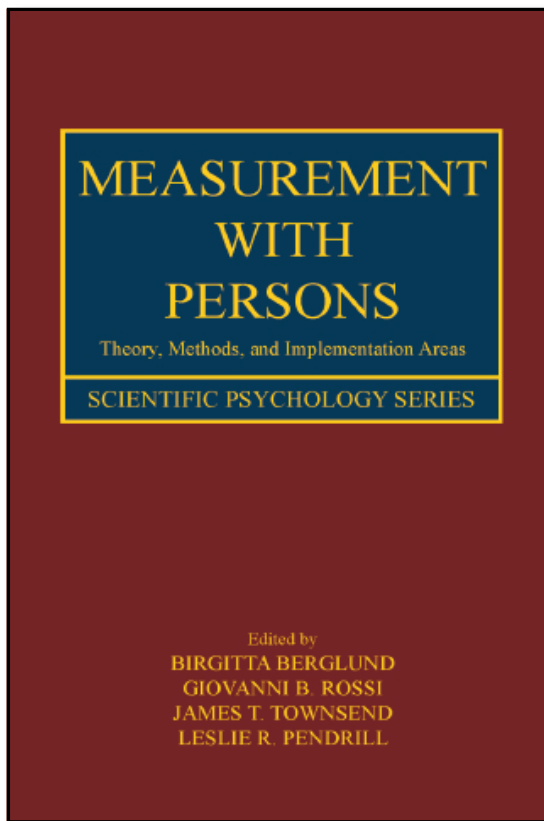
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# Measurement With Persons

## Theory, Methods, and Implementation Areas

**Birgitta Berglund**, University of Stockholm and Karolinska Institute, Sweden; **Giovanni B. Rossi**, Università degli Studi di Genova, Italy; **James T. Townsend**, Indiana University, USA; **Leslie R. Pendrill**, Technical Research Institute of Sweden, Borås, Sweden (Eds.)

*Scientific Psychology Series*

*“Birgitta Berglund and Giovanni Battista Rossi, two distinguished and active scientists in the field, have brought together in this volume a set of valuable papers by experts. It is a most welcome contribution to an important area of measurement science.” - Ludwik Finkelstein, OBE FREng, Emeritus Professor, City University, UK*

Measurements with persons are those in which human perception and interpretation are used for measuring complex, holistic quantities and qualities, which are perceived by the human brain and mind. Providing means for reproducible measurement of parameters such as pleasure and pain has important implications in evaluating all kind of products, services, and conditions.

This book inaugurates a new era for this subject: a multi- and inter-disciplinary volume in which world-renowned scientists from the psychological, physical, biological, and social sciences reach a common understanding of measurement theory and methods.

In the first section, generic theoretical and methodological issues are treated, including the conceptual basis of measurement in the various fields involved; the development of formal, representational, and probabilistic theories; the approach to experimentation; and the theories, models, and methods for multidimensional problems. In the second section, several implementation areas are presented, including sound, visual, skin, and odor perception, functional brain imagining, body language and emotions, and, finally, the use of measurements in decision making

*Measurements with Persons* will appeal to a wide audience across a range of sciences, including general psychology

and psychophysics, measurement theory, metrology and instrumentation, neurophysiology, engineering, biology, and chemistry.

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# Mental Toughness in Sport

## Developments in Theory and Research

**Daniel Gucciardi**, Curtin University of Technology, Australia

**Sandy Gordon**, University of Western Australia (Eds.)

*Routledge Research in Sport and Exercise Science Series*

The pursuit of excellence in sport depends on four key facets of performance, namely physical, technical, tactical and mental skills. However, when physical, technical and tactical skills are evenly matched, a common occurrence at elite level, it is the performer with greater levels of mental toughness that seems to prevail most often.

This book brings together the world's leading researchers and practitioners working on mental toughness to discuss this vital ingredient of performance excellence in sport, to survey the latest research and to present cutting-edge developments in theory and professional practice. It explores key conceptual, methodological and practical issues including:

- What mental toughness is and is not
- How to measure mental toughness in sport
- How to develop mental toughness in sport
- Mental toughness in other human performance settings, from business to coping and life skills.

Also highlighting important avenues for future research, *Mental Toughness in Sport* is essential reading for all advanced students, researchers and practitioners with an interest in sport psychology or performance sport.

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Introduction. *S. Gordon, D.F. Gucciardi*, Introduction to Mental Toughness in Sport. **Section 1. Understanding Mental Toughness.** *T. Fawcett*, Mental Toughness – A Phenomenological Perspective. *A.R. Nicholls*, Mental Toughness and Coping in Sport. *R.J. Harmison*, A Social-Cognitive Framework for Understanding and Developing Mental Toughness in Sport. *M.B. Andersen*, Who's Mental, Who's Tough, and Who's Both? Mutton Constructs Dressed up as Lamb. **Section 2. Measuring Mental Toughness.** *S.C. Middleton, A.J. Martin, H.W. Marsh*, Development and

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### Mental Toughness in Sport

Developments in theory and research

Edited by  
Daniel F. Gucciardi and  
Sandy Gordon



Routledge Research in Sport and Exercise Science

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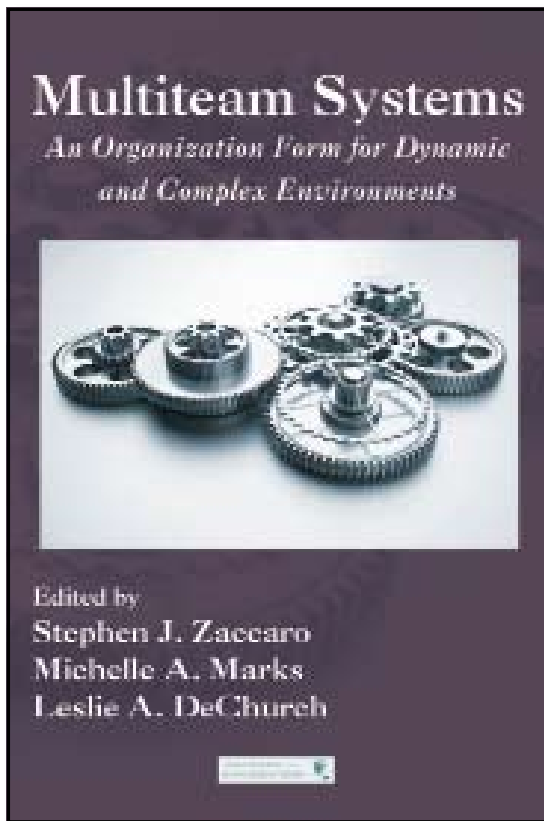
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# Multiteam Systems

## An Organization Form for Dynamic and Complex Environments

**Stephen J. Zaccaro, Michelle A. Marks**, George Mason University, USA; **Leslie DeChurch**, University of Central Florida, USA (Eds.)

*Series in Organization and Management*

*“Organizations operate in turbulent, complex organizational environments, with new challenges seemingly appearing daily. The ‘Multiteam System’ has emerged as an important new organizational form designed to meet such challenges. This book serves as a critical landmark in research on the Multiteam System phenomena. It clearly defines what Multiteam Systems are, summarizes what is known, and identifies areas in need of future research. This book is your one-stop shopping source; it contains everything you always wanted to know about Multiteam Systems but were afraid to ask. Leading scholars provide clear descriptions of what Multiteam Systems are, identify and review the key issues that dominate this area of research, and provide practical advice about how to actually study Multiteam Systems. Scholars interested in groups or teams, or new organizational forms more broadly, would be well advised to read this book. It is destined to become a seminal reference for anyone who is interested in this emerging organizational form.” - Frederick P. Morgeson, Professor of Management and Valade Research Scholar, Michigan State University, USA*

*“This volume is well developed. The sections have a distinct focus that together create a complete and organized package. MTS (multi-team systems) is an emerging area of scholarship within the more general topic of team effectiveness. There is growing interest in this area, and in that sense the book has a potential to spur scholarship in this area.” - Steve Kozlowski, Editor, Journal of Applied Psychology, Michigan State University, USA*

*“This book represents a quantum leap in our knowledge of multi-team systems (MTS) and their implications for organizational functioning. By deeply exploring both MTS internal processes and external dynamics, it lays*

*the foundation for how researchers will think about and practitioners design MTS’s. A must-have book for anyone interested in 21<sup>st</sup> century organizations.” - Laurie Weingart, Carnegie Bosch Professor of Organizational Behavior and Theory, Tepper School of Business, Carnegie Mellon University, USA*

*“The world of teams is changing. A new era is upon us – the era of teams of teams. The era where teams are embedded in large, complex, evolving, dynamic and interwoven organizational systems. Indeed, multi-teams systems are the new frontier in work teams. And so, new knowledge is needed. A new science that informs practice is a must now. This book launches the science! Bravo! Steve, Michelle and Leslie with their contributors have assembled a gem of a volume. A must read for those in the science of team performance.” - Eduardo Salas, Pegasus Professor, University of Central Florida, USA*

This book examines an emerging organizational form called the multi-team system (MTS). This type of aggregation is being increasingly adopted by organizations and agencies that need to respond to complex strategic problems. There has been increasing interest in MTSs over the last decade to the point where there is now a need to (a) describe these organizational forms more fully, (b) build conceptual frames that can guide research, and (c) begin developing tools to improve the study of MTSs. The purpose of this book is to respond to these needs. The book contains a series of chapters that expand prior conceptual frames of MTSs, defining in more detail the compositional and linkage attributes that characterize such units. The book also explores how such systems emerge

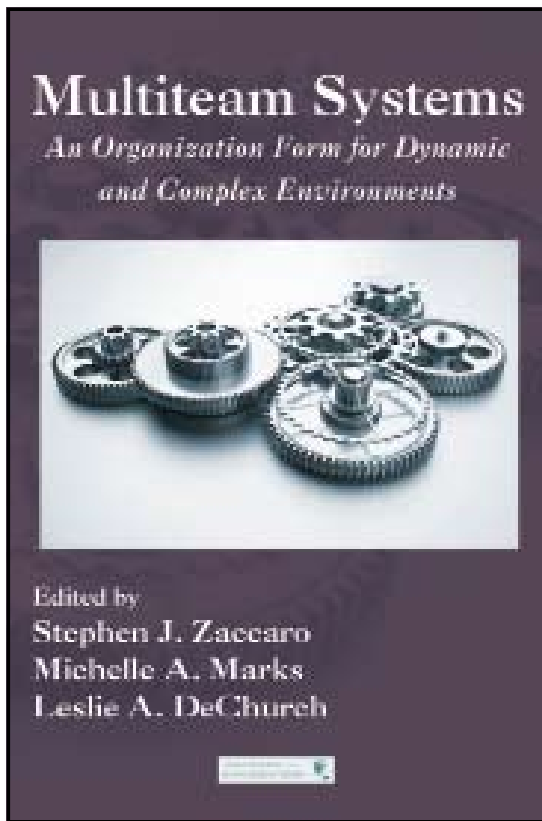
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and develop, as well as the methods for studying MTSSs. The intent of the book is to establish and nurture a strong conceptual and methodological foundation that can guide research and practice with MTSSs. Because the notion of MTSSs cuts across multiple domains, this book will interest scholars in industrial/organizational psychology, organizational science, management and organizational theory, human factors, sociology, organization communications, and public administration.

