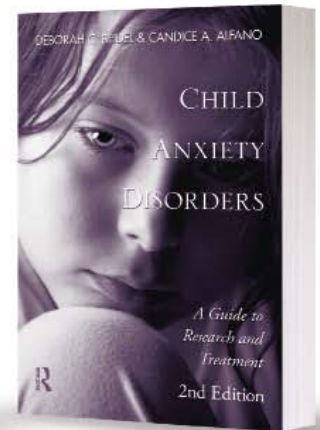
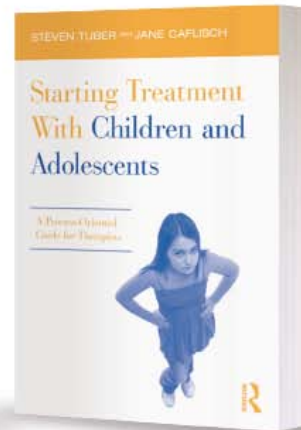
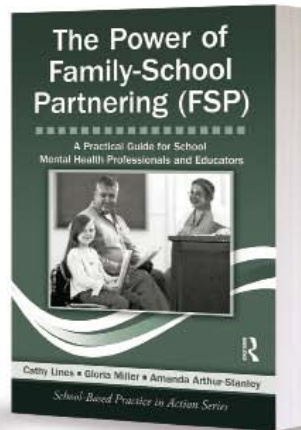
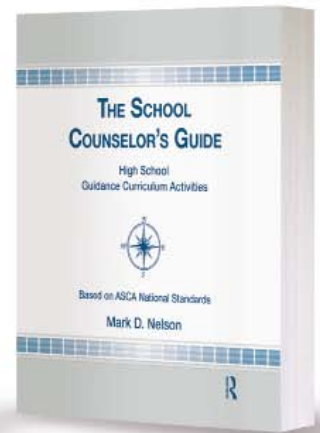
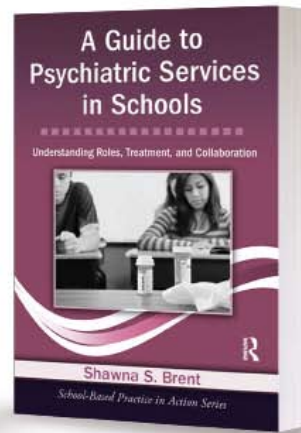
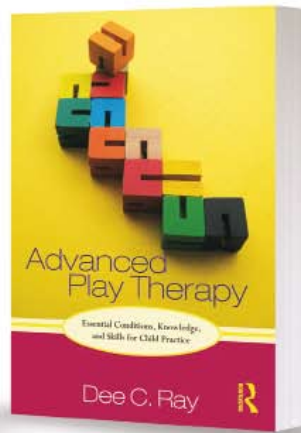
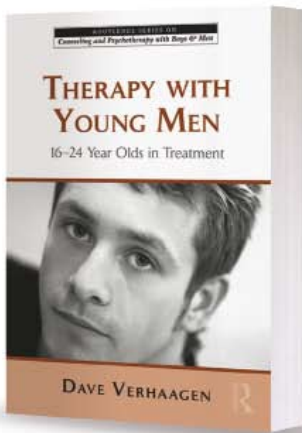


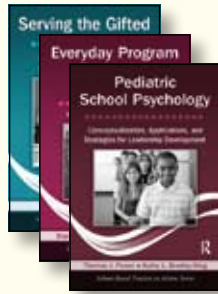
School-Based Mental Health 2011-2012

New Books and Selected Backlist



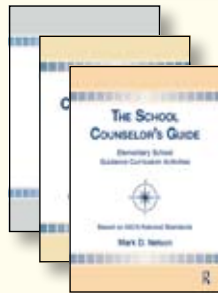
10% ONLINE DISCOUNT AVAILABLE

Read and Recommend



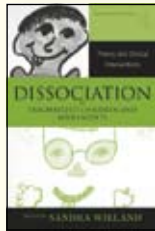
School-Based Practice in Action Series

Series Editors: **Rosemary B. Mennuti**, and **Ray W. Christner**
Page 3



The School Counselor's Guides

Mark D. Nelson
Page 8



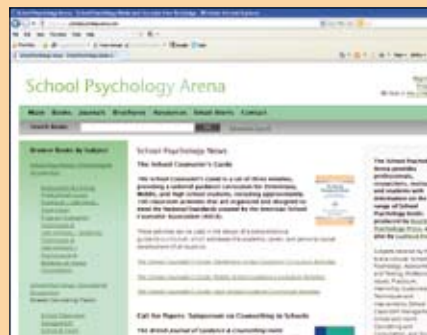
Dissociation in Traumatized Children and Adolescents

Theory and Clinical Interventions
Edited by **Sandra Wieland**
Page 11

Arenas

Our School Psychology Arena is a subject-focused selection of our books and journals in School Psychology, allowing you to quickly and easily browse the subject area you're interested in. All of our books are available at a special **10% discount** if you order them from the Arena, with **free shipping** on orders to the US, Canada and UK if you spend more than \$35/£20.

You can sign up to our subject-specific email alerts on the Arena, to make sure that you receive timely notification of new books, offers, and news – all tailored to the particular subject areas you subscribe to.



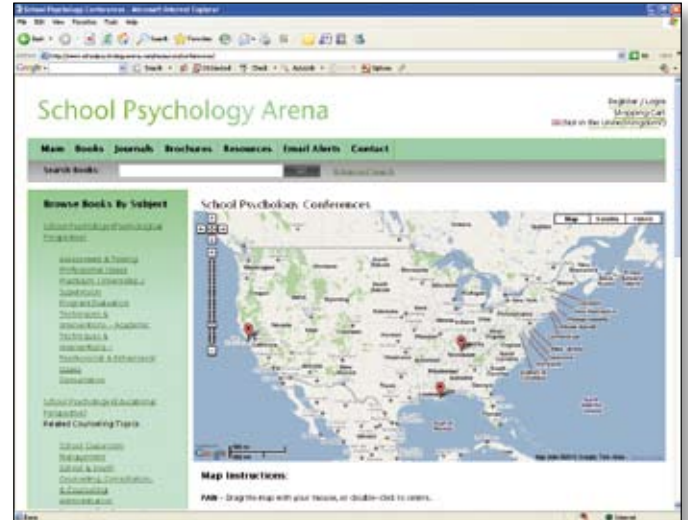
www.schoolpsychologyarena.com

Invitation to authors

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

Conferences

Routledge Mental Health ensures its books are represented at all major conferences. The calendar of events for 2011 is listed below. Routledge will be exhibiting all recent and relevant key books at these meetings. Please visit the Routledge stand where all books will be available for sale at a **20% conference discount** with **free global shipping**.



- **National Association of School Psychologists (NASP) 2011 Annual Convention**
22-25 February 2011, San Francisco, California, USA
The NASP 2011 Annual Convention, the world's largest and most important gathering of school psychologists, offers you professional excellence at its best.
- **American Counseling Association (ACA) 2011**
23-27 March 2011, New Orleans, Louisiana, USA
The ACA Annual Conference and Exposition, is the largest gathering of professional counselors in the world and is the premier source for professional development across all counseling specialties and work settings.
- **Association for Counselor Education and Supervision (ACES) Conference 2011**
Helping the Leaders, Helping the Helpers, Shaping the Future
26-30 October 2011, Nashville, Tennessee, USA
The 2011 Convention will have content sessions, a research-mentor pre-conference, and lots more.

To order books

Either return the order form at the back of this catalog to the address below, contact our distributors directly, or visit our website.

Customer Services
email: orders@taylorandfrancis.com
web: www.routledge.com

Taylor and Francis, 7625 Empire Drive, Florence, Kentucky, KY 41042, USA

Toll Free Phone: 1-800-634-7064, Toll Free Fax: 1-800-248-4724
Phone RoW: +1 859-525-2230, Fax RoW: +1 859-647-5027



School-Based Practice in Action Series

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

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

www.routledge-mentalhealth.com/school-based-practice-in-action

Forthcoming!

Responsive School Practices to Support Lesbian, Gay, Bisexual, Transgender, and Questioning Students and Families

Emily Fisher, Loyola Marymount University, California, USA, and **Kelly Kennedy**, Chapman University, California, USA

The needs and rights of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students and their families are often ignored, generally misunderstood, and only rarely given priority by the school system. This book provides the school-based mental health practitioner with the tools necessary to implement change in partnership with school administrators, teachers, parents, and other community stakeholders. It begins with an overview of the unique issues and challenges faced by LGBTQ students and their families. Part II focuses on practical steps to take to create an inclusive school environment and offers prevention and intervention techniques to address bullying, counseling services, and group exercises to support these goals. Part III extends the reach of these school-based efforts to the community and families, to reinforce the steps taken in the school context.

CONTENTS: **Part I: LGBTQ Students in Context.** Who Are LGBTQ Students and Families? Understanding Sexuality and Gender Identity Development. LGBTQ Students in Home, School, and Community Contexts. **Part II: Creating Responsive and Inclusive School Practices.** Law and Policy in Action. Developing Awareness and Sensitivity to LGBTQ Issues in the School Community. Creating Diverse and Responsive K-12 Classrooms. Ensuring Safe Schools: Harassment and Bullying Prevention Programming. Counseling Services for LGBTQ Students. **Part III: Connecting with Families and Communities.** Supporting LGBTQ Families and Their Children. Supporting Families of LGBTQ Students. Connecting with Community Resources.

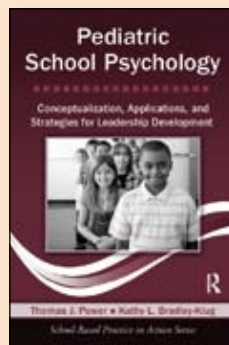


February 2012: 224pp.

Hb: 978-0-415-89073-1: £60.00/\$90.00

Pb: 978-0-415-89074-8: £21.95/\$34.95

Series: *School-Based Practice in Action*



Forthcoming!

Pediatric School Psychology

Conceptualization, Applications, and Strategies for Leadership Development

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

This text provides school psychologists with the most relevant and up-to-date information concerning conceptual models and applications of intervention and prevention strategies in pediatric school psychology. Instead of focusing on specific health disorders children face, it focuses on the more useful themes related to pediatric illnesses – adherence, school reintegration, post-traumatic stress, pain and medication management – and prevention strategies, such as developing multi-tiered programs, establishing and maintaining critical partnerships, and evaluating outcomes. A major focus of this text is the development of leaders in the field of pediatric school psychology. The authors discuss in detail program development and evaluation, measurement development, grant writing, manuscript critiquing, and journal article preparation.

CONTENTS: Overview. **Part I: Conceptual Models and Applications for Intervention.** Conceptual Model for Understanding Health Problems and Developing Interventions. Applications of Intervention Model. **Part II: Conceptual Models and Applications for Prevention.** Conceptual Model for Promoting Healthy Development and Developing Prevention Programs. Applications of Prevention Model. **Part III: Strategies for Developing Leaders.** Program Development. Program Evaluation. Measurement Development. Grant Writing Strategies. Critiquing Journal Articles and Preparing Manuscripts for Publication. **Part IV: Planning for the Future.** Directions for Program Development, Research, and Training.

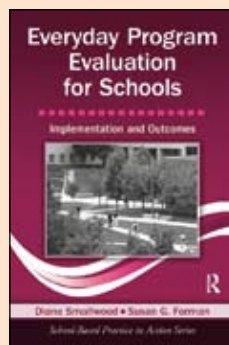


January 2012: 224pp.