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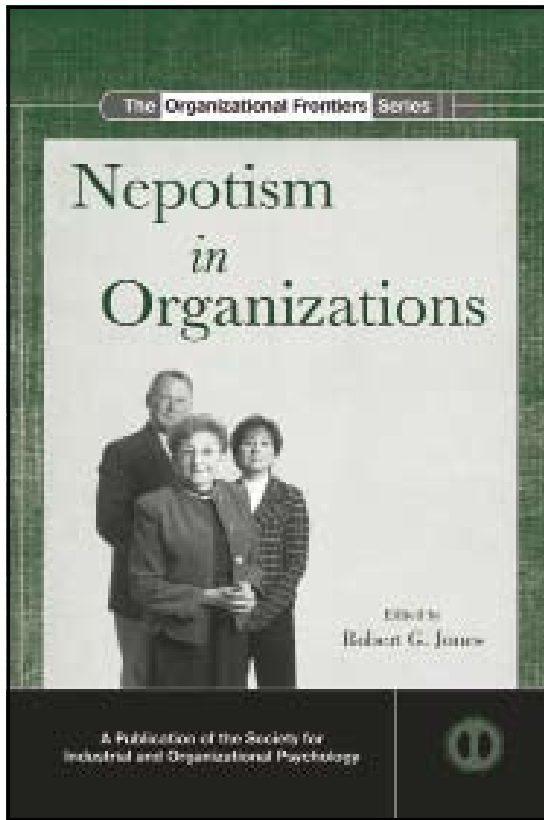
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# Nepotism in Organizations

Robert G. Jones (Ed.)

Missouri State University, USA

*SIOP Organizational Frontiers Series*



September 2011: 6x9: 304pp

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*“Nepotism has probably been a common approach to employing people since the inclination to use organized labor in order to get work done. But as made clear by this book edited by Bob Jones, it is also the modus operandi of many businesses today, whether it’s an entrepreneur starting a business, a patriarch running a family firm or even, in several parts of the world, a large multi-divisional enterprise. When it comes to having people work for us, we often favor clansmen over strangers. The lesson is clear: anyone who wants to gain a more complete understanding of the real ‘world’ of work must definitely read this book.”* - **Richard Klimoski, Dean of the School of Management, George Mason University, USA**

*“In many organizations, the elephant in the room issue has been the brother-in-law in the room. With this volume, we have the cogent and instructive treatment of organizational nepotism we’ve needed for so long.”* - **Robert B. Cialdini, Author, Influence: Science and Practice**

*“Most companies in the world are nepotistic and quite effective. Further, the longest-lived companies are nepotistic, and they need to take survival into account when considering what performance really is all about, as contrasted with milking the cow to death, which public companies are very good at. This subject has not been covered well elsewhere and is a pervasive phenomenon about which there is little good scientific evidence and scant philosophical argument.”* - **Joseph Astrachan, Kennesaw State University, USA**

*“This interesting and engaging book sheds further light on ‘the secret life of organizations’; it shows once more that many real organizational practices are astonishingly self-defeating – something our textbooks deny but Freud predicted.”* - **Robert Hogan, PhD, President, Hogan Assessments**

There is a huge elephant in the room: organizational decisions are often based on family relationships, rather than on

the ‘rational’ approach advocated by many professionals. Textbooks on Human Resources, Management, Organizational Behavior, Economics, Public Administration, and a host of related areas seem to have entirely missed this important aspect of organizational decision making. This book seeks to change all of this. By clearly identifying and defining nepotism in organizations, this book pulls back the curtain on the primary basis for many of the important things that really happen in organizations, large and small. The authors skillfully weave examples of nepotism in real organizations with the usual scholarly textbook topics (hiring, leadership, employment law, career search, culture, etc.) with in a way that defines an entire new field of quantitative organizational research. This new book, in SIOPs Organizational Frontiers series, represents the first time IO psychologists have looked at the important subject of nepotism in organizations.

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# Neurobiology of Depression

Francisco Lopez-Munoz & Cecilio Alamo (Eds.), University of Alcala, Madrid, Spain

*Frontiers in Neuroscience Series*

With excerpts from international specialists in the field of neurobiology, this book presents state-of-the-art research on the neurobiological aspects of depression. It discusses opioid and endocannabinoid systems and depression and explores other sources for depression provided by research in biochemistry, molecular biology, and genomics. Topics covered include genetic factors of depression; monoaminergic pathways and depression; serotonergic pathways and depression; melatonergic system, chronobiological rhythms, and depression; the significance of tachykinin mechanisms in depression; and the melatonergic system, chronobiological rhythms, and depression. This book serves as a reference for researchers in neuroscience and related fields, as well as graduate students.

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1. Animal Models of Depression. 2. Neurophysiological Models of Depression. 3. Neuroanatomy of Depression According to New Neuroimaging Studies. 4. Genetic Factors on Depression. 5. The History of Aminergic Hypotheses of Depression. 6. Monoaminergic Pathways and Depression. 7. Serotonergic Pathways and Depression. 8. Hypothalamic-Pituitary-Adrenal Axis, Behavioral Stress Response and Depression. 9. Glutamatergic System and Depression. 10. Opioid System and Depression. 11. Endocannabinoid System and Depression. 12. Melatonergic System, Chronobiological Rhythms and Depression. 13. The Significance of Tachykinin Mechanisms in Depression. 14. G Proteins and G Protein-coupled Receptors (GPCR) in Depression. 15. Beta-arrestins and GRKs in Depression: From Regulation of Signal Desensitization and Trafficking to Intracellular. 16. Multifunctional Adaptor Functions. 17. Depression and Cytokine-regulated Pathways. 18. BDNF and Other Neurotrophic Mechanisms in the Etiopathology of Depression. 19. The Role of Cyclic AMP-specific Phosphodiesterases in Depression.

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# Neuroplasticity and Rehabilitation

**Sarah A. Raskin** (Ed.)

Trinity College, Hartford, Connecticut, USA

*“The take-home message of Neuroplasticity and Rehabilitation is not only that our brains are more plastic than we ever expected, but also that we are learning how to influence this plasticity through informed treatment to achieve truly meaningful rehabilitation outcomes. From animal studies to sophisticated human trials, the book gathers a wealth of information from eminent experts. This book is absolutely essential reading for basic neuroscientists as well as for rehabilitation professionals at all levels of care. Understanding how and why the study of neuroplasticity can inform treatment choices will allow clinicians to make cutting-edge clinical decisions. These decisions may range from individual treatments, such as choice of physiotherapy intervention following stroke, to the design of holistic rehabilitation programs for survivors of severe acquired brain injury. The future of rehabilitation has now been linked inextricably to the growing field of neuroplasticity.” - Jill Winegardner, lead psychologist, Oliver Zangwill Centre for Neuropsychological Rehabilitation, UK*

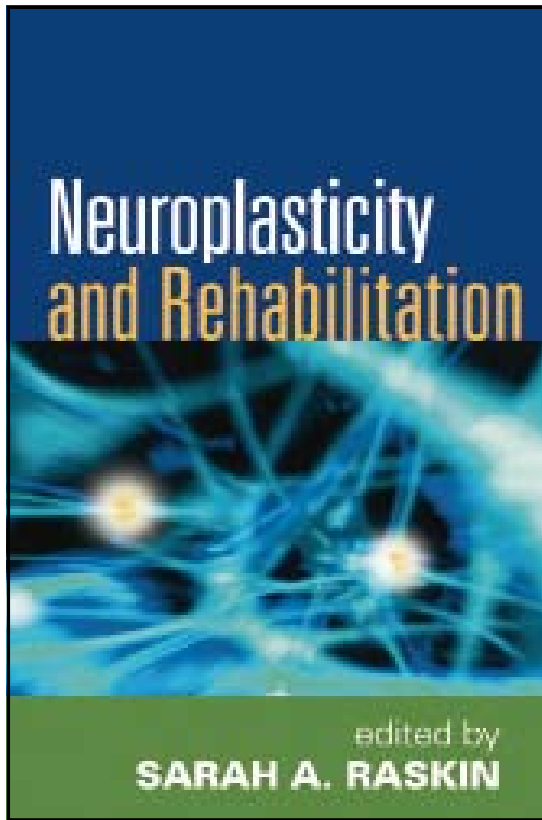
*“This is a comprehensive book incorporating the latest research on neuroplasticity in diverse areas of cognitive function. It serves as an authoritative guide to how clinical practice can effectively incorporate significant new findings about brain plasticity and learning. It will be equally appropriate and useful for graduate students, experienced clinicians, and researchers in the field.” - Wayne A. Gordon, Jack Nash Professor, Department of Rehabilitation Medicine, Mount Sinai School of Medicine, New York, USA*

Brain plasticity is the focus of a growing body of research with significant implications for neurorehabilitation. This state-of-the-art volume explores ways in which brain-injured individuals may be helped not only to compensate for their loss of cognitive abilities, but also possibly to restore those abilities. Expert contributors examine the extent to which damaged cortical regions can actually recover and resume previous

functions, as well as how intact regions are recruited to take on tasks once mediated by the damaged region. Evidence-based rehabilitation approaches are reviewed for a range of impairments and clinical populations, including both children and adults.

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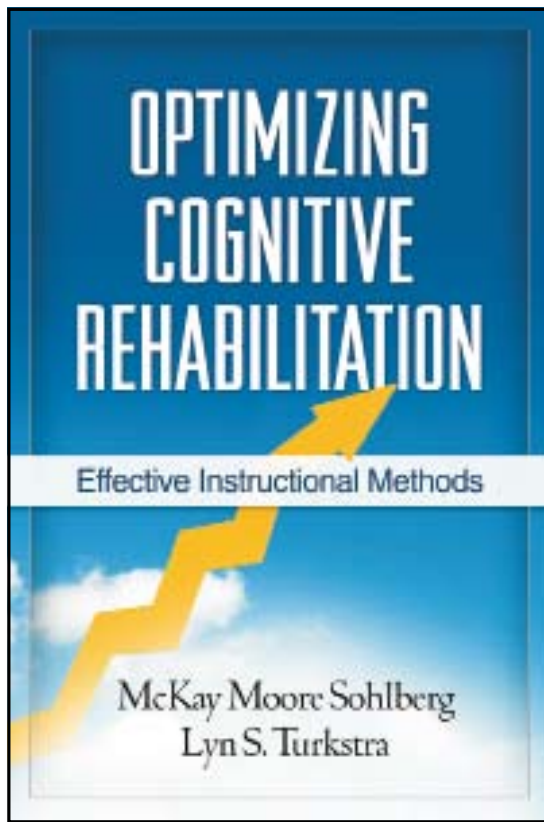
*S.A. Raskin*, Introduction: Current Approaches to Rehabilitation.  
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# Optimizing Cognitive Rehabilitation

## Effective Instructional Methods

**McKay Moore Sohlberg**, University of Oregon, USA  
**Lyn S. Turkstra**, University of Wisconsin-Madison, USA

Foreword by **Barbara A. Wilson**

*“This book is unique in two ways. First, it pulls together theories and techniques from a variety of fields, including neuropsychology, cognitive psychology, special education, neuroplasticity, and brain injury rehabilitation. These disciplines are rarely, if ever, brought together, and Sohlberg and Turkstra provide a tremendously helpful synthesis, leading to groundbreaking new ways of thinking about rehabilitation. Second, it provides clear-cut ideas for ways that therapists can apply these exciting theoretical breakthroughs in daily practice. An extremely valuable resource.”* - **Sarah A. Raskin, Trinity College, Hartford, Connecticut, USA**