Hb: 978-0-415-87109-9: £53.00/\$95.00

Pb: 978-0-415-87110-5: £19.95/\$34.95

Series: *School-Based Practice in Action*



Forthcoming!

Everyday Program Evaluation for Schools

Implementation and Outcomes

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

The goal of this book is to provide a practical guide for school personnel to evaluating educational programs and services at the individual, small group, school-wide, and district-wide levels. The authors believe that procedures for adequately assessing the effects of all types of academic activities need to be included as part of the daily planning and implementation of activities and interventions within and across each of these levels.

Basic principles associated with evidence-based evaluation procedures are summarized and discussed in a way that makes them less technical and more practical for incorporation into everyday routines. Special emphasis is placed on a three-tiered model for intervention – universal, targeted, and intensive. The authors work through a typical evaluation program, addressing relevant issues such as those of stakeholders; strategies for maximizing the validity and reliability of data, as well as how to effectively utilize multiple sources of data; and specific designs of and methods for evaluations of school-based programs and services.

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



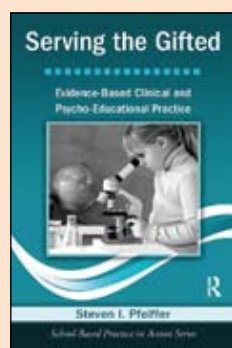
December 2011: 224pp.

Hb: 978-0-415-87107-5: £52.00/\$95.00

Pb: 978-0-415-87108-2: £21.95/\$37.95

Series: *School-Based Practice in Action*

www.routledgejournalhealth.com/9780415871082



Forthcoming!

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

Steven I. Pfeiffer, Florida State
University, USA

Designed specifically for school psychologists and school counselors, this volume is intended to serve as a practical and easy-to-use resource for

working with gifted students, their teachers, and their parents and families. It provides timely, practical, evidence-based techniques and guidelines to help these practitioners better help an underserved group. The book is written in a user-friendly style which makes it a quick, simple, and easy reference. Topics covered include identification and assessment of gifted students; important information for understanding the needs of the gifted; counseling and psychotherapy strategies; career counseling for gifted and talented students, methods for working with the families of the gifted; and legally-correct and ethically-smart counseling techniques.

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



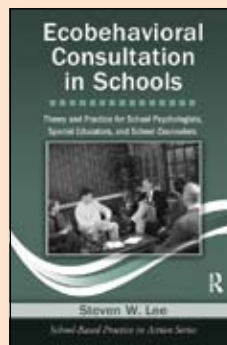
December 2011: 224pp.

Hb: 978-0-415-99749-2: £53.00/\$95.00

Pb: 978-0-415-99750-8: £22.00/\$37.95

Series: *School-Based Practice in Action*

www.routledgejournalhealth.com/9780415997508



Forthcoming!

Ecobehavioral Consultation in Schools

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

Steven W. Lee, University of Kansas, USA

Consultation is an essential skill that all school psychologists and school counselors must learn, which makes *Ecobehavioral Consultation in Schools* a text that is applicable to all school psychologists and students. The ecobehavioral perspective in school consultation is a shift from the behavioral perspective to include the ecological and environmental relationships of a person. This volume covers the research base for ecobehavioral consultation as well as the processes and strategies of the model. It includes procedures and forms that will allow the practitioner to integrate EBC with best practices in response to intervention, functional behavior assessment, evaluation outcomes, and the student assistance process.

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



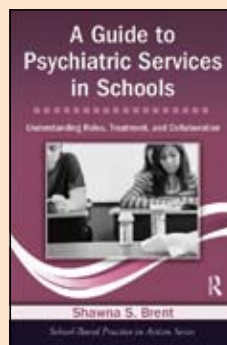
November 2011: 256pp.

Hb: 978-0-415-99342-5: £59.00/\$95.00

Pb: 978-0-415-99343-2: £21.95/\$34.95

Series: *School-Based Practice in Action*

www.routledgejournalhealth.com/9780415993432



Forthcoming!

A Guide to Psychiatric Services in Schools

Understanding Roles,
Treatment, and
Collaboration

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

The purpose of this text is to provide the practical information to school professionals that is necessary to meet the educational and treatment needs of students with different psychiatric diagnoses. The text begins with the necessary background information on the process and content of psychiatric evaluations and formulations, as well as a discussion of the roles psychiatry has in the counseling and education of students. A brief introduction to pharmacology to help the reader understand the specifics of psychiatric medications used is also included. Next, a variety of psychiatric diagnoses and treatment options are discussed in detail; those covered include behavioral, mood, anxiety, eating, psychotic, and Autism Spectrum disorders.



Where appropriate, other methods of treatment, such as cognitive-behavioral therapy, are discussed. Finally, the author considers ways to effectively manage mental health crises in the school setting.

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



August 2011: 224pp.

Hb: 978-0-415-87101-3: £53.00/\$95.00

Pb: 978-0-415-87102-0: £19.95/\$34.95

Series: School-Based Practice in Action

www.routledgejournalhealth.com/9780415871020



New!

The Power of Family-School Partnering (FSP)

A Practical Guide for School Mental Health Professionals and Educators

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

"This is a comprehensive, culturally sensitive and practical guide book for family-school partnering. It truly offers resources for readers to put ideas directly into action. It will be extremely helpful to school psychologists, counselors, teachers, social workers, and administrators. I strongly recommend this book to all who want to partner with families for students success in school." - **Chieh Li**, Northeastern University, Massachusetts, USA

Ongoing, strategic family-school partnering (FSP) is an essential component of every educational community. FSP is a multi-dimensional process in which schools, families, and communities engage in shared actions to ensure a child's academic, social, and emotional success. With this text, the authors intend to offer a practical guide that demonstrates how this partnering can be strategically implemented in all levels of schooling. The main focus of the text is how to plan, implement, and evaluate FSP within existing school structures and resources. The authors begin with an overview of the foundational and organizational information necessary for successful FSP, including a review of ecological systems theory. FSP theories and strategies are presented at a universal, targeted, and intensive level, giving the school mental health professional insight into working with students and families who have differing needs.

CONTENTS: Framing Family-School Partnering (FSP). Building an FSP Foundation. Creating Universal FSP Processes and Practices. Adapting Targeted-intensive FSP Processes and Practices. Planning FSP Actions. Applying FSP Lessons. Epilogue: A Working FSP School.



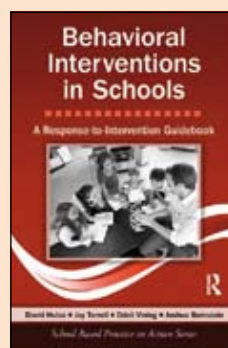
2010: 256pp.

Hb: 978-0-415-80147-8: £53.00/\$95.00

Pb: 978-0-415-80148-5: £19.00/\$34.95

Series: School-Based Practice in Action

www.routledgejournalhealth.com/9780415801485



New!

Behavioral Interventions in Schools

A Response-to-Intervention Guidebook

David Hulac, University of South Dakota, USA, **Joy Terrell**, Recovery School District, Louisiana, USA,

Odell Vining, School Psychologist, Georgia, USA, and **Joshua Bernstein**, Chatham University, Pennsylvania, USA

"This work is going to find a home on every practitioner's desk... not the bookshelf, but the desk. Each chapter contains clearly described, practical procedures that inform the practitioner. Pages will be well-worn by anyone seeking to get better results in schools. This is a very practical resource." - **W. Alan Coulter**, Director, TIERS Group, LSU Health Sciences Center, New Orleans, USA

This book is a how-to manual for school mental health professionals, educators, and administrators that discusses a series of steps that can be used to proactively manage and prevent many different types of behavioral problems in a positive manner. It incorporates both the high structure and high behavioral expectations that are crucial for school success, but also describes following this structure in such a way that students feel included, important, and respected.

CONTENTS: Mennuti, Foreword. Introduction to Positive Behavior Supports and Response to Intervention for Behavior. Building the School-based Problem-solving Team. **Part I: Tier I.** Understanding Positive Behavior Support. School-wide Prevention. Preventing Classroom Misbehaviors. Implementing a School-wide Token Economy. Making Office Discipline Referrals Work. Identifying School-wide Problems. Identifying Class-wide Problems. **Part II: Tier II.** Identifying Students for Tier II Interventions. Providing Interventions for Students at Tier II. **Part III: Tier III.** Understanding the Function of Behavior. Creating Individualized Behavior Plans. Appendix A: List of Forms. Appendix B: Intervention Coach Cards. Appendix C: Tracking Office Discipline Referrals Using Excel. Appendix D: Ways to Reward Kids. Appendix E: List of Inservice Topics.



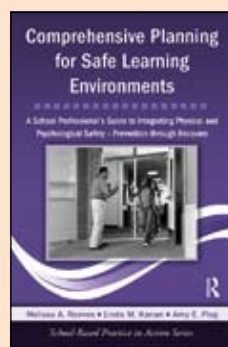
2010: 288pp.

Hb: 978-0-415-87584-4: £53.00/\$95.00

Pb: 978-0-415-87585-1: £19.95/\$34.95

Series: School-Based Practice in Action

www.routledgejournalhealth.com/9780415875851



Comprehensive Planning for Safe Learning Environments

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

Melissa A. Reeves, Winthrop University, South Carolina, USA, **Linda M. Kanan**, Cherry Creek School District, Colorado, USA, and **Amy E. Plog**, Director of Research, Creating Caring Communities, USA

"This is a very practical, helpful, and comprehensive road map to better ensuring safe and supportive school environments. The authors have effectively translated their many years of practical experience into a

book that anyone interested in promoting school safety will find most helpful. It is my sincere hope that all school leaders will read this book.”
- **Stephen E. Brock**, California State University, Sacramento, USA

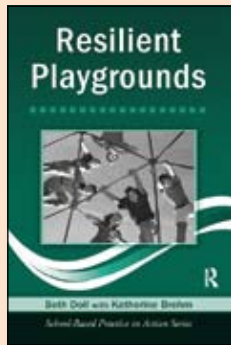
This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment.



2009: 371pp.
Hb: 978-0-415-99834-5: £65.00/\$99.50
Pb: 978-0-415-99835-2: £19.00/\$34.95

Series: *School-Based Practice in Action*

www.routledge mentalhealth.com/9780415998352



Resilient Playgrounds

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

“Resilient Playgrounds... provides classroom teachers, school administrators, and other educators with a wealth of practical suggestions and materials to help make playgrounds physically, socially, and emotionally safe places for all children.”

- **George Bear**, University of Delaware, USA

While recess provides children with a time to play and take a break from the school day, research has shown that it is also a necessary and vital part of their social, emotional, and academic development. This book provides tools and strategies for school mental health professionals, teachers, and administrators to evaluate and improve the recess experience in order to ensure that children benefit as much as possible from this important time.



2009: 183pp.
Hb: 978-0-415-96087-8: £65.00/\$99.50
Pb: 978-0-415-96088-5: £21.95/\$34.95

Series: *School-Based Practice in Action*

www.routledge mentalhealth.com/9780415960885

Also in the Series



McCloskey et al.: Assessment and Intervention for Executive Function Difficulties

Hb: 978-0-415-95783-0: 2008: 392pp. £65.00/\$99.50
Pb: 978-0-415-95784-7: 2008: 392pp. £22.95/\$37.50

www.routledge mentalhealth.com/9780415957847



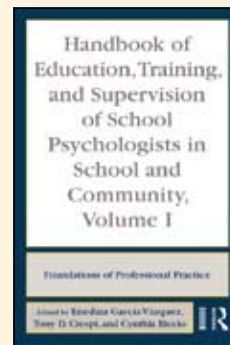
Burns/Gibbons: Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices

Hb: 978-0-415-96391-6: 2008: 264pp. £70.00/\$105.00
Pb: 978-0-415-96392-3: 2008: 264pp. £22.95/\$37.50

www.routledge mentalhealth.com/9780415963923

Two Volume Handbook

Co-Published with the Trainers of School Psychologists



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

Foundations of Professional Practice

Volume I

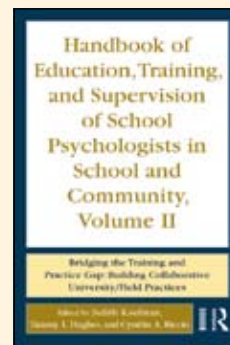
Edited by **Enedina García-Vázquez**, New Mexico State University, USA, **Tony D. Crespi**, University of Hartford, Connecticut, USA, and **Cynthia Riccio**, Texas A&M University, USA

“This is a concise and well-documented reference that should be on every school psychology trainer’s desk. If you want to understand the future of school psychology training and its issues, this book is for you.” - **William Pfohl**, Western Kentucky University, USA

Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree. It explores contemporary university training programs, the foundations of school education, and key areas of responsibility for school-based mental health professionals, and takes a look at the future of training for school psychologists.

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

www.routledge mentalhealth.com/9780415962605



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

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

Volume II

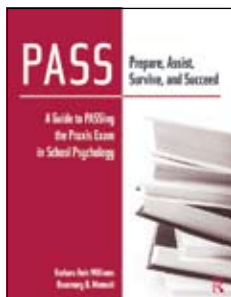
Edited by **Judith Kaufman**, Fairleigh Dickinson University, New Jersey, USA, **Tammy L. Hughes**, Duquesne University, Pittsburgh, USA, and **Cynthia A. Riccio**, Texas A&M University, USA

Volume II extends the discussion of the training of school psychologists from *Volume I* to an examination of issues critical to the practice of school psychology, focusing on the roles of the supervisor as trainer in different contexts. Each chapter raises issues for university training in a manner that facilitates the dialogue between university and field trainers.

2009: 369pp.
Hb: 978-0-415-96279-7: £35.00/\$55.00

www.routledge mentalhealth.com/9780415962797

School-Based Mental Health



PASS: Prepare, Assist, Survive, and Succeed

A Guide to PASSing the Praxis Exam in School Psychology

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

"This is a comprehensive, well organized book that condenses the essential material for passing the School Psychology Praxis Exam into an easy-to-read format. I recommend it to educators and serious students in their preparations for the Praxis." - **Tammy L. Hughes**, Duquesne University, Pittsburgh, USA

Are you getting ready to take the Praxis Exam and looking for a resource to help as you study? In this guide, Williams and Mennuti, two veteran school psychologists who have been involved in the development, testing, and revision of the Praxis Exam, present their PASS model to help you study and achieve the best score possible. An accompanying CD contains all of the graphic organizers found in the text, six practice exams with answer keys, and other helpful materials for you to use as you prepare for the exam.

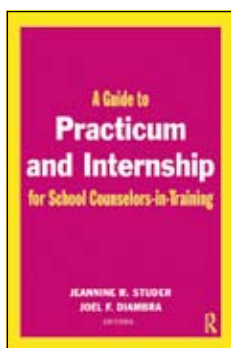
CONTENTS: Introduction. **Part I: Process of Preparing.** Preparation. Assisting. Surviving. **Part II: Content of the Exam.** Diagnosing and Fact Finding. Prevention and Intervention. Applied Psychological Foundations. Applied Educational Foundations. Ethical and Legal Considerations. **Part III: Succeeding.**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



2010: 239pp.

Pb: 978-0-415-99347-0: £25.00/\$40.00

www.routledge mentalhealth.com/9780415993470



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

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

"This is the practicum/internship book we have been waiting for. Jeannine Studer, Joel Diambra, and their contributing

team of experts have included every significant contemporary topic that is essential to the growth and development of 21st century school counseling candidates." - **Carol Dahir**, New York Institute of Technology, USA

School counseling is a rather specialized field, yet students entering it do not have a single, comprehensive resource to guide them through the process. This text covers all aspects of the practicum and internship experience, from the initial contact with your supervisor to detailed descriptions of each of the different roles you will have, and will help you gain an understanding of the school culture and how to begin thinking about and developing your own philosophy of school counseling. Specific topics covered include popular counseling theories used by school counselors;

working with special populations of students; application of the ASCA ethical standards; the administration of day-to-day tasks, such as arranging an office space and managing your time; and elements of the guidance curriculum, including individual student planning, responsive services, and systemic support.

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

2010: 252pp.

Pb: 978-0-415-99747-8: £22.00/\$39.95

www.routledge mentalhealth.com/9780415997478

Examination copy available

Forthcoming!

Counseling 21st Century Students for Optimal College and Career Readiness

A 9th-12th Grade College and Career Curriculum Including Activities and Best Practices

Corine Fitzpatrick, Manhattan College, New York, USA, and **Kathleen Costantini**, New York City Department of Education, USA

This book offers counselors an action-based curriculum that will meet the needs of the 21st century high school student, help to foster their growth and ambition, and engage them as constructivists in learning what they need to succeed beyond high school. It takes a comprehensive, developmental approach, focusing on 9th-12th grade students, rather than solely on those in 11th and 12th grade. Specific topics discussed include successful transition to 9th grade; using technology in the college and career advising process; assisting and advising students in college research and application; and helping seniors make successful transitions to college.

CONTENTS: Part I: Understanding the Challenge. Counseling for College and Career Readiness in the 21st Century: The Challenges of a Changing World. School College Collaborations: Why They are Important to College and Career Readiness and to the Challenge. Addressing the Challenge: Overview of the Counseling Curriculum for Grades 9-12.

Part II: Making the College and Career Advising Process Optimal: The Curriculum. The Move to High School: Successful Transitioning to 9th Grade Successful. Using Technology in the College and Career Advising Process. Motivation and Testing: Learning About Standardized Testing and Using it to Get Motivated about the College Process (10th-11th Grades). Assisting Students in Career Exploration. Advising Students in College Research (11th Grade). Empowering Students in their Essay Writing (11th-12th Grades). Assisting Students in Constructing the Final List of Colleges (12th Grade). Helping Seniors Make the Transition to College (12th Grade). **Part III: The Counselor as Creator and Manager.** The Advising Office: More Than Just Good Organization. Writing the Secondary School Report. Working with Parents. Financial Aid and Merit-based Scholarships. Advising Students with Learning Disabilities about College. Future Directions.

June 2011: 192pp.

Pb: 978-0-415-87612-4: £16.95/\$29.95

www.routledge mentalhealth.com/9780415876124

New!

The School Counselor's Guides

By **Mark D. Nelson,**
Montana State University, USA

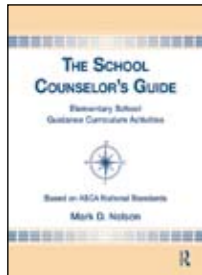


"This is a wonderful resource to utilize with individual students, small groups, or in classroom guidance lessons. The lessons meet ASCA Standards and are a great tool to implementing my Results Based Action Plans. They are readily accessible and make prep time simple! Thanks for the great tool!" - **Dina Weiss**, San Diego Unified School District, California, USA

The School Counselor's Guide is a set of three volumes, providing a tailored guidance curriculum for Elementary, Middle, and High School students, including approximately 100 classroom activities that are organized and designed to meet the National Standards created by the American School Counselor Association (ASCA). These activities can be used in the design of a comprehensive guidance curriculum, which addresses the academic, career, and personal/social development of all students. Each of *The Guides* provide assessment instruments that allow counselors to measure how school counseling programs make a difference for their students.

CONTENTS: Part I: Academic Development. Academic Standards and Indicators. Reference Guide: Academic Activities. **Part II: Career Development.** Career Standards and Indicators. Reference Guide: Career Activities. **Part III: Personal/Social Development.** Personal/Social Standards and Indicators. Reference Guide: Personal/Social Activities.

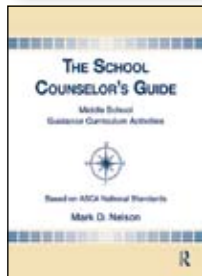
www.routledgeentalhealth.com/school-counselor



The School Counselor's Guide

Elementary School Guidance Curriculum Activities

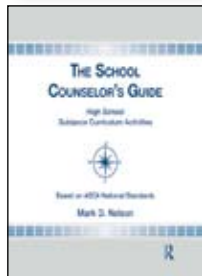
February 2011: 219pp.
3 Ring Binder: 978-0-415-88921-6: £110.00/\$175.00
www.routledgeentalhealth.com/9780415889216



The School Counselor's Guide

Middle School Guidance Curriculum Activities

February 2011: 209pp.
3 Ring Binder: 978-0-415-88922-3: £110.00/\$175.00
www.routledgeentalhealth.com/9780415889223



The School Counselor's Guide

High School Guidance Curriculum Activities

February 2011: 196pp.
3 Ring Binder: 978-0-415-88923-0: £110.00/\$175.00
www.routledgeentalhealth.com/9780415889230

The Peer Power Program

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

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



Peer Power, Book One: Workbook: Becoming an Effective Peer Helper and Conflict Mediator, Fourth Edition
Pb: 978-0-415-96232-2: 2008: 384pp. £19.50/\$32.50
www.routledgeentalhealth.com/9780415962322

Peer Power, Book One: Strategies for the Professional Leader: Becoming an Effective Peer Helper and Conflict Mediator, Fourth Edition
Pb: 978-0-415-96231-5: 2008: 240pp. £19.50/\$32.50
www.routledgeentalhealth.com/9780415962315

Peer Power, Book Two: Workbook: Applying Peer Helper Skills, Third Edition
Pb: 978-0-415-96234-6: 2008: 416pp. £19.50/\$32.50
www.routledgeentalhealth.com/9780415962346

Peer Power, Book Two: Strategies for the Professional Leader: Applying Peer Helper Skills, Third Edition
Pb: 978-0-415-96233-9: 2008: 208pp. £19.50/\$32.50
www.routledgeentalhealth.com/9780415962339

Also by Judith Tindall



Tindall/Black: Peer Programs: An In-Depth Look at Peer Programs: Planning, Implementation, and Administration, Second Edition
Pb: 978-0-415-96236-0: 2008: 352pp. £32.50/\$49.95
www.routledgeentalhealth.com/9780415962360

Forthcoming!

Being a College Counselor on Today's Campus

Roles, Contributions, and Special Challenges

Bruce S. Sharkin, Kutztown University, Pennsylvania, USA

"I do not know of any similar texts that offer such a comprehensive and detailed view of what issues face the college counselor in today's changing landscape." - **Brian Van Brunt**, President, American College Counseling Association

This book provides a detailed description and discussion of the many roles and contributions of college counselors on today's campuses. The author draws on twenty years of experience as a college counselor to address such questions as "Who are college counselors?"; "How does one become a college counselor?"; and "What skills are needed to be a college counselor today?" Roles and responsibilities, including counseling, crisis intervention, consultation, outreach, and administrative duties, are discussed in detail and supplemented with both research and case studies.