*“If you need to know how to help a patient with any form of brain injury, this is the book for you. It is written by outstanding authorities in the field, at a level that is practical for every type of care provider. Of particular importance are the principles of ‘plan, implement, and evaluate’, the connections to research evidence, and the practical exercises for teaching multistep routines, the use of external aids, and metacognitive strategies.”* - **Michael Posner, Department of Psychology (Emeritus), University of Oregon, USA**

*“This book should be required reading for anyone, in any discipline, who practices rehabilitation with cognitively impaired patients. This is what the field has always needed – a resource that combines theory, research evidence, clinical reasoning, and practical ‘how-to’s in a single, clearly written, and superbly documented volume. The book provides detailed guidance on how to engage and train patients. It is packed with materials that can be used right away for treatment, all illustrated with useful examples. The well-designed Application Exercises will be valuable additions to classroom teaching or to any rehabilitation department’s clinician*

*training series.”* - **Tessa Hart, Moss Rehabilitation Research Institute, Elkins Park, Pennsylvania, USA**

Rehabilitation professionals face a key challenge when working with clients with acquired cognitive impairments: how to teach new skills to individuals who have difficulty learning. Unique in its focus, this book presents evidence-based instructional methods specifically designed to help this population learn more efficiently. The expert authors show how to develop, implement, and evaluate an individualized training plan. They provide practical guidelines for teaching multistep procedures, cognitive strategies, the use of external aids, and more. User-friendly features include 17 sample worksheets and forms; blank forms can be downloaded and printed in 8½x11” format from [www.guilford.com/p/sohlberg3](http://www.guilford.com/p/sohlberg3).

This book will be important reading for neuropsychologists, clinical psychologists, speech-language pathologists, occupational therapists, and other rehabilitation professionals. It may also serve as a text in graduate-level courses.

### CONTENTS

**Part 1. Foundations.** 1. Introduction and Overview. 2. The Research Evidence. 3. The Learning Context: Beyond Practice (What They Didn’t Teach You in Graduate School), with *Rik Lemoncello & Eva van Leer*. 4. The Training Framework: Plan, Implement, and Evaluate (PIE). **Part 2. The Training Procedures.** 5. Training Facts and Concepts. 6. Training Functional Multistep Routines. 7. Training the Use of External Cognitive Aids. 8. Training the Use of Metacognitive Strategies. 9. Training Social Skills. Conclusion: Now What?

Portraits of Pioneers in  
Developmental Psychology



Edited by  
Wade E. Pickren  
Donald A. Dewsbury  
Michael Wertheimer

# Portraits of Pioneers in Developmental Psychology

**Wade Pickren**, Ryerson University, Canada; **Donald A. Dewsbury**, University of Florida, USA;  
**Michael M. Wertheimer**, University of Colorado at Boulder, USA (Eds.)

*Portraits of Pioneers in Psychology Series*

*"A major and significant contribution to the history of psychology. ... The selected developmental psychologists are a worthy bunch. ... The ... book [is] appropriate for History and Systems of Psychology ... and the first year course taken by our applied developmental psychology students. ... I would use the book in my own course ... and would recommend it to my colleagues."* - **Mark E. Mattson, Fordham University, USA**

*"The volume will make a valuable contribution to the scholarship in the history of psychology. ... [It] could be used [for courses] on the history of ... psychology, history of developmental psychology ... [or] developmental theory. ... The psychologists ... selected ... made significant contributions ... [to] ... developmental psychology."* - **Harry Heft, Denison University, USA**

*"The authors all appear to have been carefully chosen for their expertise. I would read it, and recommend it to my library."* - **Brian D. Cox, Hofstra University, USA**

*"A very nice addition to the literature. ... The chapters were quite interesting and informative. ... Students would find the writing very accessible. ... I would recommend it highly. ... The editors are all well known historians. ... [It] will ... complement a standard book on the history of psychology. ... The authors have chosen notable psychologists whose work has had a significant impact on the discipline."* - **Barney Beins, Ithaca College, USA**

Utilizing an informal, sometimes humorous style of writing, this book brings to life 16 developmental psychologists who made a significant contribution to their field. Written by noted scholars, each chapter provides a glimpse into the personal and scholarly lives of these innovative 'pioneers'. Some of the

chapters are based on the contributor's personal acquaintance with a pioneer, allowing for the introduction of previously unavailable information. *Suggested Readings* allow readers to delve deeper into the material, and a tabular list of subjects and authors helps instructors supplement their courses in substantive areas of psychology with ease.

The introductory essay prepares the reader for a deeper understanding of the contributions of each of the pioneers. Mamie Phipps Clark had a profound impact on the education of American children. Robert W. White pioneered a new approach to the study of persons across the lifespan. Coleman Griffith is regarded as the founder of the field of sport psychology. Lois Barclay Murphy's perspective on the strengths of developing children foreshadowed later developments in positive psychology. Florence Goodenough pioneered new testing methods for children. John Paul Scott was a pioneer in the field of behavior genetics. The book also highlights the many contributions of European pioneers: Jean Piaget, Charlotte Bühler, Heinz Werner, and Lev Vygotsky. Their contributions were carried forward by J. McVicker Hunt in the U.S. and Helena Antipoff in Brazil. Arnold Gesell's film studies of children's development remain a landmark accomplishment. Lawrence Kohlberg pioneered the study of moral development across the lifespan. Roger Barker's studies on aggression and leadership among children eventually led to the development of ecological psychology. Eleanor "Jackie" Gibson was famous for her work on the 'visual cliff' and for her research on perception and development. Finally, Sidney

*Continued on next page.*



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## Portraits of Pioneers in Developmental Psychology



edited by  
Wade E. Pickren  
Donald A. Dewsbury  
Michael Wertheimer

September 2011: 6x9: 324pp

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Pb: 978-1-84872-896-7: £24.95 \$39.95

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Bijou had a long career delineating ways to improve the lives of children. Pickren's concluding essay draws connections between the pioneers and how they contributed to the advancement of the field.

Intended as a supplementary text for undergraduate and/or graduate courses in the history of psychology and/or developmental, child, or lifespan psychology taught in psychology, education, and human development, this engaging book also appeals to those interested in and/or teaching these subject areas.

Each of the seven volumes in this series contains different profiles, bringing more than 140 of psychology's pioneers to life.

### CONTENTS

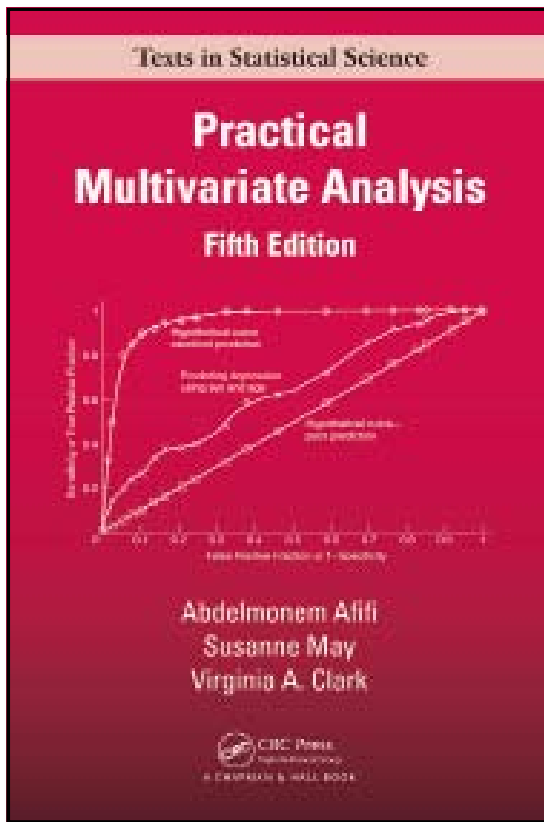
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# Practical Multivariate Analysis

Fifth Edition

**Abdelmonem Afifi**, University of California, Los Angeles, USA; **Susanne May**, University of Washington, Seattle, USA; **Virginia A. Clark**, Consultant, Sequim, Washington, USA

*Chapman & Hall/CRC Texts in Statistical Science Series*

Praise for previous editions:

*“For the past 20 years, whenever I had an occasion to review a multivariate method ... this was the book that I grabbed first. These books kept the mathematical content to the minimally necessary material and used a wealth of nice examples. One of its attractions is that it is a practical text that works well with nonstatisticians who have had a decent statistics course. It also continues to be an excellent book for the statistician’s bookshelf.” - Technometrics*

*“This book is an excellent presentation of computer-aided multivariate analysis. I believe that it will be a very useful addition to any scholarly library. ... It provides a comprehensive introduction to available techniques for analyzing data of this form, written in a style that should appeal to non-specialists as well as to statisticians.” - Zentralblatt MATH*

*“This is a text for a broad spectrum of researchers ... who may find it very useful as it stresses the importance of understanding the concepts and methods through useful real life illustrations.” - Journal of the RSS*

*“A key feature of this book is that it can be used in conjunction with any or all of the following very well-known software tools: S-Plus, SAS, SPSS, STATA, and STATISTICA.” - Pat Altham, Statistical Laboratory, Centre for Mathematical Sciences, University of Cambridge, UK, in Statistics in Medicine*

Taking into account novel multivariate analyses as well as new options for many standard methods, this renamed, new edition shows readers how to perform multivariate statistical analyses and understand the results. For each of the techniques presented, the authors use the most recent software versions

available, including R, and discuss the most modern ways of performing the analysis. Along with more problems and data sets, this fifth edition includes a new chapter on regression of correlated outcomes. Data sets and code are available for download online.

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**Part 1. Preparation for Analysis.** 1. What is Multivariate Analysis? 2. Characterizing Data for Future Analyses. 3. Preparing for Data Analysis. 4. Data Screening and Data Transformation. Selecting Appropriate Analyses. **Part 2. Applied Regression Analysis.** 5. Simple Linear Regression and Correlation. 6. Multiple Regression and Correlation. 7. Variable Selection in Regression Analysis. 8. Special Regression Topics. **Part 3. Multivariate Analysis.** 9. Canonical Correlation Analysis. 10. Discriminant Analysis. 11. Logistic Regression. 12. Regression Analysis Using Survival Data. 13. Principal Components Analysis. 14. Factor Analysis. 15. Cluster Analysis. 16. Log-Linear Analysis. Appendices.