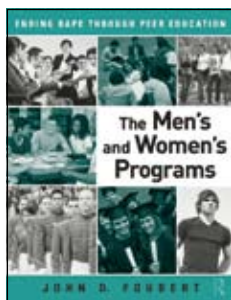
September 2011: 224pp.
Pb: 978-0-415-88214-9: £21.95/\$37.95

www.routledgeentalhealth.com/9780415882149

e-Examination copy available

Peer Education

From **John D. Foubert**,
College of William and Mary, Virginia, USA



The Men's and Women's Programs Ending Rape through Peer Education

"Dr. Foubert has outdone himself. This book is a must-have for peer educators, student service personnel, and any professional committed to preventing or addressing sexual violence... This book

demonstrates why Dr. Foubert is considered a leader in this field."

- **Keith L. Kaufman**, Portland State University, Oregon, USA

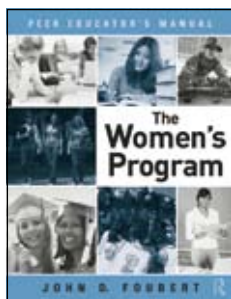
The Men's and Women's Programs is a guide for college administrators and faculty members looking to create a sexual assault prevention and education program to provide men and women with the knowledge, skills, and support systems needed to become active participants in the prevention of rape. It contains detailed scripts which outline how to set up and implement a program and provides instructions on running a training course and recruiting peer educators. Handouts and worksheets are included to assist in the training process, as well as for peer educators to use when working with participants.

2010: 229pp.

Pb: 978-0-415-88105-0: £22.95/\$39.95

www.routledge mentalhealth.com/9780415881050

e-Examination copy available



The Women's Program Peer Educator's Manual

"Dr. Foubert has written a comprehensive volume with abundant resources for any educational institution, organization, or group seeking to create a state of the art rape prevention peer education program for men and women... I strongly

recommend it." - **Tom Segar**, Shepherd University, West Virginia, USA

Intended to be used in an all-female peer education group, this guide contains the training materials necessary for the peer educator. While it does complement the guide for administrators, it is designed to be a self-contained manual. It includes all of the program scripts and handouts, as well as advice for running the program. The program scripts lay out each session in detail for the leader. Participants will learn how to recognize and identify dangerous men, how to help a friend who is a survivor of rape, and about ways to be an active bystander. The program scripts lay out each session in detail for the leader. Videos will be used to reinforce the material.

2010: 65pp.

Pb: 978-0-415-88107-4: £56.00/\$100.00 (Pack of 10)

www.routledge mentalhealth.com/9780415881074



The Men's Program Peer Educator's Manual

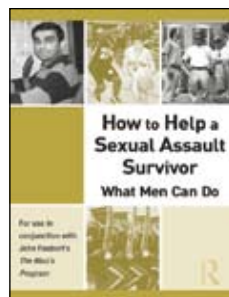
This guide contains the training materials necessary for the student/peer educator who will be facilitating the men's program. While it does complement the guide for administrators, it is designed to be a self-contained manual. It includes all of the program scripts and handouts, as well as advice for running the program.

The program scripts lay out each session in detail for the leader. Participants will be taught about rape via in-depth discussions and videos that will put them in the shoes of the victim.

2010: 102pp.

Pb: 978-0-415-88106-7: £56.00/\$100.00 (Pack of 10)

www.routledge mentalhealth.com/9780415881067



How to Help a Sexual Assault Survivor What Men Can Do

One in Four, Inc.

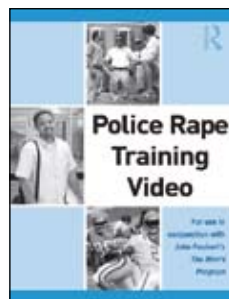
This video is a performance of *The Men's Program* by experienced peer educators and it includes the *Police Rape Training Video*. Men who watch the video will discover what rape is, what it might

feel like, what women tend to experience before, during, and after being raped, how to help a woman recover from a rape experience, what they can do to modify their own behavior in their intimate encounters, and will be encouraged to confront their peers when necessary. Thought-provoking and provocative, this video is great for use with fraternities, sports teams, men's residence halls, military units, community organizations and high school boys.



DVD: 978-0-415-88429-7: 2010: £95.00/\$150.00

www.routledge mentalhealth.com/9780415884297



Police Rape Training Video

One in Four, Inc.

An integral part of presenting *The Men's Program*, this powerful DVD is a presentation of a police officer talking to new officers about how to handle rape cases. This DVD is especially useful for helping men understand what it might feel like to be raped, and ideally

suites for presentation in conjunction with *The Men's Program* to universities, the military, high schools, prisons, and community outreach organizations.



DVD: 978-0-415-88419-8: 2010: £30.00/\$50.00

www.routledge mentalhealth.com/9780415884198

Forthcoming!

Combating Racism

Transforming the School Counselor's Role When Working with Issues of Racism in Schools

Jesse A. Brinson, and Shannon Smith,
both at University of Nevada, USA

As its title suggests, *Combating Racism* will be the first book of its kind to do just that. A qualitative survey of students, school counselors, teachers, and administrators sets the stage by providing the readers with a 360 degree picture of today's schools and the many ways racism creeps into the lives of our students. The authors then present a number of different models and perspectives on understanding and addressing racism, beginning with their own personal and professional experiences. This book will appeal directly to school counselors as not only a comprehensive look at racism within our schools, but as a practical tool to use in implementing preventative measures to combat racism directly.

CONTENTS: Part I: The Scope of Racism in the Schools. Mini Focus Groups with School Students. Mini Focus Groups with School Counselors. Mini Focus Group with School Teachers. Mini Focus Group with School Administrators. **Part II: Models and Perspectives of Racism.** Racism: Personal Perspectives. A Conceptual Model of Racism. Identity Development Models. Academic Achievement and Race: Racism and its Impact on Minority Achievement. **Part III: Transformative Leadership, Social Advocacy and Ethics within Schools.** Perspectives on Transformative Leadership in Education. Perspectives on Social Justice Advocacy for the School Counselor. Giving Your School a Racial Facelift. Legal and Ethical Issues Involved in Resolving Race-centered Issues. **Part IV: Cultural Specific Models of Racism Prevention.** "Ho'oponopono." "Quat Chew." U.S. Models of antiracism. **Part V: Techniques for Addressing Racism.** Techniques with Students. Techniques with Teachers. Techniques with Administrators and Office Personnel. **Part VI: Cultural Specific Guidance Lessons.** Practical Race-related Guidance Lessons for Pre-school and Elementary School. Practical Race-related Guidance Lessons for Middle School. Practical Race-related Guidance Lesson for High School.

September 2011: 256pp.

Pb: 978-0-415-99349-4: £21.95/\$34.95

www.routledgejournalhealth.com/9780415993494

**Forthcoming!**

Bullying, Suicide, and Homicide

Understanding, Assessing, and Preventing Threats to Self and Others for Victims of Bullying

Butch Losey, Director of Training,
Child Focus, Inc., Ohio, USA

The main objective of this book is to provide a detailed understanding of the relationship between bullying, suicide, and homicide and to offer an assessment and response strategy that is useful for mental health professionals who work with children. It will help readers understand that bullying is not a part of childhood development, but rather an aberrant behavior that for the victim can lead to adverse decisions, such as suicide and homicide.

Specific topics covered include the identification of risk factors of suicide and homicide for someone who is being bullied; characteristics of bullying that are more traumatic and therefore carry more risk; analysis of homicide risk within the context of

American school shooters; four "indelible links" that thread through bullying, suicide, and homicide that take on particular significance and point to a need for a heightened awareness on the part of professionals working with victims; and appropriate assessment and intervention strategies.

CONTENTS: Persistent Bullying and Suicide as a Viable Option. Effective School Prevention. Inconspicuous Partners: Bullying as a Precursor to Suicide and Homicide. Factors that Increase Risk for Victims of Bullying. Screen. Assess. Mediate. Practical Application of the Bullying Lethality Identification System. Appendices. *Companion CD:* Bullying Lethality Screening Questionnaire for Use by Professionals. Decision Tree. The Negative Bullying Response Continuum for Suicide Assessment. Threat Assessment Guide. Guided Questions for an Unstructured Interview Using the BLSS.



April 2011: 160pp.

Hb: 978-0-415-87344-4: £53.00/\$95.00

Pb: 978-0-415-87347-5: £19.95/\$34.95

www.routledgejournalhealth.com/9780415873475

Forthcoming!

School Rampage Shootings and Other Youth Disturbances

Early Preventative Interventions

Edited by **Kathleen Nader,** Two Suns Childhood Trauma Program,
Texas, USA

School Rampage Shootings and Other Youth Disturbances and its accompanying CD provide early preventative interventions for elementary-school age children. Building both on research and on decades of experience working with the conditions, traits, and skill failures that have been identified in rampage shooters, the book links these personal child and childhood environmental conditions to a number of symptoms, disturbances, and/or disorders in youth or adulthood, including the expression of rampage violence.

Part I of *School Rampage Shootings and Other Youth Disturbances* creates a framework for understanding the youths who engage in rampage violence and the factors that contribute to their violence. Part II describes interventions intended to prevent the likelihood of rampage violence, related forms of school-based aggression, and other internalizing and externalizing problems and disorders. The materials on the cd lay out exercises and targeted tactics that mental-health professionals, teachers, and parents, can use to teach coping skills, self-regulation, tolerance, peer support, and empathy.

December 2011: 256pp.

Hb: 978-0-415-87747-3: £52.99/\$95.00

Pb: 978-0-415-87748-0: £19.99/\$34.95

Series: *Psychosocial Stress*

www.routledgejournalhealth.com/9780415877480

Also by Kathleen Nader

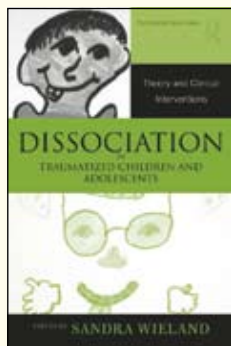


Understanding and Assessing Trauma in Children and Adolescents: Measures, Methods, and Youth in Context

Hb: 978-0-415-96073-1: 2007: 512pp. £52.50/\$85.00

Series: *Psychosocial Stress*

www.routledgejournalhealth.com/9780415960731



Read and Recommend!

Dissociation in Traumatized Children and Adolescents

Theory and Clinical Interventions

Edited by **Sandra Wieland**, in private practice, British Columbia, Canada

"This book is a gift to clinicians. The chapters speak to the variability of dissociation in children and adolescents and also to the learning curve that clinicians experience in identifying and treating dissociation. A much-needed and welcome resource!"

- **Christine A. Courtois**, author of *Healing the Incest Wound* and coeditor of *Treating Complex Traumatic Stress Disorders*

Dissociation in Traumatized Children and Adolescents is a groundbreaking text for the study of dissociation in young people. In eight unique and compelling case studies, the authors lay out detailed narratives that illustrate both the therapy's progression as well as the therapist's reactions and thought process during case development. These case studies present many aspects of working with traumatized children who dissociate – trauma processing, attachment work, work with the family, interactions with the community – and give frank analysis of the difficulties clinicians encounter in various therapeutic situations and how and why they arrived at particular therapeutic decisions.

CONTENTS: *Wieland*, Dissociation: What It Is, How It Presents, and How to Understand It. *Baita, Dalma* (4 Years Old): Recognition and Treatment of DID in a Toddler. *Grimminck*, Emma (6 Years Old): Treatment of the Early Sexual Abuse Led to Integration. *Potgieter Marks*, Jason (7 Years Old): Two Week Intensive Therapy for Adopted Child with Dissociation. *Waters*, Ryan (9 Years Old): Treatment of Somatoform Dissociation (Encopresis and Multiple Physical Complaints) in Young Boy. *Wieland*, Joey (12 Years Old): Treatment of Child with DDNOS Following Early Family Trauma. *Silberg*, Angela (14 Years Old): Working with a Dissociative Teen with Medical Trauma. *Yehuda*, Leroy (7 Years Old) Speech Therapy and Consulting for a Dissociative Child in a School Setting. *Wieland*, Discussion and Conclusion.

2010: 384pp.

Hb: 978-0-415-87749-7: £24.99/\$44.95

Series: *Psychosocial Stress*

www.routledge.com/9780415877497

e-Examination copy available

for a complete list of books in this series please visit

www.routledge.com/pss



The approaches laid out address the sensory and somatic experiences of trauma within structured formats that meet the "best practices" criteria for trauma informed care: safety, self-regulation, trauma integration, healthy relationships, and healthy environments. Each chapter contains short excerpts, case examples, and commentary relevant to the chapter topic from recognized leaders in the field of trauma intervention with children and adolescents. In addition to this, readers will find chapters filled with easily applied activities, methods, and approaches to assessment, self-regulation, trauma integration, and resilience-building.

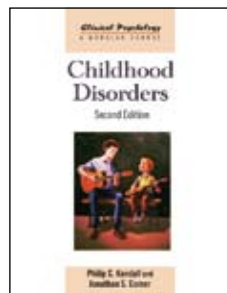
CONTENTS: Introduction. What is Trauma Informed Practice? Trauma Informed Clinical and Standardized Assessments. Trauma Informed Art and Play-based Assessments. Trauma Informed Environments. Establishing Safety Through Self-regulation. Trauma Informed Relationships. Trauma Informed Practices with Groups. Enhancing Resilience. Trauma Integration: From Survivor to Thriver. Resources.

November 2011: 288pp.

Pb: 978-0-415-89052-6: £24.99/\$39.95

www.routledge.com/9780415890526

e-Examination copy available



Childhood Disorders

Second Edition

Philip C. Kendall, Temple University, Philadelphia, USA, and
Jonathan S. Comer, Columbia University, New York, USA

"This Second Edition is just the kind of book that students of child psychopathology will crave – the text is compelling, succinct,

accessible, and prescriptive; the authors are authoritative leaders in the field. Highly recommended." - **Stephen Hinshaw**, UC Berkeley, USA, and Editor, *Psychological Bulletin*

In this revised edition of *Childhood Disorders*, Philip C. Kendall and Jonathan S. Comer present current information about the full range of psychological disorders that occur in childhood, and discuss the major models that guide the thinking about each disorder. Specific criteria for diagnosis are presented alongside the latest research findings to provide an overview of methods used for treating childhood disorders.

Each chapter in this second edition is fully updated and includes information on the changes in the prevalence of childhood disorders and causes for this, as well as brand new sections on substance use and abuse, and post traumatic stress disorders in childhood with a focus towards reactions to terrorism and natural disaster.

CONTENTS: Getting to Know the Children. Models of Childhood Disorders. Issues Facing the Disorders of Childhood. Conduct Disorders. Attention-Deficit Hyperactivity Disorder. Anxiety Disorders. Depression. Eating Disorders. Mental Retardation and Learning Disorders. Pervasive Developmental Disorders. Tics and Elimination Disorders. Questions for Your Consideration.

2010: 304pp.

Hb: 978-0-415-48641-5: £47.50/\$85.00

Pb: 978-0-415-48642-2: £16.50/\$29.95

Series: *Clinical Psychology: A Modular Course*

Published by **Psychology Press**

www.psypress.com/9780415486422

e-Examination copy available

for a complete list of books in this series please visit

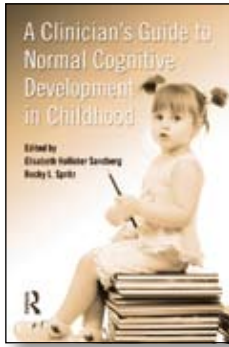
www.psypress.com/clinicalmodular

Forthcoming!

Trauma-Informed Practices With Children and Adolescents

William Steele, The National Institute for Trauma and Loss in Children, Michigan, USA, and **Cathy A. Malchiodi**, in private practice, Kentucky, USA

Trauma-Informed Practices with Children and Adolescents is a sourcebook of practical approaches to working with children and adolescents that synthesizes research from leading trauma specialists and translates it into easy-to-implement techniques.



A Clinician's Guide to Normal Cognitive Development in Childhood

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

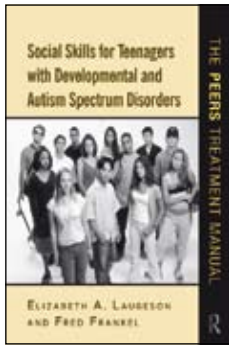
"This book marries developmental science with clinical practice. It's a great resource for anyone who works with children, including teachers, clinicians, childcare providers, and parents... This is an invaluable guide for communicating with children and interpreting their behavior." - **Kelly Mix**, Michigan State University, College of Education, USA

In *A Clinician's Guide to Normal Cognitive Development in Childhood*, every chapter provides students and established professionals with an accessible set of descriptions of normal childhood cognition, accompanied by suggestions for how to think about normal development in a clinical context.

2009: 267pp.

Hb: 978-0-415-99183-4: £21.99/\$34.95

www.routledge.com/9780415991834



Social Skills for Teenagers with Developmental and Autism Spectrum Disorders

The PEERS Treatment Manual

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

"This book provides a very comprehensive, down-to-earth manual for an innovative social skills intervention for teens with Autism Spectrum Disorders and their parents... The combination of teen- and parent-directed parallel programs is particularly unique in social skills programs and offers opportunities to involve the whole family in these very positive endeavors." - **Catherine Lord**, Director, University of Michigan Autism and Communication Disorders Center (UMACC), USA

This book is essential reading for any clinician or researcher working with teens with autism spectrum disorders. This parent-assisted intervention for teens is based on a comprehensive, evidence-based, 14-week program at UCLA's Semel Institute for Neuroscience and Human Behavior, the manualization of the popular UCLA PEERS Program, and the success of the *Children's Friendship Training* (Routledge, 2002) manual for children.

After reviewing techniques designed to help parents and therapists tailor the manual to the needs of the teens with whom they are working, the text moves on to the individual treatment sessions and strategies for tackling issues such as developing conversational skills, choosing friends, using humor, get-togethers, teasing, bullying, gossiping, and handling disagreements.

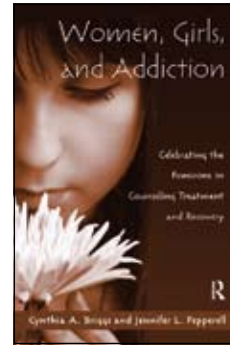
CONTENTS: Part I: Introduction. Part II: Preparing for Treatment Screening. Part III: Treatment Sessions. Session 1: Introduction and Conversational Skills I – Trading Information. Session 2: Conversational

Skills II – Two-way Conversations. Session 3: Conversational Skills III – Electronic Communication. Session 4: Choosing Appropriate Friends. Session 5: Appropriate Use of Humor. Session 6: Peer Entry I – Entering a Conversation. Session 7: Peer Entry II – Exiting a Conversation. Session 8: Get-togethers. Session 9: Good Sportsmanship. Session 10: Rejection I – Teasing and Embarrassing Feedback. Session 11: Rejection II – Bullying and Bad Reputations. Session 12: Handling Disagreements. Session 13: Rumors and Gossip. Session 14: Graduation and Termination. Case Examples. List of Key Terms. **Appendix.** Assessment Measures. Session Materials.

2010: 448pp.

Pb: 978-0-415-87203-4: £27.99/\$49.95

www.routledge.com/9780415872034



Women, Girls, and Addiction

Celebrating the Feminine in Counseling Treatment and Recovery

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

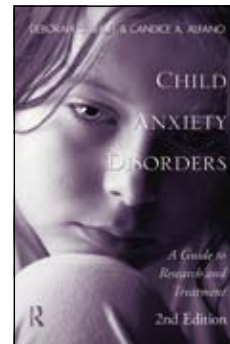
"In this landmark text, [the authors] have given a voice to a population and attention to a problem that heretofore has been overlooked, underserved, or inappropriately treated... This book is both a first and a foremost contribution to the field of addiction." - **Samuel T. Gladding**, Wake Forest University, North Carolina, USA

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

2009: 220pp.

Hb: 978-0-415-99352-4: £21.95/\$34.95

www.routledge.com/9780415993524



New Edition!

Child Anxiety Disorders

A Guide to Research and Treatment

Second Edition

Deborah C. Beidel, and **Candice A. Alfano**, both at the University of Maryland, College Park, USA

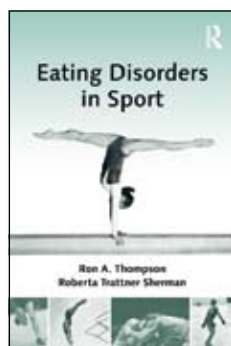
Childhood anxiety disorders represent one of the most common psychological disorders found among the general population. They can be serious, distressful, and functionally impairing, so much so that there has been an explosion of interest in their treatment, primarily from pharmacological and cognitive-behavioral perspectives. Addressing these perspectives is the second edition of *Child Anxiety Disorders*, by Drs. Beidel and Alfano. They pay close attention to new pharmacological and psychological interventions as well as multi-center trials that compare single and combined treatment modalities. Additionally, they include new case studies, sections on stability of childhood fears and the longitudinal course of anxiety disorders, and a new chapter on sleep and anxiety disorders.

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

January 2011: 544pp.

Hb: 978-0-415-87373-4: £27.95/\$49.95

www.routledge.com/9780415873734



Eating Disorders in Sport

Ron A. Thompson, and Roberta Trattner Sherman, both in private practice, Indiana, USA

"Thompson and Sherman have crafted the definitive opus on eating disorders and sport. Their review of the field is comprehensive, scholarly, and accessible."

- **Cynthia M. Bulik**, University of North Carolina at Chapel Hill, USA

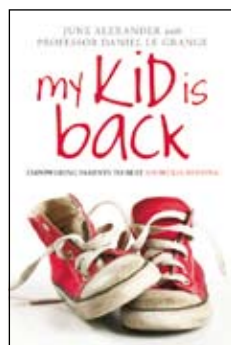
In this book, the authors draw on their extensive clinical experience to discuss how to identify, manage, treat, and prevent eating disorders in sport participants. They begin by examining the clinical conditions related to eating problems, including descriptions of specific disorders and a review of the relevant literature. Special attention is given to the specific gender and sport-related factors that can negatively influence the eating habits of athletes.

CONTENTS: Introduction. Eating Disorders: Clinical and Subclinical Conditions. Eating Disorders and Disordered Eating in Sport: A Review of the Literature. Risk Factors for the Development of Problem Eating. Identification of Eating Disorders and Related Conditions. Management of Eating Problems in the Sport Environment. Treatment Issues. Medical Considerations. Prevention and Education.

2010: 300pp.

Hb: 978-0-415-99836-9: £28.00/\$49.95

www.routledge.com/9780415998369



My Kid is Back

Empowering Parents to Beat Anorexia Nervosa

June Alexander, writer, Australia, with Daniel Le Grange, University of Chicago, Illinois, USA

"My Kid is Back is packed with practical, helpful and inspiring information. It gives parents a powerful message of hope – that recovery from an eating disorder is possible. Parents can feel overwhelmed

when their child develops this most challenging illness. Knowing that there are ways they can help their child, and can play an active part in their recovery is so important." - **Susan Ringwood**, Chief Executive, Beat, UK

My Kid is Back explains how family-based treatment can greatly reduce the severity of anorexia nervosa in children and adolescents, allowing the sufferer to return to normal eating patterns, and their families to return to normal family life.