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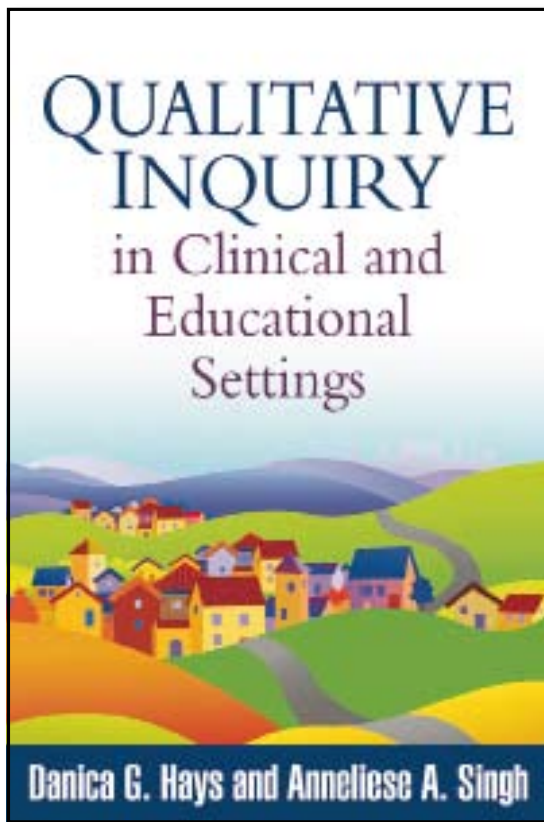
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# Qualitative Inquiry in Clinical and Educational Settings

**Danica G. Hays**, Old Dominion University, USA  
**Anneliese A. Singh**, University of Georgia, USA

*“This book is interesting, informative, and worthy of class adoption. The chapters are user friendly and easy to read, including clear definitions and explanations. The hands-on activities and exercises, case examples, and helpful hints will be helpful to students’ comprehension.”* - **Ruth Chao**,  
**Morgridge College of Education, University of Denver, USA**

*“Written in an accessible and manageable style for graduate students, advanced undergraduates, or professionals, this book makes excellent use of examples throughout. Readers will be especially interested in the examples the authors bring from their personal research agendas. I really like the discussion of the different purposes of research (basic, applied, action, evaluation), since qualitative research methods texts often neglect to discuss the usefulness of qualitative methods to basic research. The book does a good job of educating readers about why qualitative research is just as rigorous and as valuable as quantitative research. Although primarily targeted toward clinical and educational researchers, this book will be useful for any social scientist who wants to acquire a rich understanding of the theoretical underpinnings of qualitative research.”* - **Lisa Harrison**, **Department of Psychology, California State University, Sacramento, USA**

This highly readable text demystifies the qualitative research process – and helps readers conceptualize their own studies – by organizing the different research paradigms and traditions into coherent clusters. Real-world examples and firsthand perspectives illustrate the research process; instructive exercises and activities build on each other so readers can develop their own proposals or reports as they work through the book. Provided are strategies for selecting a research topic, entering and exiting sites, and navigating the complexities of ethical issues and the researcher’s role. Readers learn

how to use a range of data collection methods – including observational strategies, interviewing, focus groups, email and chat rooms, and arts-based media – and to manage, analyze, and report the resulting data. Useful pedagogical features include:

- In-class and field activities to apply qualitative concepts
- Discussion questions, proposal development exercises, and reflexive journal activities
- Exemplary qualitative studies and two sample proposals
- Cautionary notes, or “Wild Cards”, about possible research pitfalls
- Tables that summarize concepts and present helpful tips.

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**Part 1. Foundations of Qualitative Inquiry.** 1. Introduction to Qualitative Inquiry. 2. Qualitative Research Paradigms and Traditions. 3. Ethical Issues in Qualitative Research. **Part 2. Qualitative Research Design.** 4. Selecting a Topic. 5. Understanding the Researcher’s Role. 6. Entering the Field. 7. Establishing Trustworthiness. **Part 3. Data Collection and Analysis.** 8. Data Collection via Fieldwork, Interviewing, and Focus Groups. 9. Data Collection Using the Internet, Documents, or Arts-based Methods. 10. The Basics of Qualitative Data Management and Analysis. 11. Qualitative Data Analysis by Research Tradition. **Part 4. Presenting Your Qualitative Research.** 12. Writing and Presenting Qualitative Research. Appendix A. Glossary of Key Terms. Appendix B. Sample Qualitative Proposals.

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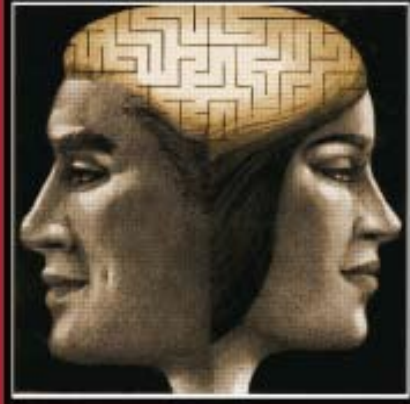
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# Sex Differences in Cognitive Abilities

DIANE F. HALPERN



Fourth Edition

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# Sex Differences in Cognitive Abilities

## Fourth Edition

**Diane F. Halpern**

Claremont McKenna College, USA

*“This new edition summarizes a complex area of research, navigates effortlessly between being politically correct and incorrect, and presents a framework that helps in the understanding of cognitive sex differences.” - Agneta Herlitz, Karolinska Institutet, Sweden*

*“Since the first edition more than 25 years ago, Halpern’s book has been the ‘go-to’ source for a thoughtful, scholarly summary and reflection on sex differences in cognitive abilities. This new edition continues that tradition, and incorporates cutting-edge research from the field of neuroscience. Even more important, Halpern’s ability to make sense of these complex findings in an even-handed way is unsurpassed. This book belongs in the libraries of everyone with an interest in this field.” - Judith E. Owen Blakemore, Indiana University, Purdue University, Fort Wayne, USA*

The fourth edition of *Sex Differences in Cognitive Abilities* critically examines the breadth of research on this complex and controversial topic, with the principal aim of helping the reader to understand where sex differences are found – and where they are not.

Since the publication of the third edition, there have been many exciting and illuminating developments in our understanding of cognitive sex differences. Modern neuroscience has transformed our understanding of the mind and behavior in general, but particularly the way we think about cognitive sex differences. But neuroscience is still in its infancy and has often been misused to justify sex role stereotypes. There has also been the publication of many exaggerated and unreplicated claims regarding cognitive sex differences. Consequently, throughout the book there is recognition of the critical importance of good research; an amiable skepticism of the nature and strength of evidence behind any claim of sex difference; an appreciation of the complexity of the questions

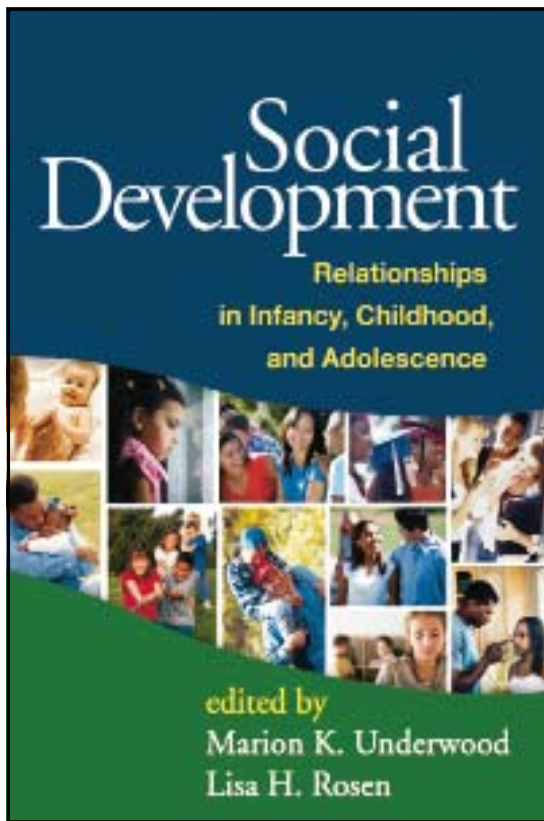
about cognitive sex differences; and the ability to see multiple sides of an issues, while also realizing that some claims are well-reasoned and supported by data and others are politicized pseudoscience. The author endeavors to present and interpret all the relevant data fairly, and in the process reveals how there are strong data for many different views.

The book explores sex differences from many angles and in many settings, including the effect of different abilities and levels of education on sex differences, pre-existing beliefs or stereotypes, culture, and hormones.

*Sex Differences in Cognitive Abilities, Fourth Edition*, can be used as a textbook or reference on a range of courses, and will inspire the next generation of researchers. It also informs parents, teachers, and policy makers about the ways in which males and females are different and similar.

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1. Why Should We Study Sex Differences in Cognitive Abilities?
2. Searching for Sex Differences in Cognitive Abilities.
3. Empirical Evidence for Cognitive Sex Differences.
4. Biological Hypotheses Part I: Genes and Hormones.
5. Biological Hypotheses Part II: Brains, Evolutionary Pressures, and Brain-Behavior Relationships.
6. Psychosocial Hypotheses Part I: Sex Role Stereotypes Throughout the Life Span.
7. Psychosocial Hypotheses Part II: Theoretical Perspectives for Understanding the Role of Psychosocial Variables.
8. Using a Biopsychosocial Perspective to Understand Cognitive Sex Differences.



# Social Development

## Relationships in Infancy, Childhood, and Adolescence

Marion K. Underwood & Lisa H. Rosen (Eds.), University of Texas at Dallas, USA

*“This volume covers exciting research advances in social development, with chapters from the best scholars in the field. It is an invaluable resource for social development researchers and an extraordinary text for graduate or upper-level undergraduate courses. Anyone interested in the social development of children and adolescents should read this book.”* - **Martha J. Cox, Director, Center for Developmental Science, University of North Carolina at Chapel Hill, USA**

*“A great guide to social development in childhood and adolescence. Leading authorities provide comprehensive overviews that incorporate the foundations of the field, the latest findings, and cutting-edge research directions. Newcomers will learn essential information, while experts will have lots of interesting new ideas and findings to ponder. This book is an excellent text for both advanced undergraduate and graduate courses. It is organized around multiple themes (self and relationships, social behaviors, contexts, and risk and resilience), which provides a deeper perspective than any single theme could. The number and length of chapters make it easy to design a syllabus around. This book is truly a winner!”* - **Wyndol Furman, John Evans Professor and Director of Clinical Training, Department of Psychology, University of Denver, USA**

This authoritative, engaging text examines the key role of relationships in child and adolescent development, from the earliest infant-caregiver transactions to peer interactions, friendships, and romantic partnerships. Following the sequence of a typical social development course, sections cover foundational developmental science, the self and relationships, social behaviors, contexts for social development, and risk and resilience. Leading experts thoroughly review their respective areas and highlight the most compelling current issues, methods, and research directions. End-of-chapter suggested reading lists direct students and instructors to exemplary primary sources on each topic.