In this book ten families share their experiences of living with anorexia. Parents describe their frustrations in seeking help

for their child and dealing with their behaviour and sufferers discuss how the illness gets into their mind and takes over their personality.

By focusing on the Maudsley family approach and expert advice from Professor Daniel Le Grange, and including clear lists of illness symptoms, strategies for parents and carers to follow, and information on getting further treatment and support, this book proves an essential resource for families who want to win the battle with anorexia nervosa.

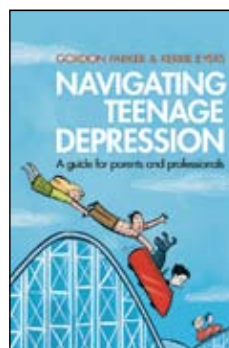
CONTENTS: Introduction. *Le Grange*, Family-based Treatment of Adolescent Anorexia Nervosa: The Maudsley Approach.

Family Case Studies. Chloe. Matthew. Kelly. Kristen. Hayley. Claire. Kylie. Billie. Annabelle. Alice. What Are Parents to Do? *Le Grange*, How to Tell if Your Child Has Anorexia Nervosa. Navigating the Search for Family-based Treatment. Appendix: Listing of Providers and Support Services.

2010: 272pp.

Pb: 978-0-415-58115-8: £9.99/\$17.95

www.routledge.com/my-kid-is-back



Navigating Teenage Depression

A Guide for Parents and Professionals

Gordon Parker, and Kerrie Evers, both at the Black Dog Institute, Sydney, Australia

"If you suspect your teenager is depressed, read this book. It contains the distilled wisdom of Professor Gordon Parker

and Kerrie Evers who have been successfully helping young people overcome depression at their Black Dog Institute in Australia for many years. This book is a ray of light that shows the way out of a dark place." - **Alan Carr**, University College Dublin, Ireland

First symptoms of depression often occur during teenage years, and it can be a disturbing and confusing time for families as well as the teenager themselves. How can you tell whether it is just typical teenage ups and downs that will pass, or something more serious? How can we reliably identify and support teenagers with depression?

In this book experienced clinician and researcher Gordon Parker explains how to systematically identify different mood disorders and contributing factors. He and co-author Kerrie Evers explain when clinical treatment is required and outline treatment options.

Drawing on insightful personal accounts from teenagers and young adults about their experiences, and based on extensive clinical research, this is essential reading for every parent, carer or professional looking after a young person with depression.

CONTENTS: Navigating the Maze: Three Stories of Teenage Depression. Background Stresses: Teenagers Shoulder Some Heavy Baggage. What Depression Feels Like: Young People Describe its Effects. Getting to Assessment: Some Ways to Overcome Teenage Reluctance. Making the Diagnosis: Guidelines for a Systematic Approach. The Assessment Report: And How Teenagers Adjust to the Diagnosis. A Quick Look at Treatment and Management: And the Impact of Personality Style. Maintaining Good Mental Health: Tips from Teens and Their Supporters. Appendices.

2010: 240pp.

Pb: 978-0-415-58337-4: £9.99/\$17.95

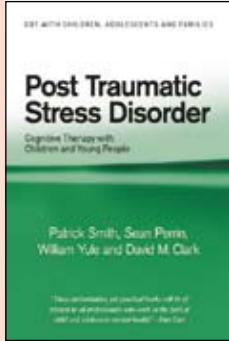
www.routledge.com/9780415583374

CBT with Children, Adolescents and Families Series

Series Editor: Paul Stallard

The *CBT with Children, Adolescents and Families Series* is designed to provide clinicians and trainees with the latest evidence-based clinical programmes and materials for a range of common problems in a concise and accessible format.

www.routledgejournalhealth.com/cbt-with-children



Post Traumatic Stress Disorder

Cognitive Therapy with Children and Young People

Patrick Smith, Sean Perrin, William Yule, and David M. Clark, all at the Institute of Psychiatry, London, UK

"Post Traumatic Stress Disorder provides state-of-the-art guidance on how to effectively treat this neglected

disorder. Written by leading experts in the field and filled with clinical wisdom this book will be an invaluable resource for mental health professionals." - **Professor Anke Ehlers**, King's College London, UK

Post Traumatic Stress Disorder provides the therapist with instructions on how CT models can be used with children and young people to combat the disorder.

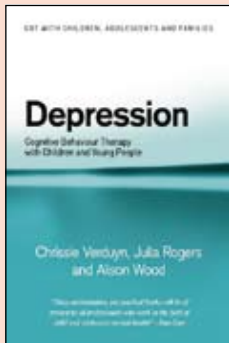
2009: 224pp.

Hb: 978-0-415-39163-4: £60.00/\$95.00

Pb: 978-0-415-39164-1: £20.95/\$34.95

Series: *CBT with Children, Adolescents and Families*

www.routledgejournalhealth.com/9780415391641



Depression

Cognitive Behaviour Therapy with Children and Young People

Chrissie Verduyn, Central Manchester and Manchester Children's University Hospitals NHS Trust, UK, **Julia Rogers**, Berkshire Healthcare NHS Foundation Trust, UK, and **Alison Wood**, in private practice, Manchester, UK

"This is a well-written, well-researched and clearly presented book. If you are training or trained in CBT and working in the area of depression with children or adolescents, this is the book for you." - **Caroline Anstiss**, Counselling Children and Young People

Depression: Cognitive Behaviour Therapy with Children and Young People provides an accessible guide to recognising and treating depression in young people.

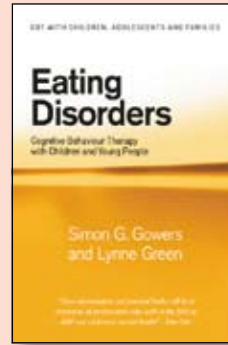
2009: 216pp.

Hb: 978-0-415-39977-7: £60.00/\$95.00

Pb: 978-0-415-39978-4: £20.95/\$34.95

Series: *CBT with Children, Adolescents and Families*

www.routledgejournalhealth.com/9780415399784



Eating Disorders

Cognitive Behaviour Therapy with Children and Young People

Simon G. Gowers, University of Liverpool, UK, and **Lynne Green**, Cheshire and Merseyside Eating Disorders Service for Adolescents, UK

"I would strongly recommend this book to all child and adolescent mental health professionals working with young people

with eating disorders." - **David Rothery**, *British Journal of Psychiatry*

Eating Disorders provides the clinician with an introduction about how CBT can be used to challenge beliefs about control, restraint, weight and shape, allowing young people to manage their eating disorder.

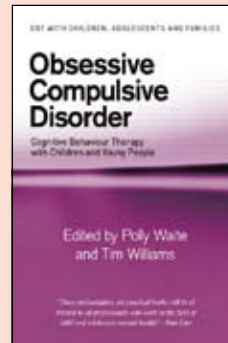
2009: 200pp.

Hb: 978-0-415-44462-0: £60.00/\$95.00

Pb: 978-0-415-44463-7: £20.95/\$34.95

Series: *CBT with Children, Adolescents and Families*

www.routledgejournalhealth.com/9780415444637



Obsessive Compulsive Disorder

Cognitive Behaviour Therapy with Children and Young People

Edited by **Polly Waite**, and **Tim Williams**, both at the University of Reading, UK

In this concise, accessible book experienced contributors provide

detailed guidance on carrying out assessments and treatment for children and young people with OCD from a cognitive behavioural perspective. This approach has been developed from extensive research and clinical work with young people with OCD and associated problems.

2009: 208pp.

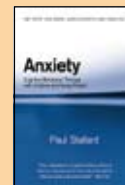
Hb: 978-0-415-40388-7: £60.00/\$95.00

Pb: 978-0-415-40389-4: £20.95/\$34.95

Series: *CBT with Children, Adolescents and Families*

www.routledgejournalhealth.com/9780415403894

Also in the Series



Stallard: Anxiety: Cognitive Behaviour Therapy with Children and Young People

Hb: 978-0-415-37256-5: 2008: 224pp. £65.00/\$110.00

Pb: 978-0-415-37255-8: 2008: 224pp. £20.95/\$37.50

Series: *CBT with Children, Adolescents and Families*

www.routledgejournalhealth.com/9780415372558

for FREE downloadable resources for books in this series visit www.routledgejournalhealth.com/cbt-with-children/resources

Routledge Series on Counseling and Psychotherapy with Boys and Men

Series Editor: Mark S. Kiselica

The *Routledge Series on Counseling and Psychotherapy with Boys and Men* captures the burgeoning body of knowledge about the emotional and psychological lives of boys and men and the process of counseling them in a male-friendly manner. This series will appeal to mental health practitioners and educators who wish for in-depth and practical suggestions for helping men and boys.

www.routledge.com/mentalhealth.com/boys-and-men

Forthcoming!

Substance Abuse Counseling with Adolescent Males and Adult Men

A Practitioner's Guide to Gender-Responsive Prevention and Treatment Practices

Mark S. Woodford, The College of New Jersey, USA

This text is a guidebook that takes a developmental lifespan approach to discuss the biological and psychosocial factors that may be either protective or risk factors for substance use disorders for males. This developmental approach provides substance abuse prevention specialists and treatment clinicians with a basic understanding of male development in order to ensure greater gender-sensitivity with their prevention efforts.

CONTENTS: Part I: Substance Use Disorders in Men. Substance Use Disorders Among Adolescent Males and Adult Men. Understanding the Male Socialization Process. **Part II: Substance Abuse Prevention and Intervention with Adolescent Males.** Substance Abuse Counseling with Early Adolescent Males (12 to 18). Substance Abuse Counseling with Late Adolescent Males (18-24). **Part III: Substance Abuse Prevention and Intervention with Older Adult Males.** Substance Abuse Counseling with Males in Early Adulthood (24 to 34). Substance Abuse Counseling with Males in Middle Adulthood (34 to 60). Substance Abuse Counseling with Older Adult Males (60 and above).

November 2011: 224pp.

Hb: 978-0-415-87099-3: £50.00/\$90.00

Pb: 978-0-415-87100-6: £19.95/\$34.95

Routledge Series on Counseling and Psychotherapy with Boys and Men

www.routledge.com/mentalhealth.com/9780415871006

Forthcoming!

Resiliency, Achievement, and Manhood

Promoting the Healthy Development of African American Men

Edited by **Cyrus Marcellus Ellis**, and **Jon Carlson**, both at Governors State University, Illinois, USA

In this important new book, Cyrus Ellis and Jon Carlson, together with their group of contributing authors, examine such key questions as: what is manhood, and how is African American manhood distinct? How can African American men develop interpersonal effectiveness and emotional resilience in the face

of societal contradictions and conflicting expectations? *Resiliency, Achievement, and Manhood* provides practitioners, counselors-in-training, and scholars with a clear understanding of the historical and social context of African American men, and present useful and practical information to assist these men to become interpersonally adaptive and self-empowered.

CONTENTS: Part I: Laying the Foundation. *Ellis, Carlson, Manhood. Ellis, The Veil. Part II: Major Issues and Challenges of African American Males.* *Ellis, Self-concept and Identity Development for African American Males. Grimmer, Striving for Authenticity. Locke, Character Formation. Moore, Moral Choices. Robinson, Relationships and Intimacy. Tolson, Crime and Punishment. Caldwell, Anger and Resentment. Part III: Case Study 1 and 2.* *Ellis, Carlson, Humanistic Psychology/Adlerian Psychology. Case Study 1: The Case of Jermaine. Case Study 2: The Case of Rafael. Concluding Thoughts. Illumination References.*

August 2011: 224pp.

Hb: 978-0-415-88412-9: £50.00/\$90.00

Pb: 978-0-415-88413-6: £16.95/\$34.95

Routledge Series on Counseling and Psychotherapy with Boys and Men

www.routledge.com/mentalhealth.com/9780415884136



Forthcoming!

Engaging Boys in Treatment

Creative Approaches to the Therapy Process

Edited by **Craig Haen**, Andrus Children's Center, New York, USA

"My favorite books are those that challenge my structured beliefs, stretch my comfort

zone, ignite my curiosity, and elicit actions and reactions! Such is Haen's new edited book on therapy with boys... This is a great compilation of topics from an array of smart, experienced, and gifted professionals."

- **Eliana Gil**, Gil Center for Healing and Play, Virginia, USA

This edited book is the first of its kind to focus on creative approaches to the treatment of boys, providing a valuable resource for both students and professionals seeking new and effective strategies for reaching their young male clients. Chapters discuss the theory behind and implementation of various creative approaches to therapy with boys, such as play therapy, including sports, movement, and gross-motor activity; animal-assisted therapy; and the use of computers and digital animation.

CONTENTS: Part I: Laying the Ground. *Haen, Boys and Therapy: The Need for Creative Reformulation. Barker, Crenshaw, Honoring Masculine Strivings in Individual Psychotherapy with Boys. Malekoff, Strengths-based Group Work with Boys. Part II: Creative Approaches.* *Harvey, Physical Play with Boys of all Ages. Fine, Dennis, Bowers, Incorporating Animal-assisted Interventions in Therapy with Boys at Risk. Enfield, From Virtual to Real: Video Games in the Treatment of Boys. Haen, The Therapeutic Use of the Superhero in the Treatment of Boys. Cruz, Breaking through with Art: Art Therapy Approaches for Working with At-risk Boys. Part III: Special Populations.* *Currie, Doing Anger Differently: Working Creatively with Angry and Aggressive Boys. Grönlund, Renck, Body-based Treatment Approaches for Young Boys Diagnosed with ADHD. Bergman, Creeden, Attachment is a Verb: Experiential Treatment for Addressing Self-regulation Issues in Boys with Sexual Behavior Difficulties. Caldwell, DeLoney, Mincy, Klempin, Rafferty, Strengthening Bonds Between Non-resident African American Fathers and Sons as a Way to Reduce or Prevent Youth Risky Behaviors. Beauregard, Moore, Creative Approaches to Working with Gender Variant and Sexual Minority Boys.*

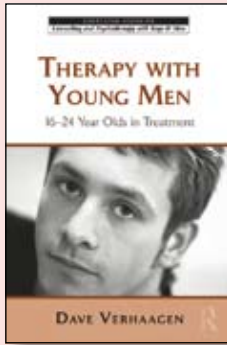
March 2011: 346pp.

Hb: 978-0-415-87405-2: £56.00/\$100.00

Pb: 978-0-415-87406-9: £21.95/\$39.95

Routledge Series on Counseling and Psychotherapy with Boys and Men

www.routledge.com/mentalhealth.com/9780415874069



Therapy with Young Men

16-24 Year Olds in Treatment

Dave Verhaagen, Southeast Psychological Services, North Carolina, USA

"Therapy with Young Men is an excellent book. Dr. Verhaagen describes a wide range of effective cognitive-behavioral interventions that can be implemented with adolescents and young adults with severe behavioral problems. For clinicians who want concrete tools that they can use in their practice to lower resistance and engage out of control adolescents, this is a must read." - **Scott P. Sells**, author, *Parenting Your Out of Control Teenager; Treating the Tough Adolescent*

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

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

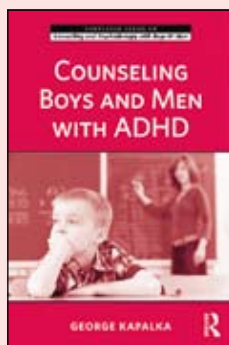
2010: 235pp.

Hb: 978-0-415-80446-2: £38.95/\$69.95

Pb: 978-0-415-80447-9: £19.50/\$34.95

Routledge Series on Counseling and Psychotherapy with Boys and Men

www.routledge.com/9780415804479



Counseling Boys and Men with ADHD

George Kapalka, Monmouth University, New Jersey, USA

"Dr. Kapalka has written a clinically sensitive treatise on ADHD in males across the developmental spectrum. Most notable about this book is his deft weaving of case studies with perceptive commentary on treatment strategies. He integrates contemporary clinical research findings

with the compassion of an experienced clinician. A must-read for clinicians working with ADHD at any age." - **Mary Fristad**, Ohio State University, USA

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

The use of medication in conjunction with counseling is also considered. Throughout all of the topics covered, Kapalka emphasizes what it is like to be male and have ADHD and describes the impacts that masculinity and gender expectations can have on the expression of and response to the disorder.

2009: 373pp.

Pb: 978-0-415-99344-9: £24.95/\$39.95

Routledge Series on Counseling and Psychotherapy with Boys and Men

www.routledge.com/9780415993449

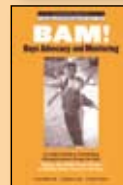
Also in the Series



Kiselica et al., Eds.: Counseling Troubled Boys: A Guidebook for Professionals

Pb: 978-0-415-95547-8: 2007: 336pp. £24.95/\$39.95

www.routledge.com/9780415955478

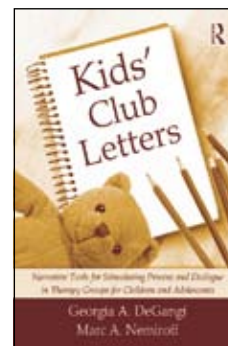


Mortola et al.: BAM! Boys Advocacy and Mentoring: A Leader's Guide to Facilitating Strengths-Based Groups for Boys - Helping Boys Make Better Contact by Making Better Contact with Them

Pb: 978-0-415-96318-3: 2007: 192pp. £24.95/\$39.95

www.routledge.com/9780415963183

for a complete list of books in this series please visit www.routledge.com/boys-and-men



Kids' Club Letters

Narrative Tools for Stimulating Process and Dialogue in Therapy Groups for Children and Adolescents

Georgia A. DeGangi, in private practice, Maryland, USA, and **Marc A. Nemiroff**, Washington School of Psychiatry, Washington, D.C., USA

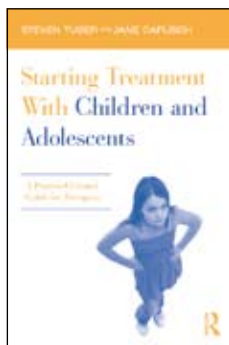
Kids' Club Letters provides an innovative approach to group psychotherapy for school-aged children who experience a range of social and emotional problems. A narrative therapy approach is adapted, taking the form of letters written by the therapist in the voice of a child who is asking for advice about interpersonal or emotional problems. The child in the letter is asking for guidance from the participants in the group. These letters were devised and written for the purpose of structuring responses in group psychotherapy, allowing the participants to address relevant issues for them individually and at the group level. The children in the groups had previously experienced difficulty discussing these issues spontaneously. Hence the 'Dear Group' letter format was born. The children did not know that the therapist had written the letters.

2009: 256pp.

Pb: 978-0-415-99432-3: £27.95/\$49.95

www.routledge.com/9780415994323

e-Examination copy available



Forthcoming!

Starting Treatment With Children and Adolescents

A Process-Oriented Guide for Therapists

Steven Tuber, and Jane Cafilisch,
both at City University of New York, USA

"Here is one of those rare examples of a can't-put-down book that you want immediately to share with all your friends and colleagues... It is the best 'how to do it' psychotherapy book I have ever read, and is destined to be on the shelves of all psychoanalysts, psychotherapists and child mental health workers, students and doyens alike." - **Jeremy Holmes**, University of Exeter, UK

Starting Treatment With Children and Adolescents provides therapists with a time-tested framework for treatment and a moment-by-moment guide to the first few sessions with a new patient. In twelve remarkable case studies, verbatim transcripts of individual play-therapy sessions are brought to life through running commentary on techniques and theory and a fine-grained analysis of what worked, what didn't, and what else the clinician could have done to make the session as productive as possible.

CONTENTS: Preface: Process and Purpose. Setting the Frame for Psychologically-minded Treatment. **Part I: Setting the Frame.** A 13-year-old Boy. A 7-year-old Boy. A 9-year-old Girl. A 14-year-old Boy. **Part II: Responding to Challenges to the Frame.** A 9-year-old Girl. A 9-year-old Girl. A 5-year-old Girl. A 9-year-old Girl. **Part III: Broadening the Frame.** A 5-year-old Boy. A 7-year-old Girl. An 11-year-old Girl. A 7-year-old Boy. Conclusion.

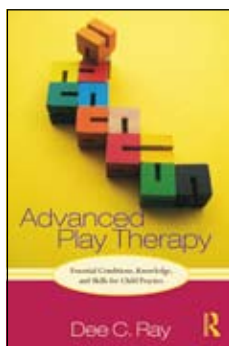
March 2011: 324pp.

Hb: 978-0-415-88557-7: £62.99/\$100.00

Pb: 978-0-415-88558-4: £21.99/\$34.95

www.routledge.com/9780415885584

e-Examination copy available



New!

Advanced Play Therapy

Essential Conditions, Knowledge, and Skills for Child Practice

Dee C. Ray, University of North Texas, USA

"Ray has contributed something to the field of play therapy that fills a void:

a quality text with a focus on advanced skills and understanding... Practitioners, supervisors, instructors, and scholars will find this book to be valuable, informative, and enlightening."

- **Stephen A. Armstrong**, Texas A&M University-Commerce, USA

The purpose of this text is to present a resource to students and practitioners of play therapy that addresses topics beyond the training level. Current play therapy resources offer details on how to conduct play therapy, but are limited in addressing the challenges that develop when therapists conduct play therapy with real-life clients. It provides advanced knowledge on the three main areas of play, child development, and play therapy and integrates them to help the play therapist gain a holistic understanding of how play therapy works. An accompanying CD includes a Child-Centered Play Therapy Treatment Manual and

materials for use in supervision, self-reporting, and other tools the advanced play therapy student would find of use.

CONTENTS: History, Rationale and Purpose of Play. A Primer on Child Development. A Philosophy of Working with Children: The Child Centered Way. The Person, Knowledge, and Skills of the Play Therapist. Basics of Play Therapy. Limit Setting. Themes in Play Therapy. Progress and Termination. Parent Consultation. Aggression In and Out of the Playroom. Group Play Therapy. Play Therapy in the Schools. Play Therapy in Community Agencies and Private Practice. Supervision of Play Therapy. Evidentiary Research in Child Centered Play Therapy. Appendix: Child-Centered Play Therapy Treatment Manual.

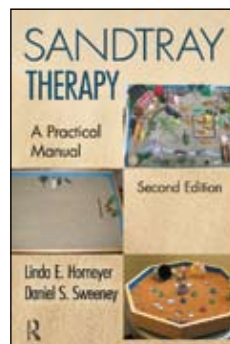


February 2011: 332pp.

Hb: 978-0-415-88604-8: £27.95/\$44.95

www.routledge.com/9780415886048

Examination copy available



New!

Sandtray Therapy

A Practical Manual

Second Edition

Linda E. Homeyer, Texas State University, USA, and
Daniel S. Sweeney, George Fox University, Oregon, USA

"How is it possible to put so much in such a small book? Homeyer and Sweeney

have written a definitive primer for beginning sandtray therapists. This manual is a practical, comprehensive, concise, and easy to understand approach to the essentials of sandtray therapy that could best be described as a sandtray therapy road map."