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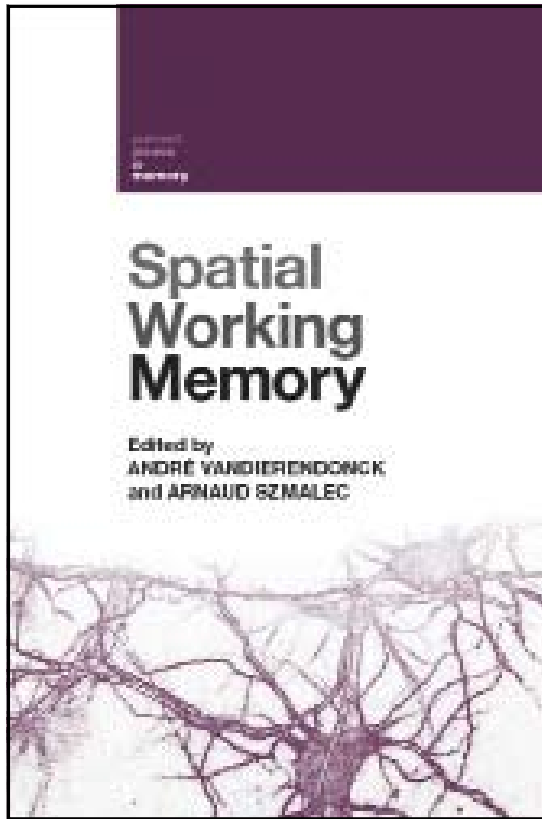


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# Spatial Working Memory

André Vandierendonck & Arnaud Szmalec (Eds.), University of Ghent, Belgium

*Current Issues in Memory Series*



June 2011: 6x9: 216pp

Hb: 978-1-84872-033-6: £34.95 \$62.50

*“This edited book marks the maturity of visuo-spatial working memory as a coherent and exciting topic of research. Advanced undergraduates will appreciate the dynamic status of the area while researchers will have a host of specific research ideas to further develop the topic. This is wonderful stuff!” - Gerry Quinn, School of Psychology, University of St Andrews, UK*

*“This book provides an extensive foundation in both historical and current conceptions of visuo-spatial working memory. Each chapter is written cogently and is very easy to read and understand. I’m excited to see this book published – it will be a certain addition to my bookshelf and course reading lists.” - James R. Brockmole, Department of Psychology, University of Notre Dame, USA*

Spatial working memory is the ability to remember the location in which something is perceived, and in addition, the ability to recall a series of visited locations. In this book, top researchers in the domain of spatial working memory review and discuss findings about the processes and memory structures which underlie the ability to store and use spatial information.

The first part of the book provides an examination of the working memory system, looking at the behavioural and neural processes involved in working with (visuo-) spatial information and how these can constrain the hypotheses that are generated. It also addresses methodological questions, for example looking at how the use of the appropriate method can ensure that the observed data are as informative as possible about the underlying structures. The remaining chapters focus on specific problems to do with spatial working memory such as how the working memory system can handle individual differences in representing spatial interactions, how the visuospatial system can support and interact with the environment and the verbal system, and how understanding these systems can shed light on the development of particular skills in children with developmental disorders.

With contributions from leading international figures in the field, this book is the first to address the topic of spatial working memory from a range of theoretical and methodological perspectives. As such, it will serve as an indispensable tool for students and researchers interested in working memory.

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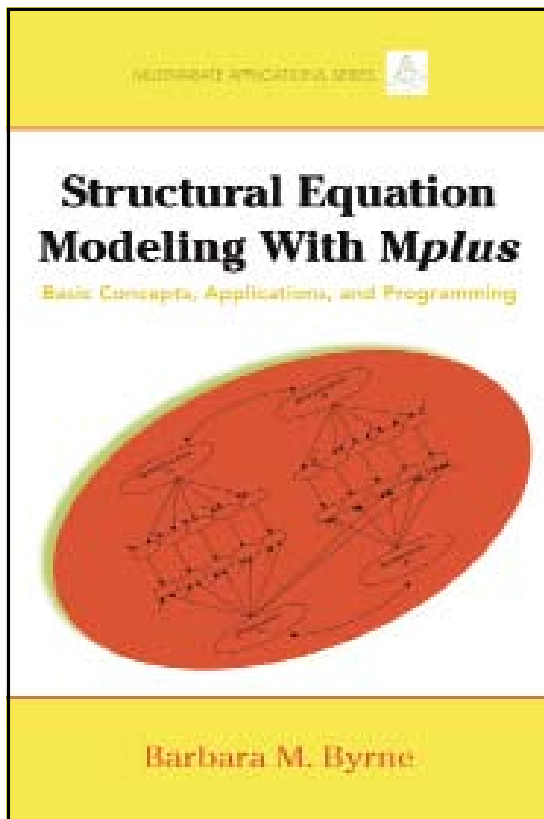
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# Structural Equation Modeling with Mplus

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University of Ottawa, Canada

*Multivariate Applications Series*

*“Barbara Byrne has published another winner – a practically oriented, thorough, and accessible resource for students and researchers who want to harness the power of Mplus for their SEM analyses. The writing is clear and engaging. I anticipate assigning the book in my graduate SEM course and recommending it to fellow researchers. This book will be a valuable resource for moving from knowing about SEM to using it.” - Rick H. Hoyle, Duke University, USA*

*“This book provides a good starting point to newcomers to Mplus. It focuses, as it should for an introductory text, on the basics of ‘classical’ SEM. If you are new to SEM, plan on using Mplus, and are looking for an introductory text with minimal statistical jargon, this is it.” - Albert Maydeu-Olivares, University of Barcelona, Spain*

*“A solid introduction to the use of Mplus for SEM. All of the common types of structural equation models are illustrated using real examples, building the Mplus syntax from start to finish. The book is an excellent and readable guide for researchers and students who want to learn more about SEM in the context of Mplus.” - Roger E. Millsap, Arizona State University, USA*

*“A hallmark of Byrne’s books is their accessibility to new users. ... Byrne has done a great service to the field by bringing thousands of students and researchers to structural equation modeling through her clear writing and accessible examples. This book will be another contribution along those same lines. ... I field many, many questions ... that could be answered by simply referring the asker to a book like Byrne’s.”*

**- Kristopher J. Preacher, University of Kansas, USA**

*“Through the use of illustrative examples, this much-needed and well-written book provides an accessible presentation of SEM with Mplus. Those new to SEM and/or Mplus will find Byrne’s book extremely useful as a companion textbook and long-term reference guide.” - Sara J. Finney, James Madison University, USA*

Modeled after Barbara Byrne’s other best-selling structural equation modeling (SEM) books, this practical guide reviews the basic concepts and applications of SEM using Mplus Version 6. The author reviews SEM applications based on *actual* data taken from her own research. Using non-mathematical language, it is written for the novice SEM user. With each application chapter, the author ‘walks’ the reader through all steps involved in testing the SEM model, including:

- An explanation of the issues addressed
- Illustrated and annotated testing of the hypothesized and post hoc models
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- Important caveats pertinent to the SEM application under study
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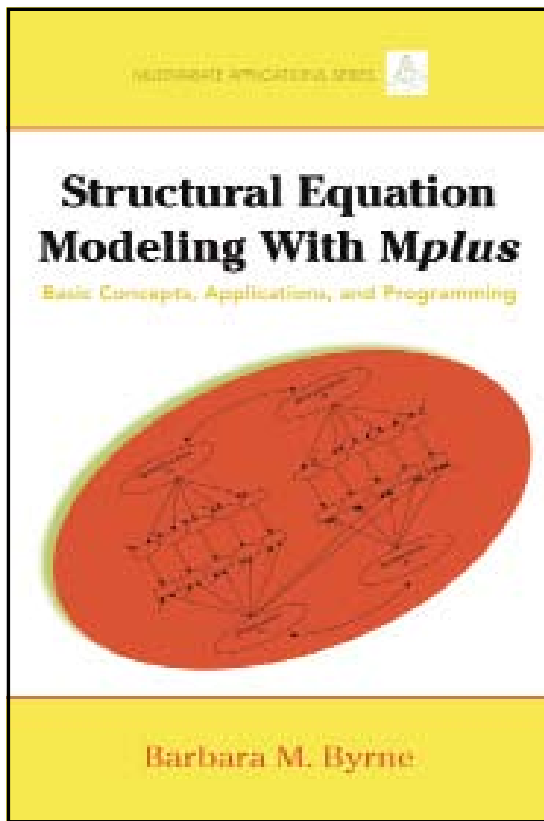
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The first two chapters introduce the fundamental concepts of SEM *and* important basics of the *Mplus* program. The remaining chapters focus on SEM applications and include a variety of SEM models presented within the context of three sections: single-group analyses, multiple-group analyses, and other important topics, the latter of which includes the multitrait-multimethod, latent growth curve, and multilevel models.

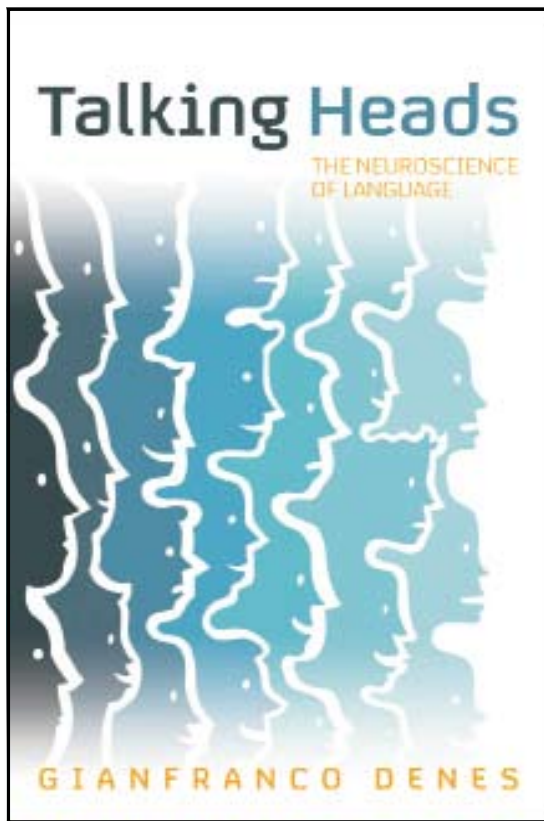
Intended for researchers, practitioners, and students who use SEM and *Mplus* in their work, this book is an ideal resource for graduate level courses on SEM taught in departments of psychology, education, business, and other social and health sciences and/or as a supplement for courses on applied statistics, multivariate statistics, intermediate or advanced statistics, and/or research design. This book is appropriate for those having limited or no previous exposure to either SEM or *Mplus*, although a prerequisite of basic statistics through regression analysis is recommended. It serves as an invaluable companion to the *Mplus* User's Guide, as well as to any SEM textbook.

#### CONTENTS

**Part 1. Introduction.** 1. Structural Equation Models: The Basics. 2. Using the *Mplus* Program. **Part 2. Single-Group Analyses.** *Confirmatory Factor Analytic Models.* 3. Testing the Factorial Validity of a Theoretical Construct (1st-order CFA Model). 4. Testing the Factorial Validity of Scores from a Measuring Instrument (1st-order CFA Model). 5. Testing the Validity of Scores from a Measuring Instrument (2nd-order CFA Model). *The Full Latent Variable Model.* 6. Testing the Validity of a Causal Structure. **Part 3. Multiple-Group Analyses.** *Confirmatory Factor Analytic Models.* 7. Testing for the Factorial Equivalence of a Measuring Instrument (Analysis of Covariance Structures). 8. Testing for the Equivalence of Latent Factor Means (Analysis of Mean and Covariance Structures). *The Full Latent Variable Model.* 9. Testing for the Equivalence of a Causal Structure (Analysis of Covariance Structures). **Part 4. Other Important Topics.** 10. Testing Evidence of Construct Validity: The Multitrait-Multimethod Model. 11. Testing Change Over Time: The Latent Growth Curve Model. 12. Testing Within- and Between-level Variability: The Multilevel Model.



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# Talking Heads

## The Neuroscience of Language

**Gianfranco Denes**

Universities of Padua and Venice, Italy

Translated by **Philippa Venturelli Smith**

*"In this admirably concise yet comprehensive book, Denes brings together all of the major issues concerning the representation of language in the human brain, using evidence from neurology, neuroimaging, studies of brain-damaged people and linguistic theory. This is a valuable introduction that will encourage students from a wide range of disciplines to explore these issues."* - **David Howard, Research Professor, Centre for Research in Linguistics and Language Sciences, Newcastle University, UK**

The origin, development, and nature of language has been the focus of theoretical debate among philosophers for many centuries. Following the pioneering clinical observations 150 years ago of loss of language following a cerebral lesion, language started to be considered a biological system that could be investigated scientifically. As a consequence, an increasing number of scientists began to search for its anatomical and functional basis and its links with other such cognitive systems. The relatively recent introduction of neuroimaging tools, such as PET and fMRI, has brought rapid and groundbreaking developments to the field of Neurolinguistics.

In this book, Denes harnesses these advances to adopt a biolinguistic approach to the study of a subject that increasingly sees the collaboration of linguists, experimental psychologists, neuroscientists and clinicians. *Talking Heads* reviews the latest research to provide a concise analysis of the multifaceted aspects of language which focuses both on theoretical aspects and physical implementation.

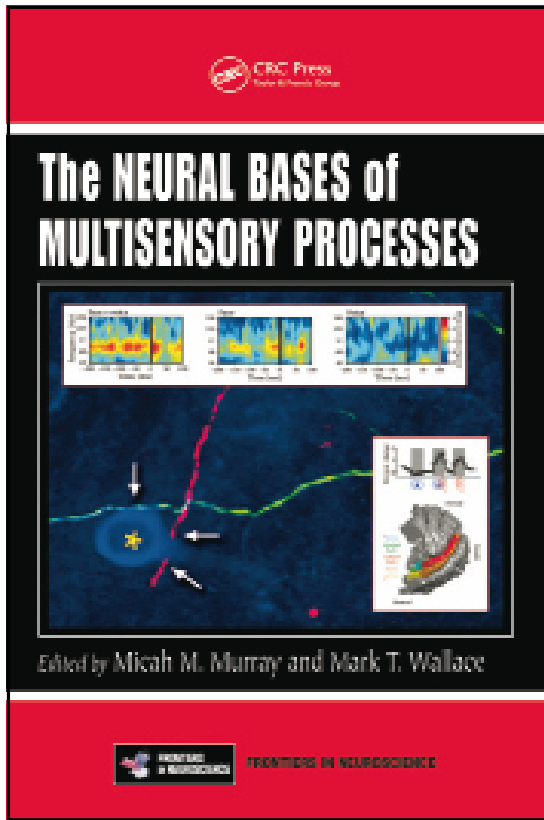
Following an up-to-date description of acquired language disorders, and their contribution to the design of a functional architecture of language, the book illustrates the neurological

process involved in the production and comprehension of spoken and written language, as well as investigating the neurological and functional systems responsible for sign language production and first and second language acquisition.

With a glossary of the anatomical and linguistic terms, this book provides an invaluable resource to undergraduate and graduate students of psychology, psycholinguistics and linguistics.

### CONTENTS

1. Defining Language. 2. Origin and Evolution of Language and Speech. 3. The Anatomy of Language. 4. Aphasia. 5. The Sounds of Language: Production and Comprehension of Words. 6. Neurological and Functional Architecture of the Lexicon. 7. The Trains of Language: Syntax and Morphology. 8. Neurological Basis and Functional Architecture of Written Language. 9. The Bilingual Brain. 10. Talking Hands. 11. Language Acquisition and Developmental Disorders. Appendices.



# The Neural Bases of Multisensory Processes

**Micah M. Murray**, CIBM, Lausanne, Switzerland

**Mark T. Wallace**, Vanderbilt Brain Institute, Nashville, Tennessee, USA (Eds.)

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## CONTENTS

1. Neurophysiologic Bases and Identification of Multisensory Processes. 2. Combinatorial Principles and Modeling. 3. Anatomy. Learning, Plasticity, Development and Aging. 4. Clinical Manifestations. 5. Attention and Spatial Representations. 6. Moving Toward More Naturalistic Multisensory Processes.

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# The Routledge Companion to Philosophy of Psychology

**John Symons**, University of Texas, USA  
**Paco Calvo**, University of Murcia, Spain (Eds.)

"An excellent collection of new essays, many by major contributors to the literature. No library or individual interested in current work in the philosophy of psychology should wish to be without it." - **George Graham**, Georgia State University, USA

"This collection provides an exceptionally wide-ranging review of recent advances and theoretical disputes in psychology, and closely related issues in evolutionary biology and neuroscience. It reflects philosophical sophistication, scientific expertise, and historical sensitivity." - **Margaret Boden OBE**, University of Sussex, UK

*The Routledge Companion to Philosophy of Psychology* is an invaluable guide and major reference source to the major topics, problems, concepts and debates in philosophy of psychology and is the first companion of its kind. A team of renowned international contributors provide forty-two chapters organised into eight clear parts:

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- Models of the mind
- Behaviour, development and the brain
- Thought and language
- Perception and consciousness
- The inner world
- Psychology and the Self.

The *Companion* covers key topics such as the origins of experimental psychology; folk psychology; behaviorism and functionalism; philosophy, psychology and neuroscience; the language of thought, modularity, nativism and representational theories of mind; consciousness and the senses; dreams emotion and temporality; personal identity and the philosophy of psychopathology.

Essential reading for all students of philosophy of mind,

science and psychology, *The Routledge Companion to Philosophy of Psychology* will also be of interest to anyone studying psychology and its related disciplines.

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*P. Calvo, J. Symons*, Introduction. **Part 1. Historical Background.** *G. Hatfield*, Rationalist Roots of Modern Psychology. *R. Martin*, Empiricist Roots of Modern Psychology. *A. Kim*, Origins of Experimental Psychology. **Part 2. The Status of Psychological Theories.** *I. Ravenscroft*, Is Folk Psychology a Theory? *W. Betchel, C. Wright*, What is a Psychological Explanation? *V. Hardcastle*, The Interface between Neuroscience and Psychology. **Part 3. Modeling the Mind: The Battle of the 'isms'.** *D. Braddon-Mitchell*, Behaviourism. *A. Garnham*, Cognitivism. *T. Polger*, Computational Functionalism. *N. Sharkey*, Connectionism. *G. Schöner*, Dynamism. *M. Bickhard*, Interactivism. **Part 4. Behavior, Development and the Brain.** *D. Danks*, Conceptual Problems in Statistics, Testing and Experimentation. *G. Rees*, Imaging Technologies. *C. Craver*, Neural Mechanisms. *J. Bickle*, Cellular and Sub-cellular Neuroscience. *M. Wheeler*, Evolutionary Models in Psychology. *A. Laakso*, Development and Learning. *K. Aizawa, F. Adams*, Embodied Cognition and the Extended Mind. *A. Mele*, Action and Mind. **Part 5. Thought and Language.** *Z. Dienes*, The Many Problems of Representation. *D. Ryder*, Naturalising Content. *S. Schneider*, Language and Thought. *V. Gottschling*, Modularity. *R. Samuels*, Nativism. *C. Allen*, Non-human Minds and Languages. *J. Cruz*, Mind Reading. *A. Markman*, Representation and the Brain. **Part 6. Perception and Consciousness.** *T. Bayne*, Consciousness. *B. Keeley*, Individuating the Senses. *P. Churchland, J. Jacobson*, Vision. *J. Cohen*, Color. *C. O'Callaghan*, Audition. *C. Mole*, Attention. **Part 7. The Inner World.** *J. Fernández*, Introspection. *M. Rowland*, Memory. *J. Sutton*, Dreams. *A. Atkinson*, Emotion. *E. Erwin*, The Unconscious/Freud. *R. Grush*, Temporality. **Part 8. Psychology and the Self.** *M. Schechtman*, Personal Identity. *G. Stanghellini*, Embodiment in Schizophrenia. *W. Hirstein*, Confabulation. *D. Kolak*, Aphasia. *S. Nichols*, (Propositional) Imagination. *J. Nado, D. Kelly, S. Stich*, Moral Judgements. *O. Flanagan*, Buddhist Perspectives. Glossary.

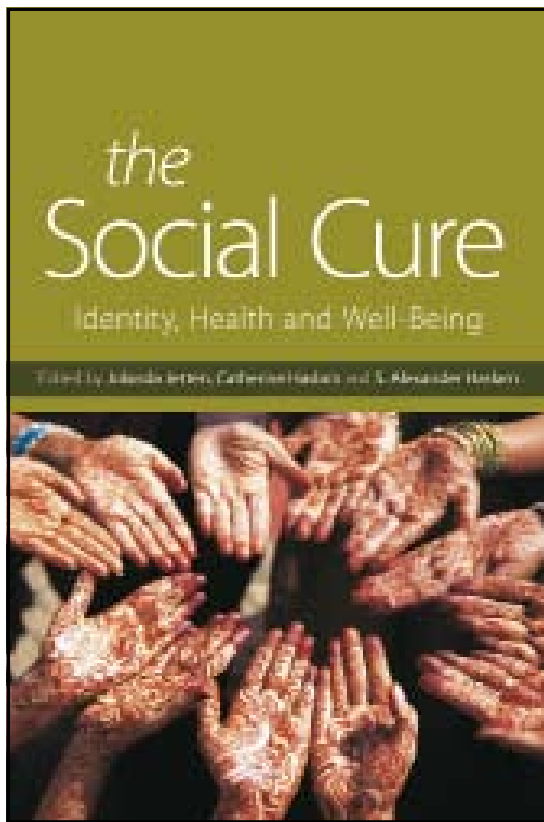
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# The Social Cure

## Identity, Health and Well-Being

**Jolanda Jetten**, University of Queensland, Australia

**Catherine Haslam, S. Alexander Haslam**, University of Exeter, UK (Eds.)

*“The Social Cure provides an impressive and diverse array of empirical evidence that shows how profoundly social context effects the individual and community. The conclusion is packed with insights into the implications of this research for researchers, practitioners, and policymakers in many fields. Let’s hope that these lessons are widely heeded.”* - **Robert D. Putnam, Professor of Public Policy at Harvard University, USA**

*“For decades, we have known that social groups and networks influence health outcomes. This wonderfully lucid, insightful book explains how, and why. What is more, it suggests ways we can use this knowledge to improve health and well-being. It is a valuable resource for researchers, practitioners, and policymakers alike.”* - **Deborah Prentice, Professor of Psychology, Princeton University, USA**

*“This educative, wide-ranging and informative book argues that participation in social groups improves mental health and well-being. While neuropsychologists may be most interested in the four chapters that are directly concerned with neurologically impaired people, the remaining chapters outline the benefits of groups to survivors of disasters, rape victims and concentration camp survivors.”* - **Barbara Wilson, The Oliver Zangwill Centre for Neuropsychological Rehabilitation, UK**

A growing body of research shows that social networks and identities have a profound impact on mental and physical health. With such mounting evidence of the importance of social relationships in protecting health, the challenge we face is explaining why this should be the case. What is it that social groups offer that appears to be just as beneficial as a daily dose of vitamin C or regular exercise?

This book brings together the latest research on how group

memberships, and the social identities associated with them, determine people’s health and well-being. The volume provides a variety of perspectives from clinical, social, organisational and applied fields that offer theoretical and empirical insights into these processes and their consequences. The contributions present a rich and novel analysis of core theoretical issues relating to the ways in which social identities, and factors associated with them (such as social support and a sense of community), can bolster individuals’ sense of self and contribute to physical and mental health. In this way it is shown how social identities constitute a ‘social cure’, capable of promoting adjustment, coping and well-being for individuals dealing with a range of illnesses, injuries, trauma and stressors. In addition, these theories provide a platform for practical strategies that can maintain and enhance well-being, particularly among vulnerable populations.

Contributors to the book are at the forefront of these developments and the book’s strength derives from its analysis of factors that shape the health and well-being of a broad range of groups. It presents powerful insights which have important implications for health, clinical, social and organisational psychology and a range of cognate fields.

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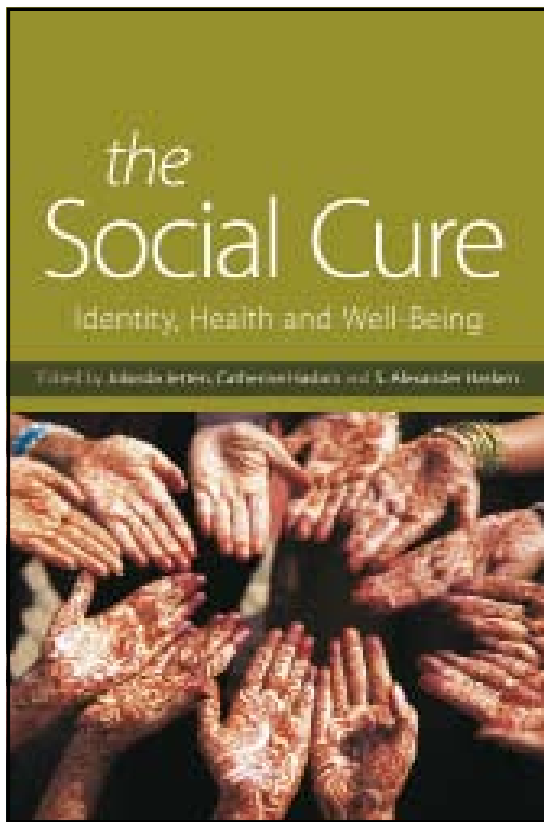
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# The Tip of the Tongue State

ALAN S. BROWN



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# The Tip of the Tongue State

**Alan S. Brown**

Southern Methodist University, Texas, USA

*Essays in Cognitive Psychology Series*

This book brings together the body of empirical findings and theoretical interpretations of the tip of the tongue (TOT) experience – when a well-known or familiar word cannot immediately be recalled. Although research has been published on TOTs for over a century, the experience retains its fascination for both cognitive and linguistic researchers.

After a review of various research procedures used to study TOTs, the book offers a summary of attempts to manipulate this rare cognitive experience through cue and prime procedures. Various aspects of the inaccessible target word are frequently available – such as first letter and syllable number – even in the absence of actual retrieval, and the book explores the implications of these bits of target-word information for mechanisms for word storage and retrieval. It also examines: what characteristics of a word make it potentially more vulnerable to a TOT; why words related to the target word (called “interlopers”) often come to mind; the recovery process, when the momentarily-inaccessible word is recovered shortly after the TOT is first experienced; and efforts to evaluate individual differences in the likelihood to experience TOTs.

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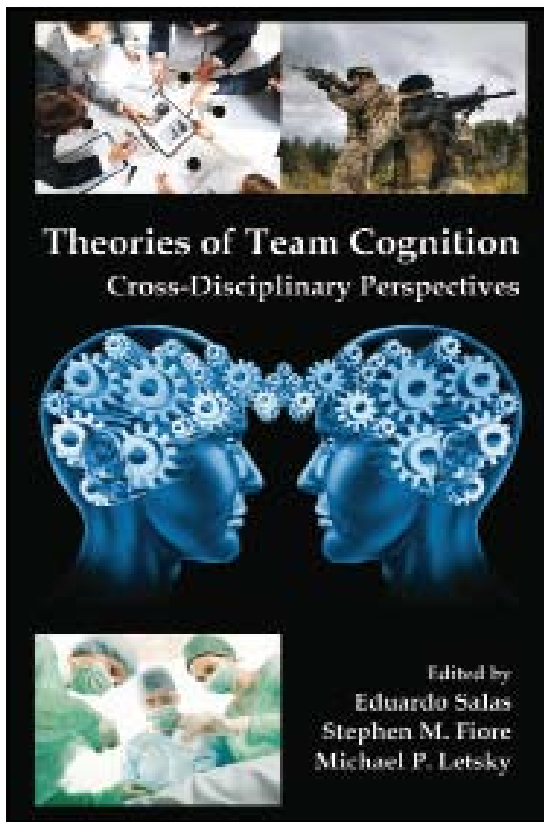
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# Theories of Team Cognition

## Cross-Disciplinary Perspectives

**Eduardo Salas**, University of Central Florida, USA; **Stephen M. Fiore**, University of Central Florida, USA; **Michael P. Letsky**, Office of Naval Research, USA (Eds.)

*Applied Psychology Series*

*“Team building, problem solving in teams, and their maintenance and evaluation are an essential part of leadership at higher levels of organizations. This book fits into the need for providing more research and scientific linkages to this applied problem in a wide range of settings.”* - **Edwin Fleishman**, George Mason University, USA

*“The ideas which will be considered new and unique include the dual focus on macro and team cognition from a range of cross-disciplinary perspectives.”* - **C. Shawn Burke**, University of Central Florida, USA

*“This book tackles a daunting set of problems, including the measurement and definition of team knowledge, the assessment of team members’ intentions and decision making processes, developing an understanding the role of time pressure in team decision making and performance, explicating the links between leadership and team cognition, modeling shared knowledge and cognitive similarity, developing of technologies to facilitate collaboration, using team tasks to test and expand models of shared cognition, and developing a better understanding of the demands different types of tasks place on teams.”* - **from the series foreword by Kevin Murphy and Jeanette Cleveland**

Cognitive processes in teams have been a valuable arena for team researchers to explore. Team cognition research advances and informs a variety of disciplines, including cognitive and social sciences, engineering, military science, organizational science, human factors, medicine, and communications. There has been a great deal of progress in the team cognition literature, yet the field is still in its early stages of maturity. There is much more to be gained from the field’s insights and there is a need to unite the diverse array of scholarly ideas

that permeate the field. This movement will serve to organize the research and ideas that have surfaced in the field, thereby making them more accessible to different disciplines while at the same time, motivating continued progress in the field. This book aims to be a step in this direction and acts as a forum for leading scholars to share their ideas, theories, models, and conceptions about what matters and where more attention is needed in the field of team cognition.

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*J.N. Cleveland, K.R. Murphy*, Series Foreword: Why Cross-Disciplinary Theories of Team Cognition? **Part 1. Team Cognition as a Field.** *E. Salas, S.M. Fiore, M. Letsky*, Why Cross-Disciplinary Theories of Team Cognition? *S.H.J. Kozlowski, G.T. Chao*, Macro Cognition, Team Learning, and Team Knowledge: Origins, Emergence, and Measurement. **Part 2. Organizational Behavior Perspectives.** *E. Santos, Jr., J. Rosen, K. Joo Kim, F. Yu, D. Li, Y. Guo, E. Jacob, S. Shih, J. Liu, L. Katona*, Reasoning about Intentions in Complex Organizational Behaviors – Intentions in Surgical Handoffs. *S. Mohammed, R. Tesler, K. Hamilton*, Time and Team Cognition: Towards Greater Integration of Temporal Dynamics. *T. Murase, C.J. Resick, M. Jimenez, E. Sanz, L.A. DeChurch*, Leadership and Emergent Collective Cognition. *J.R. Rentsch, I. Mot*, Elaborating Cognition in Teams: Cognitive Similarity Configurations. **Part 3. Human Factors and Cognitive Engineering Perspectives.** *E.S. Patterson, R. Stephens*, A Cognitive Systems Engineering Perspective on Shared Cognition: Coping with Complexity. *N.J. Cooke, J.C. Gorman, C. Meyers, J. Duran*, Theoretical Underpinning of Interactive Team Cognition. *J.M. Carroll, M. Borge, C. Ganoë, M.B. Rosson*, Articulating Collaborative Contributions to Activity Awareness. **Part 4. Cognitive and Computer Science Perspectives.** *V.B. Hinsz, J.L. Ladbury*, Combinations of Contributions for Sharing

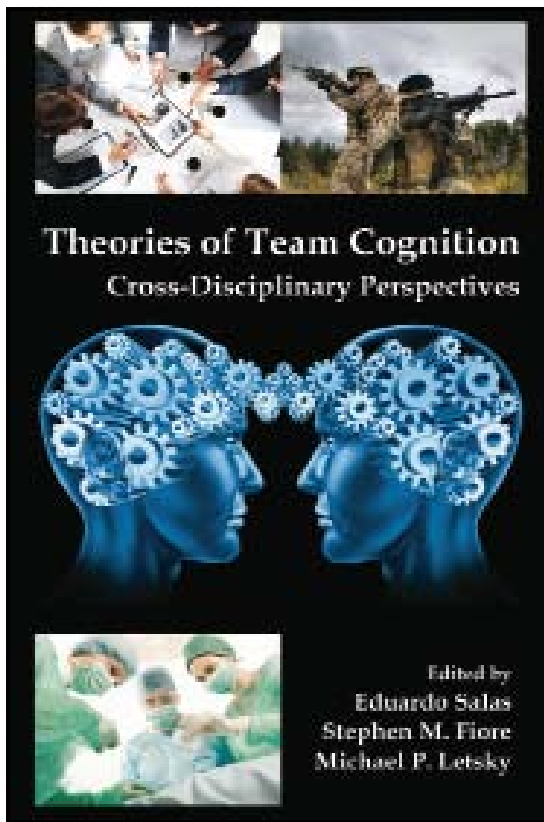
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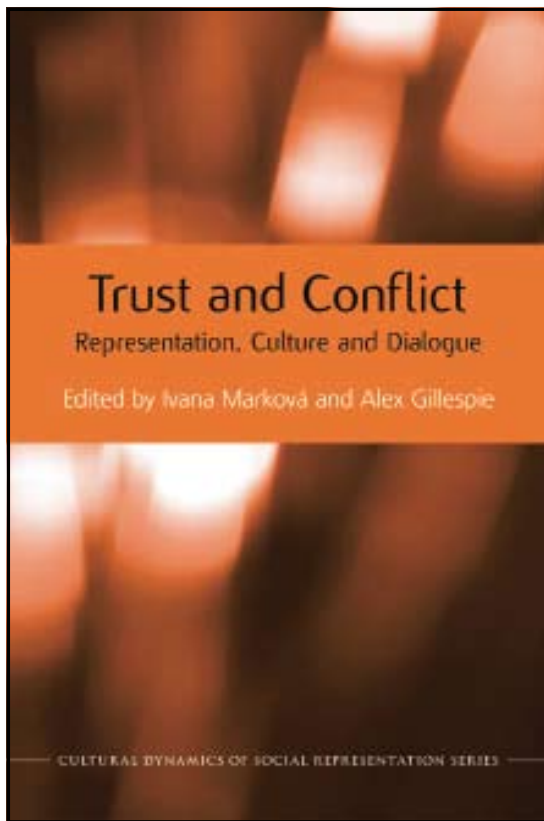
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# Trust and Conflict

## Representation, Culture and Dialogue

Ivana Marková, University of Stirling  
Alex Gillespie, University of Stirling (Eds.)

*Cultural Dynamics of Social Representation Series*

*“Marková and Gillespie have delivered a highly original and cutting-edge exploration of trust and distrust as they play out in cultural contexts. Each chapter vividly brings these dynamics to life through a number of fascinating case studies, including the Cuban missile crisis, AIDS in China, the Russian–Georgian conflict and political confession in the Soviet Union. Trust and Conflict will be essential reading for anyone interested in the study of trust and intergroup conflict.”*

- **Brady Wagoner, Associate Professor of Psychology, University of Aalborg, Denmark**

*“This book provides comprehensive coverage of the area of trust and conflict across cultures and draws on a variety of situations within and among groups in different settings. The editors have a gifted style of writing, and have provided a valuable opening to the collection of papers which will prove to be a useful reading for scholars and graduate level students.”* - **Nandita Chaudhary, Associate Professor, Lady Irwin College, University of Delhi, India**

Trust, distrust and conflict between social groups have existed throughout the history of humankind, although their forms have changed. Using three main concepts – culture, representation and dialogue – this book explores and re-thinks some of these changes in relation to concrete historical and contemporary events.

Part 1 offers a symbolic and historical analysis of trust and distrust while Parts 2 and 3 examine trust, distrust and conflict in specific events, including the Cyprus conflict, Estonian collective memories, coping with HIV/AIDS in China, Swedish asylum seekers, the Cuban missile crisis and Stalinist confessions. With an impressive array of international contributors the chapters draw on a number of key concepts

such as self and others, ingroup and outgroup, contact between groups, categorization, brinkmanship, knowledge, beliefs and myth.

*Trust and Conflict* offers a fresh perspective on the problems that arise from treating trust, distrust and conflict as simplified indicators. Instead, it proposes that human and social sciences can view these phenomena within the complex matrix of interacting perspectives and meta-perspectives that characterize the social world. As such it will be of interest to undergraduates, postgraduates and lecturers of human and social sciences, especially social psychology, sociology, political science and communication studies.

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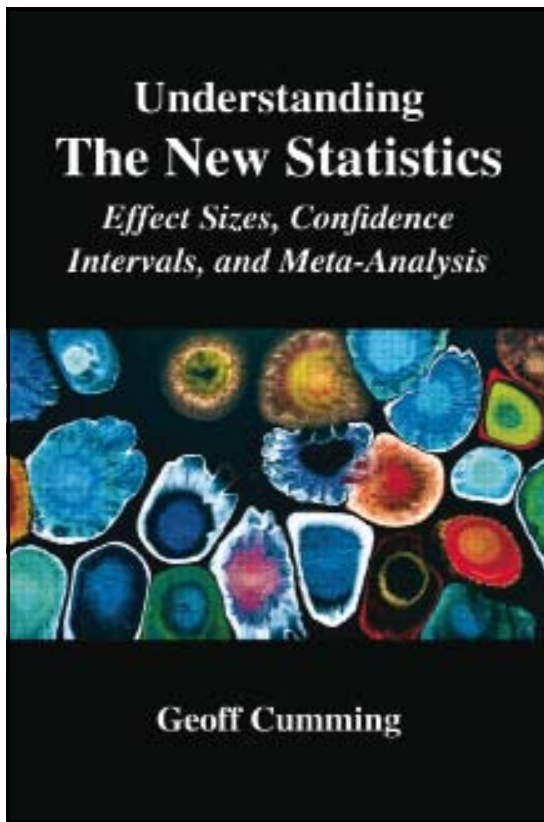
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*"It is about time that the "new statistics" get the place they deserve in statistics education, to further true understanding instead of following statistical rituals. Geoff Cumming's excellent book is a milestone towards reaching that goal."* - **Peter Sedlmeier, Chemnitz University of Technology, Germany**

*"Geoff Cumming is a preeminent author in statistics reform and his new book is an important work in this area. Written in a clear, accessible way, Cumming covers essential topics in data analysis, including effect size estimation, confidence intervals, and meta-analysis. Readers in the social and behavioral science will learn new ways to look at their own results and avoid common traps of traditional significance testing."* - **Rex Kline, Concordia University, Canada**

*"Cumming makes strong arguments for confidence intervals and meta-analysis as better ways of representing and thinking about research. His graphical, interactive approach makes the "new statistics" highly accessible and remarkably impactful on our statistical understanding."* - **Robin K. Henson, University of North Texas, USA**

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**of Rhode Island, USA**

This is the first book to introduce the new statistics – effect sizes, confidence intervals, and meta-analysis – in an accessible way. It is chock full of practical examples and tips on how to analyze and report research results using these techniques. The book is invaluable to readers interested in meeting the new APA *Publication Manual* guidelines by adopting the new statistics – which are more informative than null hypothesis significance testing, and becoming widely used in many disciplines.

Accompanying the book is the Exploratory Software for Confidence Intervals (ESCI) package, free software that runs under Excel and is accessible at [www.thenewstatistics.com](http://www.thenewstatistics.com). The book's exercises use ESCI's highly visual and interactive simulations to engage users and strengthen understanding of key ideas. Numerous examples and detailed guidance show readers how to analyze their own data using the new statistics, and interpret the results. Meta-analysis is clearly explained using simple diagrams and examples. Understanding meta-analysis is increasingly important, even at undergraduate levels, because many disciplines now use meta-analysis to assemble the evidence needed for evidence-based practice.

**The book's pedagogical program, built on cognitive science principles, reinforces learning:**

- Boxes provide 'evidence-based' advice on the most effective statistical techniques
- Numerous examples reinforce learning

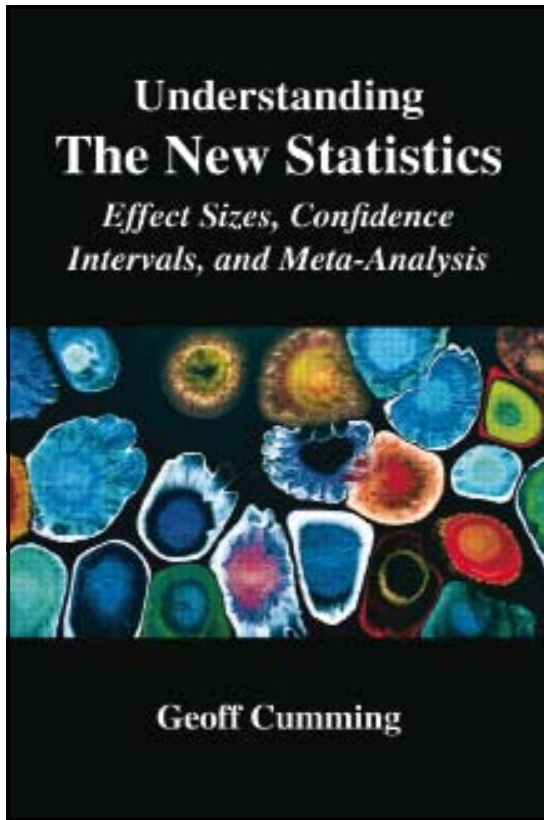
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- Graphs are tied in with ESCI to make important concepts vividly clear
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Intended as the core text for courses that emphasize the new statistics, or as a supplementary text for graduate or advanced undergraduate courses in statistics and research methods in departments of psychology, education, human development, nursing, and social and life sciences, researchers and practitioners interested in understanding the new statistics will also appreciate this book. Familiarity with introductory statistics is assumed.

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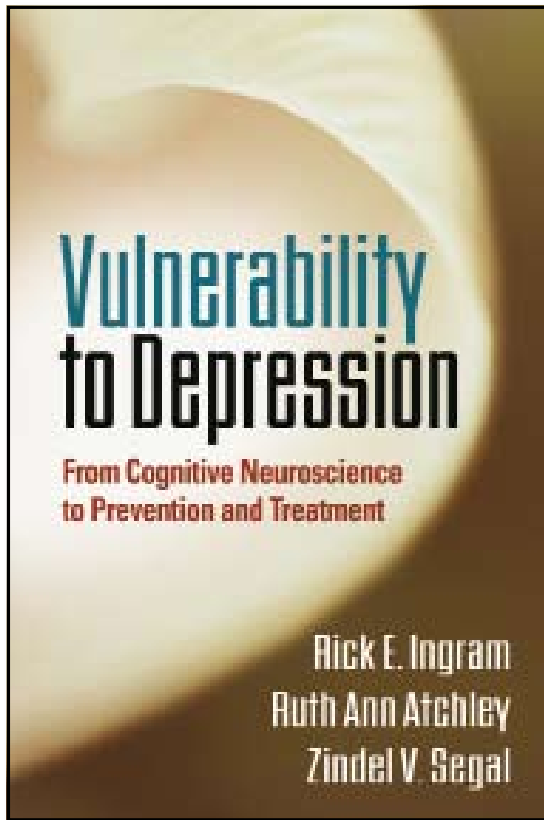
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# Vulnerability to Depression

From Cognitive Neuroscience to Prevention and Treatment

**Rick E. Ingram, Ruth Ann Atchley**, University of Kansas, USA

**Zindel V. Segal**, University of Toronto, Canada

*“The question of what mechanisms underlie depression is crucial for understanding and treating this disorder. Answers have begun to emerge from both the cognitive and the neuroscience literatures. The time is right for synthesizing the cognitive, neuroscience, and treatment literatures so that an integrated approach to depression vulnerability can be formulated and prevention and management interventions can be optimized. Ingram, Atchley, and Segal provide a theoretically sophisticated, practical synthesis that will appeal to both researchers and clinicians.”* - **Dan J. Stein, Department of Psychiatry, University of Cape Town, South Africa, and Mt. Sinai School of Medicine, New York, USA**

*“This is an essential text for researchers, clinicians, and graduate students wanting a clear, up-to-date, multifaceted understanding of research into depression. Remarkable in lucidity, balance, and thoroughness, it puts recent cognitive and neurobiological findings into historical perspective, illuminates diverse conceptualizations and research strategies, highlights the strengths and limitations of various approaches, and provides clear avenues for further study. This is a ‘must read’ for anyone with a serious interest in understanding depression today.”* - **Ronald D. Siegel, Department of Psychiatry, Harvard Medical School, USA**

Providing a cutting-edge examination of the mechanisms underlying depression, this volume integrates important areas of research that have largely remained separate. The authors explore both the cognitive and neurological processes that make some people more vulnerable than others to developing depression and experiencing recurrent episodes. They also probe how these processes interact – how negative life experiences, maladaptive belief systems, and patterns of thinking may actually affect neural circuitry, and vice versa. Explaining sophisticated theory and research in an accessible

style, the book highlights the implications for improving clinical practices and patient outcomes.

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