- **Garry L. Landreth**, University of North Texas, USA

This new edition of *Sandtray Therapy* is an essential read for professionals and students who wish to incorporate the use of sandtray therapy into their work with clients of all ages. All aspects of this therapeutic technique are explored engagingly and in detail. The authors describe how to select appropriate types of sand, put together a sandtray, and develop a collection of miniatures for their clients to use. Their six-step protocol guides beginners through a typical session, including room set-up, creation of the client's sandtray and the therapist's role, processing the sandtray, cleanup, and post-session documentation.

CONTENTS: Introduction. Some History and Rationale for Sandtray Therapy. Sand and Sandtray. Miniatures and Arrangement. Protocol for a Sandtray Therapy Session. Processing the Sandtray Therapy Session. Integrating Cognitive and Structured Techniques in Sandtray Therapy. Group Sandtray Therapy. Couples and Families Sandtray Therapy. Sandtray Therapy and Psychic Trauma. Research and Assessment.

2010: 122pp.

Pb: 978-0-415-88334-4: £16.95/\$29.95

www.routledge.com/9780415883344

Bestseller!



Play Therapy

The Art of the Relationship

Second Edition

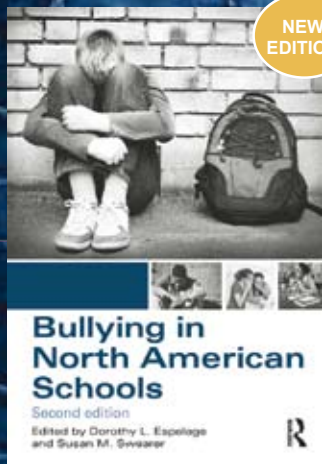
Garry L. Landreth

Hb: 978-1-58391-327-7: 2002: 432pp. £29.95/\$47.50

www.routledge.com/9781583913277

Examination copy available

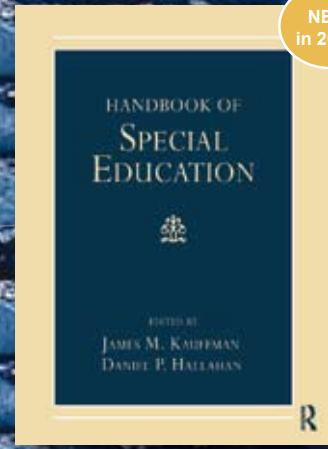
NEW FROM ROUTLEDGE EDUCATION!



NEW
EDITION



NEW



NEW
in 2011!

Bullying in North American Schools Second Edition



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

This book provides an exciting compilation of research, with a social-ecological perspective that illustrates the complexity of bullying behaviors and offers suggestions for data-based decision-making to intervene and reduce those behaviors.

October 2010: 316pp
Pb: 978-0-415-80655-8: **\$62.95 / £39.99**
Hb: 978-0-415-80654-1: **\$160.00 / £100.00**

Handbook of Research on Learning and Instruction

Edited by **Richard E. Mayer** and **Patricia A. Alexander**

During the past twenty years researchers have made exciting progress in the science of learning and the science of instruction. This handbook examines learning and instruction in a variety of environments and with a variety of learners.

December 2010: 506pp
Pb: 978-0-415-80461-5: **\$114.95 / £70.00**
Hb: 978-0-415-80460-8: **\$295.00 / £160.00**

Handbook of Special Education

Edited by **James M. Kauffman**
and **Daniel P. Hallahan**

This 13-part, 57-chapter handbook profiles and brings greater clarity to this growing field. It is an appropriate reference for anyone interested in the state of special education: its research base, current issues and practices, and future trends.

April 2011: 864pp
Pb: 978-0-415-80072-3: **\$119.95 / £85.00**
Hb: 978-0-415-80071-6: **\$295.00 / £140.00**

Handbook of Self-Regulation of Learning and Performance

Edited by **Barry J. Zimmerman** and **Dale H. Schunk**

NEW
in 2011!

This is the first volume to integrate all aspects of the field of self-regulation of learning and performance: basic domains, applications to content areas, instructional issues, methodological issues, and individual differences

March 2011: 496pp * Pb: 978-0-415-87112-9: **\$114.95 / £70.00** * Hb: 978-0-415-87111-2: **\$295.00 / £185.00**

Becoming a School Consultant: A Casebook

Sylvia Rosenfield

NEW
in 2011!



This casebook is designed to help students become effective school consultants in both consultee-centered and instructional consultation models.

August 2011: 208pp * Pb: 978-0-415-88344-3: **\$34.95 / £24.99** * Hb: 978-0-415-88343-6: **\$105.95 / £75.00**

Cyberbullying Prevention and Response: Expert Perspectives

Justin W. Patchin and **Sameer Hinduja**

NEW
in 2011!



This book provides a comprehensive, up-to-date look at all the major issues that teachers, school administrators, counselors, social workers, parents, and other adults who work with youth need to be aware of with respect to cyberbullying identification, prevention and response.

August 2011: 256pp * Pb: 978-0-415-89237-7: **\$34.95 / £21.99** * Hb: 978-0-415-89236-0: **\$150.00 / £100.00**

Handbook of School-Family Partnerships

Edited by **Sandra L. Christenson** and **Amy L. Reschly**

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

2009: 544pp * Pb: 978-0-415-96376-3: **\$114.95 / £70.00** * Hb: 978-0-415-96375-6: **\$305.00 / £190.00**

Handbook of Youth Prevention Science

Edited by **Beth Doll**, **William Pfohl** and **Jina S. Yoon**

The Handbook of Youth Prevention Science describes current research and practice in mental health preventive interventions for youth.

2009: 484pp * Pb: 978-0-8058-6332-1: **\$114.95 / £85.00** * Hb: 978-0-8058-6331-4: **\$250.00 / £145.00**



10% DISCOUNT



10% DISCOUNT FOR ALL ONLINE ORDERS

Visit www.routledge.com

Please send this order form with payment details to:
Customer Services, Taylor and Francis, 7625 Empire Drive, Florence, Kentucky, KY 41042, USA

 **Toll Free Phone: 1-800-634-7064, Phone RoW: +1 859-525-2230**

 **Toll Free Fax: 1-800-248-4724, Fax RoW: +1 859-647-5027**

 **email: orders@taylorandfrancis.com**

 **or visit www.routledge.com**

FREE POSTAGE AND PACKING



FOR USA/CANADIAN ONLINE ORDERS OVER \$35

PLEASE SEND ME THE BOOKS INDICATED BELOW

Author/Editor	Title	ISBN	Price	Quantity	Amount Payable

POSTAGE AND PACKING: We request that all US and Canadian individual orders be prepaid by check, money order (in US dollars), or credit card. Latin American individual orders should be prepaid by money order or credit card only. All prices and page counts are subject to change without notice. Offer good in the US, Latin America, and Canada only. All orders must be pre-paid. **USA Shipping and Handling:** For USA/Canadian orders over \$35.00 placed online at www.routledge.com we offer free Postage and Packing. US Ground: \$5.99 first book; \$1.99 each additional book. US 2-Day: \$9.99 first book; \$1.99 each additional book. US Next Day: \$29.99 first book; \$1.99 each additional book. Canada Ground: \$7.99 first book; \$1.99 each additional book. Canada Expedited: \$15.99 first book; \$1.99 each additional book. **International ISAL:** \$17.00 first book; \$5.00 each additional book. International Courier: \$44.00 first book; \$7.00 each additional book. Residents of AZ, CA, CO, CT, FL, GA, KY, MA, MD, MO, NJ, NY, PA, TN, TX and VA please add local sales tax. Canadian residents please add 5% GST. **Orders from individuals:** Orders must be accompanied by payment or have credit card authorization. A 21-day return period is allowed. Returned books must be received in saleable condition. **Orders from institutions:** Orders must have purchase order number and complete title information. Returns must be authorized in advance and must be received within 1 year of invoice date (60 days for dated material) and in a saleable condition. **Please note:** All prices and extents are correct at the time of going to press, but are subject to change without notice. Some of the books featured may not be published yet. All orders will be recorded and books sent automatically on publication. Checks will be banked immediately but credit cards will be debited on publication (please specify expiration date).

*** To order an Examination/e-Examination copy:** Please call 1-800-634-7064 or email Julie.Norton@psy.com. Please note: No more than three examination/six e-Examination copies will be sent out at any one time. e-Examination copies can be viewed for 60 days. Routledge has full discretion on who will be eligible for examination copies.

YOUR DETAILS (BLOCK CAPITALS PLEASE)

Name

Full Address

Zip code Telephone

Country Email

PAYMENT DETAILS (PLEASE TICK BOX)

Please invoice me I enclose a check for (Checks should be made out to Taylor and Francis Informa Ltd.)

I authorize you to debit my card with the amount of

Card type **VISA** **MasterCard** **AMERICAN EXPRESS**

Card number Expiration Date / Start Date /

Issue No. 3-Digit Security Code Signature Date / /

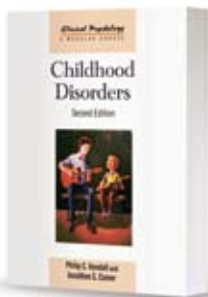
Credit Card Address (if different from above)

Please tick here if you do NOT wish to receive special offers and updates by email

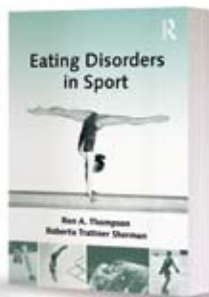
IMPORTANT: If your organisation uses whitelists, please whitelist webmaster@routledge.com

Routledge
 c/o CMFS
 31 Styertowne Road
 Clifton, NJ 07012
 RETURN SERVICE REQUESTED

PRSR STD
 U.S. Postage
 PAID
 Wayne, NJ
 Permit No. 1104



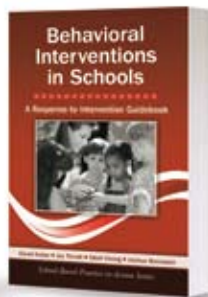
PAGE 11



PAGE 13



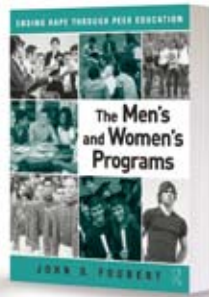
PAGE 13



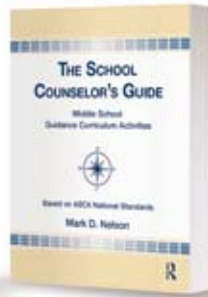
PAGE 5



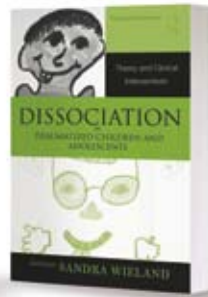
PAGE 7



PAGE 9



PAGE 8



PAGE 11



Routledge
 270 Madison Avenue
 New York, NY 10016, USA
 Psychology Press
 27 Church Road, Hove
 East Sussex, BN3 2FA, UK
www.routledgementalhealth.com

TO ORDER A BOOK:

Customer Services
 Taylor and Francis, 7625 Empire Drive,
 Florence, Kentucky, KY 41042, USA
 Toll Free Phone: 1-800-634-7064
 Toll Free Fax: 1-800-248-4724
 Phone RoW: +1 859-525-2230
 Fax RoW: +1 859-647-5027
 email: orders@taylorandfrancis.com

an informa business

Routledge is part of the Taylor & Francis group, a trading division of Informa UK Ltd. Registered in England under no. 3099067 Registered Office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH