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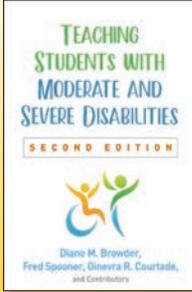
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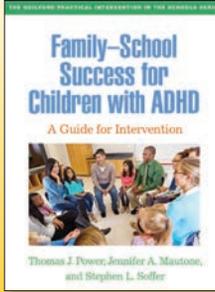
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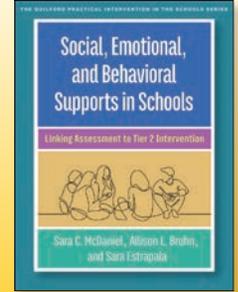
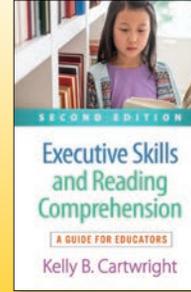
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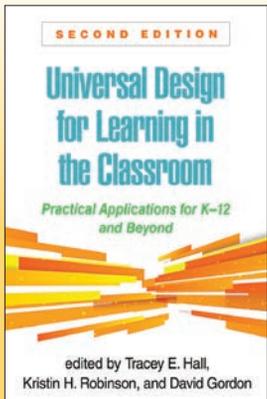
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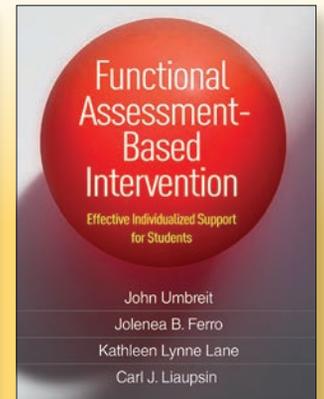
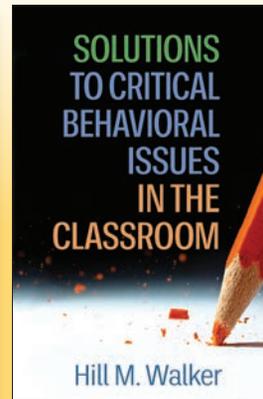
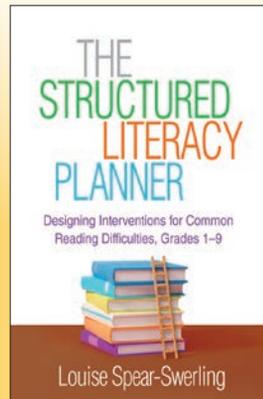
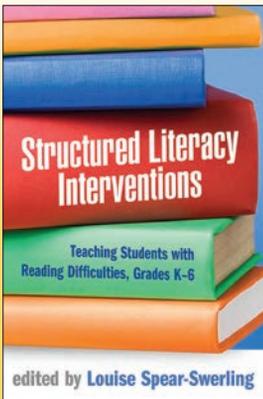
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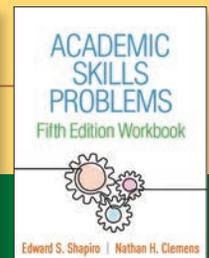
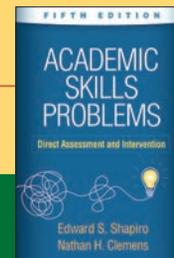


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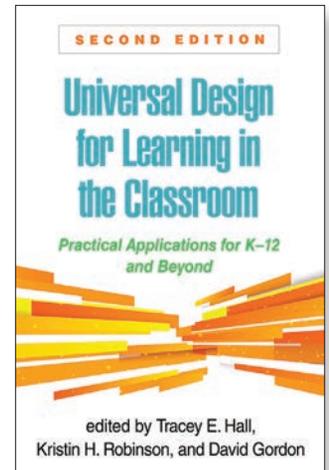
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ABOUT THE EDITORS



Tracey E. Hall, PhD, is Senior Research Scientist and Instructional Designer at CAST, the nonprofit education research and development organization that created the UDL framework.



Kristin H. Robinson, MPhil, MA, is Senior Instructional Designer and Research Associate at CAST.



David Gordon, MFA, is Chief Content Officer at CAST and founder of CAST Professional Publishing.

CONTENTS

- Foreword, *Rose*
- Preface
- 1. UDL Guidelines, *Jenna W. Gravel & Nicole Tucker-Smith*
- 2. UDL in Literacy, *Anya S. Evmenova, Tracey E. Hall, & Peggy Coyne*
- 3. Meeting the Needs of All Learners in STEM, *Betty George, Matthew Love, & Gelyn M. Roble*
- 4. The Unbound Classroom, *Chelsea Miro*
- 5. UDL and the Arts, *Aysha Upchurch, Don Glass, Christopher N. Hall, & Edmund Adjapong*
- 6. Universal Design for Social and Emotional Learning, *Gabrielle Rappolt-Schlichtmann, Christina Cipriano, Alyssa Boucher, & Kristin H. Robinson*
- 7. Career and Technical Education and UDL, *Amanda Bastoni, Tracey E. Hall, & Kristin H. Robinson*
- 8. Promoting Antiracism with Design and Intention, *Andratesha Fritzgerald, Mirko Chardin, & David Gordon*
- 9. Journey Mapping and UDL, *Kim Ducharme*

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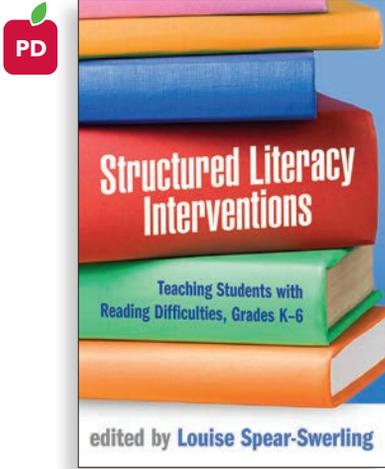
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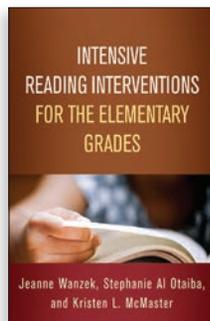
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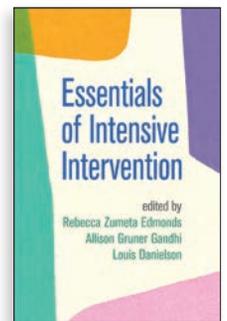
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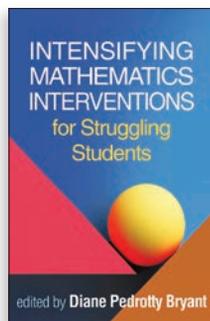
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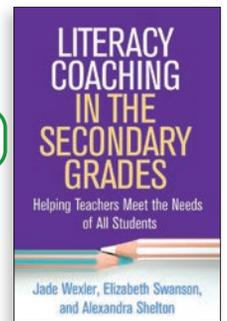
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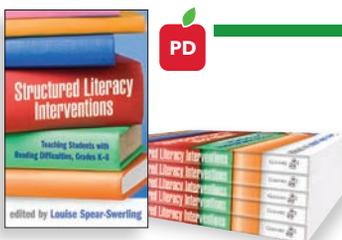


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CRITICAL ACCLAIM

“An outstanding, well-written, much-needed guide....The author’s unequaled knowledge of research-based practices, the content of instruction, and the realities of student variation makes this book a ‘must’ for anyone who teaches reading, spelling, writing, and language comprehension.”

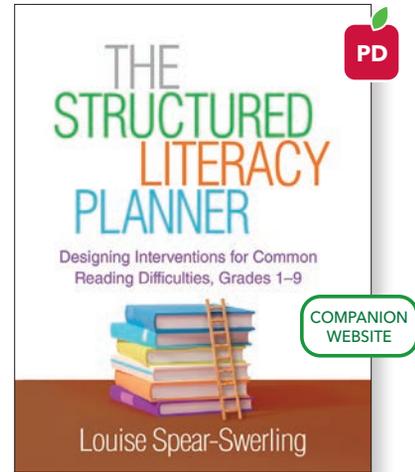
—Louisa C. Moats, EdD, codeveloper, LETRS professional development program; former officer, International Dyslexia Association

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—Kristin L. Sayeski, PhD, University of Georgia

CONTENTS

- | | |
|--|---|
| 1. Introduction: How SL Interventions Can Help Students with Varied Reading Problems | 5. SL Interventions for SWRD: Advanced Stages |
| 2. The Structure of Language | 6. SL Interventions for SRCD: Early Stages |
| 3. Assessment for Planning SL Interventions | 7. SL Interventions for SRCD: Advanced Stages |
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ABOUT THE AUTHOR



Louise Spear-Swerling, PhD, is Professor Emerita in the Department of Special Education at Southern Connecticut State University. She helped prepare both general and special educators to teach reading using SL approaches for many years.

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FORM 9.1

Practice Activity for Spelling Words with /er/

er, ir, or ur?

Directions: Write er, ir, or ur in the blank to correctly spell a real word that fits the meaning of the sentence. Then write the entire word in the blank.

- When Dan tripped on the stairs, he h_____t his leg. _____
- A g_____m can sometimes make you sick. _____
- The cowboys drove the h_____d of cattle into the field. _____
- Someone stole my mother's p_____se. _____
- Lisa wants to be a n_____se when she grows up. _____
- You have to st_____ the gravy while it is cooking. _____
- At the end of the t_____m, report cards go out. _____
- She wore her new sk_____t to the party. _____
- Matt was th_____d in line. _____
- On Sundays they go to ch_____ch. _____

FORM 9.3

Graphic Organizer for the Gist and Details of a Passage

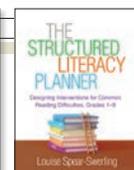
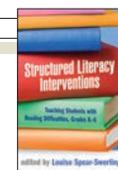
GIST AND DETAILS ORGANIZER

Clues to the Gist:
Passage Structure: ___ Descriptive ___ Cause-Effect ___ Problem-Solution
 ___ Sequence ___ Compare-Contrast ___ Other

Heading or Subheading
 First or Last Sentence
 Repetition of Specific Words or Emboldened Words
 Summary Paragraph

Gist of Passage:

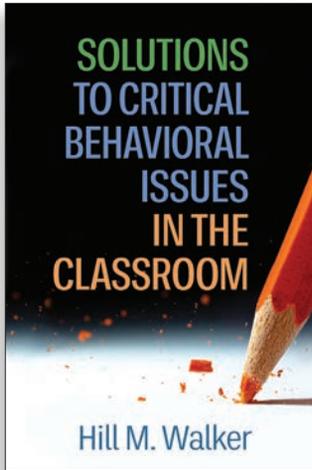
Important Details:
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ABOUT THE AUTHOR



Hill M. Walker, PhD, is Emeritus Professor of Special Education and Co-Director of the Institute on Violence and Destructive Behavior at the University of Oregon. He is also Senior

Research Scientist at the Oregon Research Institute.

Solutions to Critical Behavioral Issues in the Classroom

Hill M. Walker, PhD

Like a "Physician's Desk Reference" for teachers, this book matches proven intervention techniques to specific target behaviors. The volume is organized around the problem behaviors that K-6 teachers see as the greatest barriers to student success—and the positive behaviors they value the most. Hill M. Walker presents exemplary strategies for managing such classroom challenges as defiance, low motivation, and aggression. He also reviews ways to build all students' skills for following directions, staying on task, coping with frustration, getting along with peers, and more. The book includes illustrative case examples and a section that clearly explains key principles of behavior management. Reproducible handouts and forms can be downloaded and printed in a convenient 8½" x 11" size.

CRITICAL ACCLAIM

"In a time of teacher burnout and school staffing shortages, Walker provides a comprehensive approach for proactively responding to critical behavior issues in the classroom."

—Ashleigh Glickley, MEd, NBCT, academic instructional coach, Hawthorne Elementary School, Louisville, KY

"A welcome addition to the literature.... This book is a 'must have' for general and special educators and teachers in training who seek to become skilled behavior interventionists in the classroom."

—Edward J. Sabornie, PhD, North Carolina State University (Emeritus)

CONTENTS

Preface

I. Strategies for Solving Problems with Students Who Do Not Meet Teacher Expectations for Appropriate Classroom Behavior

1. Enhancing Student Compliance with Teacher Requests and Directives
2. Improving Student Completion of Seatwork Assignments According to Instructions
3. Motivating Students to Produce Academic Work of Acceptable Quality for Their Skill Level
4. Teaching Students to Have Positive Interactions/Conversations with Peers
5. Developing Students' Ability to Follow Classroom Rules and Behavioral Expectations
6. Helping Students Cope with Disappointment, Frustration, and Failure

II. Strategies for Teaching Students How to Avoid and Reduce Challenging Behavior

7. Teaching Students to Avoid Damaging Others' Property and Possessions
8. Reducing Insubordination and Enhancing Students' Respect for the Teacher

9. Teaching Students Not to Have Tantrums When Unable to Get Their Way

10. Reducing Students' Aggression in School Contexts

11. Coping with Teacher Defiance When Managing the Classroom Behavior of Oppositional Students

12. Addressing Student Lying, Cheating, and Stealing at School

III. Strategies for Increasing Desirable Behavior, Decreasing Undesirable Behavior, and Sustaining Achieved Behavior Change Over Time

13. How to Increase Desirable Student Behavior
14. How to Decrease Undesirable Student Behavior
15. How to Sustain Behavioral Change(s) over Time and across Settings

Appendices. Short Form of The SBS Inventory
• Recommended Additional Resources for Use by Teachers
• Handout for Parents on How to Debrief Daily with Their Children about School
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40 EXPECTATIONS FOR APPROPRIATE CLASSROOM BEHAVIOR

Student Name _____ Teacher _____

1. How many conversations with peers today? ___ 1 to 5 ___ 6 to 10 ___ more than 10.

Comments:

2. How positive were they? ___ mostly positive ___ some positive and some negative ___ mostly negative.

Comments:

3. How did you handle the negative conversations?

168 BEHAVIOR CHANGE OVER TIME

Student _____ Teacher _____ Date _____

Time	Teacher Rating
9:00-9:15	+
9:15-9:30	+
9:30-9:45	+
9:45-10:00	-
10:00-10:15	+
10:15-10:30	+
10:30-10:45	+
10:45-11:00	+
11:00-11:15	+

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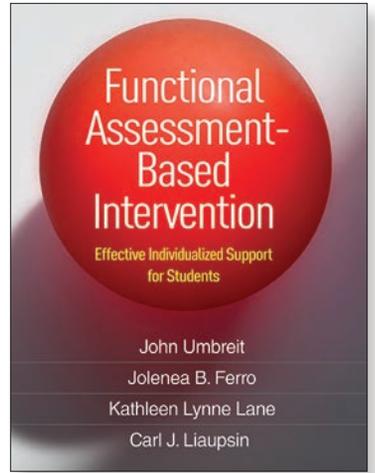
John Umbreit, PhD, Jolenea B. Ferro, PhD, Kathleen Lynne Lane, PhD, and Carl J. Liaupsin, EdD

From noted authorities, this book presents a comprehensive approach to designing and implementing evidence-based Tier 3 behavior interventions for K–12 students. The authors’ functional assessment-based intervention (FABI) process has been supported by multiple peer-reviewed studies conducted in authentic educational environments. Step by step, chapters spell out proven methods to define target behaviors, determine the function of the undesirable behavior, identify appropriate replacement behaviors, and deliver and monitor intensive interventions. Illustrated with real-world case examples, the book shows how to embed FABI within a school’s integrated tiered system of supports. Guidance for scaling FABI district- and statewide is also provided. Ethical issues, professional standards, equity concerns, and cultural and linguistic considerations are addressed throughout. In a convenient large-size format, the book includes reproducible checklists and forms that can also be downloaded for ease of use.

CRITICAL ACCLAIM

“This book provides valuable resources, insights, and practical steps forward. Jump in and check out the research-validated tools and step-by-step process to support children with intensive intervention needs.”
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“This indispensable resource is theoretically and empirically grounded as well as highly practical and accessible for preservice and inservice educators and behavior analysts...The book is unique in situating FABI within a comprehensive, integrated, three-tiered model of prevention, as part of a full continuum of supports.”
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ABOUT THE AUTHORS



John Umbreit, PhD, is Professor Emeritus of Special Education at the University of Arizona.



Jolenea B. Ferro, PhD, BCBA-D, is Research Associate Professor in the Department of Child and Family Studies at the University of South Florida.



Kathleen Lynne Lane, PhD, Distinguished Professor in the Department of Special Education and Associate Vice Chancellor for Research at the University of Kansas.



Carl J. Liaupsin, EdD, is Professor and Department Head of the Department of Disability and Psychoeducational Studies at the University of Arizona.

CONTENTS: I. Introduction and Overview 1. An Introduction to FABI 2. Primer on Behavior Analysis
II. Step 1: Identifying Students Who May Need an FABI 3. Working in Tiered Systems of Support
4. Identifying Students Who May Benefit from an FABI **III. Step 2: Conducting the Functional Assessment**
5. Getting Started 6. Functional Assessment Interviews 7. Functional Assessment 8. Determining the Function of the Behavior **IV. Step 3: Collecting Baseline Data** 9. Identifying the Dimension of Interest and Selecting an Appropriate Measurement System 10. Getting Started **V. Step 4: Designing the FABI**
11. Designing and Testing the Intervention 12. Intervention Method 1 13. Intervention Method 2 14. Intervention Method 3 15. Intervention Methods 1 and 2 16. Treatment Integrity 17. Social Validity 18. Generalization and Maintenance 19. Designing Your Intervention **VI. Step 5: Testing the Intervention**
20. Determining Intervention Outcomes 21. Wrapping It Up **VII. Getting Started in Your Own Context**
22. Implementation Considerations 23. A Step-by-Step Training Model **Appendices.** Published Research on the FABI Model • FABI Completion Checklists: Steps 1–5

APPENDIX 6.2. Student-Assisted Functional Assessment Interview (SAFAI)

Student: _____
Date: _____
Administration Time: _____
Target Behavior: _____

1. When do you think you have the fewest problems with _____
Why do you not have problems during this/these time(s)? _____

2. When do you think you have the most problems with _____
Why do you have problems during this/these time(s)? _____

3. What causes you to have problems with _____ (target behavior)? _____

4. What changes could be made so you would have fewer problems with _____?

5. What kinds of rewards would you like to earn for good behavior or good progress?

Rate how much you like the following subjects:

	Don't like at all		Fair
Reading	1	2	3
Math	1	2	3
Spelling	1	2	3
Handwriting	1	2	3

Social Validity

The purpose of this questionnaire is to obtain information that will aid in the selection of future classroom interventions. These interventions will be used by teachers of children with identified needs. Please circle the number that best describes your agreement or disagreement with each statement.

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
1. This would be an acceptable intervention for the child's needs.	1	2	3	4	5	6
2. Most teachers would find this intervention appropriate for children with similar needs.	1	2	3	4	5	6
3. This intervention should prove effective in supporting the child's needs.	1	2	3	4	5	6
4. I would suggest the use of this intervention to other teachers.	1	2	3	4	5	6
5. The child's needs are severe enough to warrant use of this intervention.	1	2	3	4	5	6
6. Most teachers would find this intervention suitable for the needs of this child.	1	2	3	4	5	6
7. I would be willing to use this intervention in the classroom setting.	1	2	3	4	5	6
8. This intervention would not result in _____	1	2	3	4	5	6

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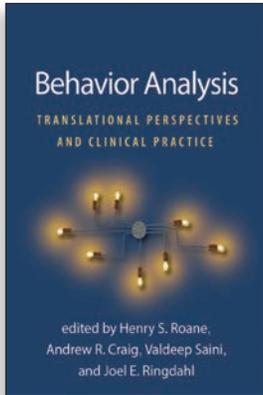
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Behavior Analysis

Translational Perspectives and Clinical Practice

Edited by **Henry S. Roane, PhD, BCBA-D**
Andrew R. Craig, PhD
Valdeep Saini, PhD
Joel E. Ringdahl, PhD

This is the first comprehensive volume to bridge the gap between the science of behavior and applied behavior analysis (ABA). The book demonstrates how laboratory research informs real-world interventions to facilitate behavior change, and vice versa. Most of the chapters are written by researcher–clinician collaborators, who highlight commonalities and differences in the ways they conceptualize behavior and collect, analyze, and use data. Training in foundational knowledge is a key requirement for behavior analyst certification, making this a needed resource for current and future ABA practitioners.

“An exceptional work from leaders in the field of behavior analysis across both basic and applied contexts....The distillation of complex research into understandable terms is truly an accomplishment. I strongly trust this book will be a cornerstone in advancing the field of behavior analysis.”

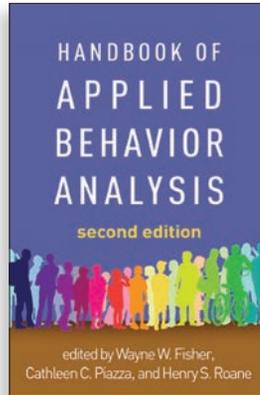
–**Valerie M. Volkert, PhD, BCBA-D,**
Emory University School of Medicine;
Marcus Autism Center

2024, 7" x 10" Paperback, 576 Pages
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Hardcover: ISBN 978-1-4625-5349-5, \$113.00

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★ **Bestseller**



Handbook of Applied Behavior Analysis SECOND EDITION

Edited by
Wayne W. Fisher, PhD, BCBA-D
Cathleen C. Piazza, PhD
Henry S. Roane, PhD, BCBA-D

Widely regarded as the authoritative work on the principles and practice of ABA, this indispensable volume presents evidence-based procedures for supporting positive behaviors and reducing problem behaviors with children and adults in diverse contexts. Chapters delve into applications in education, autism treatment, addictions, behavioral pediatrics, and other areas. Covering everything from behavioral assessment and measurement to the design and implementation of individualized interventions, the *Handbook* is a complete reference and training tool for ABA practitioners and students.

“The second edition of this handbook builds nicely on the excellent first edition, which I have turned to frequently over the years....This is ‘must-have,’ ‘must-read’ handbook that will continue to be a great resource.”

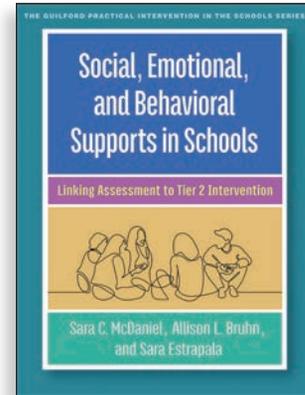
–**Louis Hagopian, PhD, BCBA-D,**
Johns Hopkins University
School of Medicine

2021, 7" x 10" Paperback, 624 Pages
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Hardcover: ISBN 978-1-4625-4376-2, \$119.00

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New



Social, Emotional, and Behavioral Supports in Schools

Linking Assessment to Tier 2 Intervention

Sara C. McDaniel, PhD
Allison L. Bruhn, PhD
Sara Estrapala, PhD

Meeting a critical need, this accessible guide addresses the “whats,” “whys,” and “how-tos” of developing and implementing effective Tier 2 social, emotional, and behavioral supports. The book provides explicit steps for identifying K–12 students who could benefit from Tier 2, matching evidence-based interventions to student needs, and making individualized, data-based decisions regarding adapting, fading, or intensifying supports. Chapters review exemplary interventions in the areas of conduct, self-regulation, social issues, emotional issues, and co-occurring academic and social–emotional–behavioral needs.

“Educational practitioners and preservice educators, this book is for you! I love the accessibility of this book and the straightforward guidance it provides.”

–**Rhonda N. T. Nese, PhD,**
University of Oregon



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6 **WANT MORE INFORMATION?**

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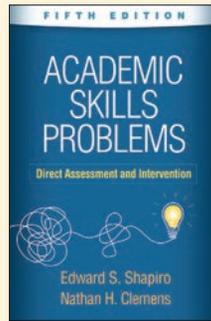
Revised & Expanded!

Academic Skills Problems FIFTH EDITION

Direct Assessment and Intervention

Edward S. Shapiro, PhD
Nathan H. Clemens, PhD

Now in a revised and expanded fifth edition that reflects current research and best practices in direct assessment and intervention, this text addresses a perennial need for school practitioners and practitioners in training. Presented is a comprehensive, problem-solving-based approach for working with K–12 students who are struggling with reading, writing, or mathematics.



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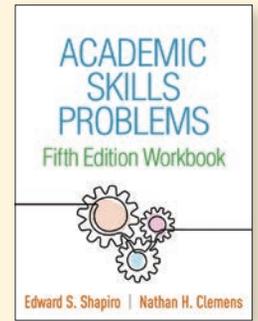
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Revised & Updated!

Academic Skills Problems Fifth Edition Workbook

Edward S. Shapiro, PhD
Nathan H. Clemens, PhD

Updated in conjunction with *Academic Skills Problems, Fifth Edition*, the companion workbook contains reproducible forms discussed in the text as well as additional useful materials for direct assessment, intervention planning, and data-based decision making. The *Workbook* is geared to service delivery in a multi-tiered system of support. It features step-by-step instructions for using each form along with exercises for practicing assessment processes and procedures.



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“Together, the *Workbook* and its companion text are the primary books I rely on for our doctoral-level Academic Skills Assessment course.” —Milena A. Keller-Margulis, PhD, University of Houston

**SPECIAL
OFFER**

Academic Skills Problems, Fifth Edition, presents a framework for assessment and intervention with K-12 students struggling with reading, writing, or mathematics. The companion volume, *Academic Skills Problems Fifth Edition Workbook*, provides reproducible forms, practice exercises, and more, in a convenient large-size format. **Order both items for \$28.95, instead of \$109.00 if bought separately!** Online: www.guilford.com/package/ACADSKILLS • Phone/Mail: Cat. #ACADSKILLS

★ Bestselling Practitioner Guide and Text

Teaching Students with Moderate and Severe Disabilities SECOND EDITION

Diane M. Browder, PhD, University of North Carolina at Charlotte
Fred Spooner, PhD, University of North Carolina at Charlotte
Genevra R. Courtade, PhD, University of Louisville
and Contributors

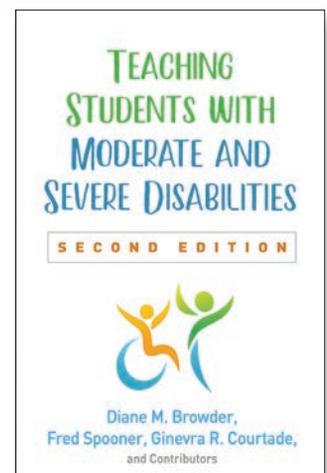
This text of choice for developing excellence as a teacher of K–12 students with moderate and severe disabilities provides procedures for designing standards-based individualized education plans and evaluating and enhancing student progress. Methods and materials for teaching literacy, mathematics, science, and social studies are described. The book also describes effective ways to build functional daily living skills. Features include extensive vignettes and classroom examples, end-of-chapter application exercises, and reproducible planning and assessment tools.

“This text is essential reading for all special educators, and will also benefit general educators and administrators working to create inclusive cultures in their schools.”

—Martha L. Thurlow, PhD, University of Minnesota

“The second edition of this invaluable text is a testament to how far we have come in educating students with moderate and severe disabilities....Provides a roadmap to an ambitious education program indeed!”

—Michael L. Wehmeyer, PhD, University of Kansas



Includes Reproducible Checklists & Forms

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ISBN 978-1-4625-4238-3, \$79.00

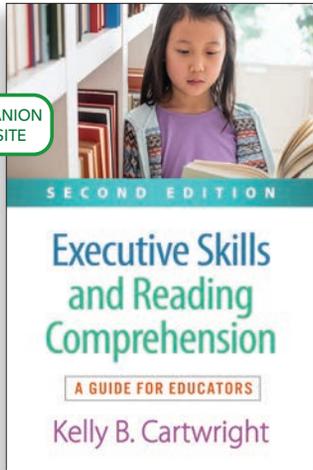
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★ **Bestselling Practitioner Guide and Text**

Executive Skills and Reading Comprehension SECOND EDITION

A Guide for Educators

Kelly B. Cartwright, PhD, Christopher Newport University

Foreword by **Nell K. Duke, EdD**

Kelly B. Cartwright provides a teacher-friendly explanation of executive skills—such as planning, organization, cognitive flexibility, and impulse control—and their role in reading comprehension. Detailed examples illustrate how each skill is deployed by strong comprehenders and ways to tailor instruction for students who are struggling. **The companion website features reproducible planning and assessment forms from the book as well as supplemental card sorts to teach and assess cognitive flexibility, all ready to download and print in a convenient 8½" x 11" size.**

“This book gives teachers, tutors, and reading interventionists simple strategies for weaving executive skill work into their current interventions....Cartwright provides specific tasks for improving impulse control, working memory, cognitive flexibility, and more. This second edition is an essential resource for any educator interested in helping students become better readers and thinkers.”

—**Carolee Dean, MS, CCC-SLP, CALT, speech-language pathologist and certified academic language therapist, private practice, Midland, TX**

“As researchers, teachers, and reading specialists, we constantly seek ways to help our striving readers. Cartwright provides practical, accessible, and engaging tools to build readers’ executive skills.... Cartwright’s ability to bridge research and practice has made this book a favorite of the future reading specialists in our graduate program!”

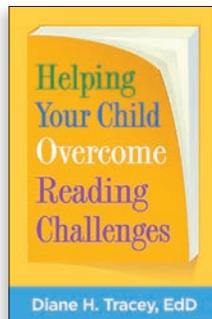
—**Katherine Hilden, PhD, Radford University**

Ideal for Parent/Teacher Recommendation

Helping Your Child Overcome Reading Challenges

Diane H. Tracey, EdD

This accessible book explains the causes of literacy challenges and presents research-based guidance for helping kids overcome them. Drawing on her dual expertise as a literacy specialist and psychotherapist, Tracey offers a unique and holistic framework for supporting children’s health and emotional well-being along with their reading development. The book is filled with checklists, fun activities to do with kids, and insightful stories.



GRADE RANGE: K-5
2022 • 178 Pages
6" x 9" Paperback
ISBN 978-1-4625-4380-9
\$14.95

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“The book offers stories of real kids and families alongside practical tools, resources, and easy-to-implement activities. Educators will want to read this book and recommend it to all parents who want to support the developing readers in their lives!”

—**Heather Kenyon Casey, PhD, Rider University**

New—

Ideal for Parent/Teacher Recommendation

Bright Kids Who Couldn't Care Less

How to Rekindle Your Child's Motivation

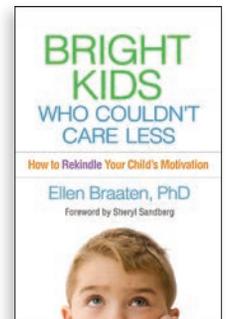
Ellen Braaten, PhD

Foreword by **Sheryl Sandberg**

This warm and empathic guide explains that kids who have lost interest in just about everything need more than simple encouragement or the “right” school, teacher, or coach. Ellen Braaten helps readers understand the myriad biological, emotional, cognitive, and social factors that affect motivation. Braaten helps readers tailor effective plans to boost kids’ confidence, desire to learn, and engagement in life.

“This is the book that any parent who has ever said, ‘I don’t understand how such a smart kid just doesn’t care about doing well!’ needs to read. It demystifies motivation and offers practical suggestions, guidance about appropriate expectations, and empathic advice.”

—**Amanda Morin, educational consultant and author of *Adulting Made Easy***



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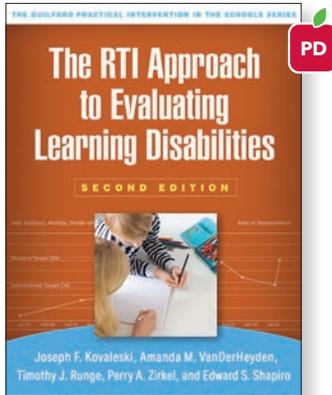
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The RTI Approach to Evaluating Learning Disabilities

SECOND EDITION

Joseph F. Kovaleski, DEd, NCSP
Amanda M. VanDerHeyden, PhD
Timothy J. Runge, PhD, NCSP, BCBA
Perry A. Zirkel, PhD, JD, LLMSW
Edward S. Shapiro, PhD

From leading authorities, this indispensable work shows how to use response to intervention (RTI) to evaluate K–12 students for specific learning disabilities (SLD). The second edition gives increased attention to optimizing the instructional environment in the context of a multi-tiered system of support (MTSS). Procedures are described for screening at-risk students; using RTI to intensify instruction in reading, writing, and math; identifying SLD; determining eligibility for special education; and planning individualized education programs.

“This book accurately captures our evolving understanding of RTI within MTSS and clearly illustrates how to leverage the essential components of MTSS to identify significant learning disabilities.” —**Tessie Bailey, PhD, Director, Center on Multi-Tiered System of Supports and PROGRESS Center, American Institutes for Research**



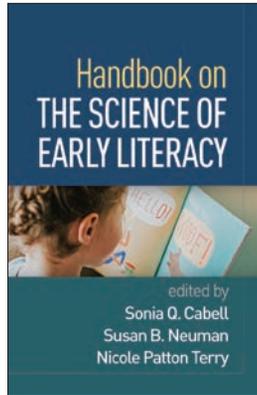
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New in
Paperback

Handbook on the Science of Early Literacy

Edited by **Sonia O. Cabell, PhD**
Susan B. Neuman, EdD
Nicole Patton Terry, PhD

Foreword by **David K. Dickinson, EdD**

Synthesizing the best current knowledge about early literacy, this comprehensive handbook identifies the instructional methods and areas of focus shown to be most effective for promoting young children's (PreK–2) growth in reading, writing, oral language, and the connections among them. In 33 chapters, the *Handbook* covers conceptual foundations; development and instruction of both code- and meaning-related literacy skills; professional development and family engagement; supporting equity across populations; and learning beyond traditional boundaries, including digital and out-of-school contexts.

“This impressive handbook is layered with multiple scholarly perspectives that are needed to advance the science of reading.... This gift of a book should be studied and interrogated by those concerned about early literacy the world over.”

—**Alfred W. Tatum, PhD,**
Metropolitan State University of Denver

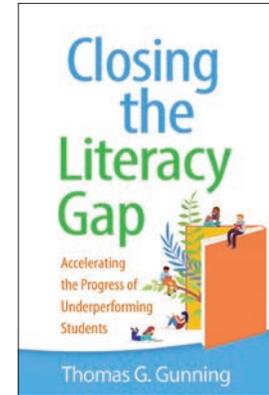
GRADE RANGE: PreK-2

May 29, 2024, 7" x 10" Paperback, 436 Pages
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Closing the Literacy Gap

Accelerating the Progress of Underperforming Students

Thomas G. Gunning, EdD

Foreword by **Raven Jones Stanbrough, PhD**

Packed with practical tools, this book provides K–6 educators with a research-based framework for accelerating the reading and writing growth of underperforming students. Strategies and resources are included for building foundational skills, comprehension, and vocabulary; engaging students with independent reading and periodicals; developing writing; and implementing tutoring and other extra supports. It describes dozens of high-quality intervention programs, assessments, activities, and materials, many of which can be accessed for free at the companion website.

“This book is a great tool that should be a go-to for teachers, curriculum coaches, and administrators. Gunning provides a roadmap for creating an equitable reading program that meets students where they are and gives them the best opportunity to grow in their reading. I definitely will be returning to this, highlighting, and sticky-noting this book!”

—**Kari Richards, MEd, fifth-grade teacher,**
Carmel Elementary School, Clarksville, TN

Includes Reproducible Forms and Handouts

GRADE RANGE: K-6

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ISBN 978-1-4625-4974-0, \$39.00

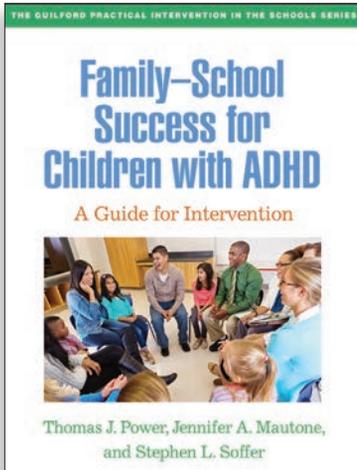


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New

Family-School Success for Children with ADHD

A Guide for Intervention

Thomas J. Power, PhD, ABPP, Jennifer A. Mautone, PhD, ABPP,
and Stephen L. Soffer, PhD

—all at The Children’s Hospital of Philadelphia and University of Pennsylvania

Distilling decades of research, this practical manual presents an innovative intervention for families of 6- to 10-year-olds (grades 1–5) with ADHD. Family–School Success (FSS) focuses on improving children’s behavior and academic performance by strengthening parent–child, teacher–student, and family–school relationships. Detailed guidelines are provided for implementing FSS with parent groups or individual families, including how to involve children in groups and collaborate with teachers. The authors discuss ways to deliver FSS effectively in school- and clinic-based settings, private practice, and primary care. **In a convenient large-size format, the book features dozens of reproducible parent handouts and worksheets, assessment tools, and fidelity checklists, which can also be downloaded and printed.**

“FSS is a highly innovative approach that integrates research-based practices and encourages their delivery in the context of positive family–school relationships. The comprehensive tools provided in the book—including handouts, fidelity checklists, evaluation measures, and tips for adaptations—ensure seamless and effective implementation. I can’t think of any intervention more important than FSS for students with ADHD!” —Susan M. Sheridan, PhD, Director, University of Nebraska-Lincoln

“Based on decades of state-of-the-art research and written by leaders in the field, this book leverages the relationship between parents and school personnel to enhance academic and social–emotional functioning for children with ADHD. Few ADHD resources integrate home and school interventions like this one, making it a unique and necessary manual for therapists and school mental health providers.” —Andrea Chronis-Tuscano, PhD, J University of Maryland, College Park

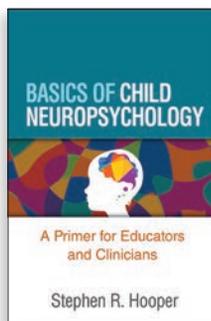
Basics of Child Neuropsychology

A Primer for Educators and Clinicians

Stephen R. Hooper, PhD

Foreword by George W. Hynd, PhD

Written expressly for non-neuropsychologists, this book offers a concise, friendly introduction to the developing brain and its functions. Stephen R. Hooper renders complex concepts accessible as he describes the structure of the brain and the workings of the nervous system. The book explains how findings from neuropsychological assessments can help educators and clinicians to better understand and remediate children’s difficulties.



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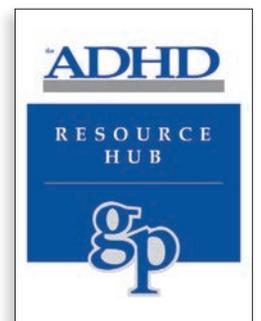
“A ‘must-have’ resource for teachers, clinicians, and allied health personnel, and a text that all special education teachers and those preparing to teach should count among their most valuable tools.”

—Steve Graham, EdD, Arizona State University

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The ADHD Resource Hub

The ADHD Resource Hub provides a complete resource for practitioners, educators, and researchers in the field of ADHD. As a leader in the field, Guilford has selected its most important journal articles, book chapters, and practical tools for The ADHD Resource Hub to support your practice, your research, and your students. For additional reading, you can also explore over 20 years of Russell A. Barkley’s groundbreaking newsletter *The ADHD Report*.



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Lessons of the Pandemic

Disruption, Innovation, and What Schools Need to Move Forward

David T. Marshall, PhD, Auburn University

Tim Pressley, PhD, Christopher Newport University

Foreword by **Harry Anthony Patrinos, PhD**

The impacts of the COVID-19 pandemic on K–12 education have been pervasive and profound. This engaging book concisely outlines the current crisis in schools in the core areas of student learning, student and teacher mental health, and teacher burnout. Synthesizing original research, David T. Marshall and Tim Pressley offer in-depth descriptions of the disruptions caused by prolonged school closures and remote instruction. They also identify some positive changes, such as increased use of online resources and technology, flexible work models, and greater attention to social and emotional learning. Sharing key findings, concrete examples, and teachers’ own voices about what they need to succeed, the book provides clear recommendations for moving schools forward effectively and sustainably.

“A thorough, data-based evaluation of how schools’ responses to the pandemic affected all stakeholders in our educational system....Not only does this book validate teachers’ experiences with pandemic teaching, but it also identifies crucial lessons for governmental and educational decision makers.”

—**Laura Cvitanovich, MS, Secondary English Instructor, Virtual Virginia, Virginia Department of Education**

“An invaluable treatment of COVID-19 and schools....Marshall and Pressley detail the errors of feckless policymakers while giving voice to the teachers who struggled through the pandemic with much fear and little leadership.”

—**Robert Maranto, PhD, University of Arkansas**

New

Social Justice in Schools

A Framework for Equity in Education

Charles A. Barrett, PhD, NCSP, nationally certified school psychologist and district-level administrator, VA

Foreword by **Ivory A. Toldson, PhD**

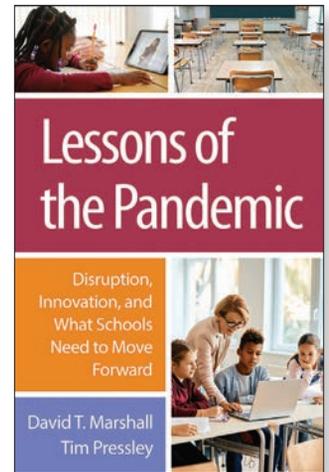
This book guides PreK–12 educators and school-based clinicians on how to embed socially just practices into their day-to-day roles to achieve more equitable outcomes. *Social Justice in Schools* uses vivid vignettes and personal reflections to demystify complex concepts. It pinpoints ways educators can better understand their racially and ethnically minoritized students, reflect on and challenge implicit bias in assessment and decision making, and build meaningful home–school relationships. Chapters begin with clearly framed learning outcomes and close with discussion questions and resources for professional learning.

“*Social Justice in Schools* is a book for this day and time....As a middle school division director and an educational consultant, I found tangible tools for professional development. Run, don’t walk, to get this book.”

—**Worokya Duncan, EdD, Head of Upper School, The Cathedral School of St. John the Divine, New York City**

“Barrett skillfully weaves theory, research, and social justice practices, and includes thought-provoking exercises at the end of each chapter. The rich stories, helpful diagrams, and community-building activities will help educators develop the needed skill set to practice social justice in the schoolhouse.”

—**Terri N. Watson, PhD, The City College of New York**

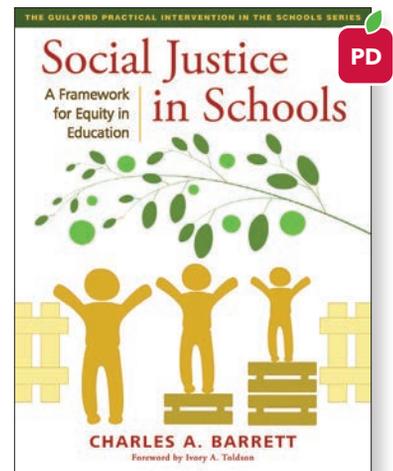


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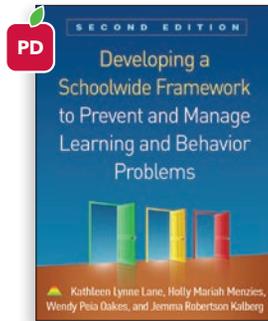
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Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems

SECOND EDITION

Kathleen Lynne Lane, PhD, BCBA-D
Holly Mariah Menzies, PhD
Wendy Peia Oakes, PhD
Jemma Robertson Kalberg, MEd

This volume explains how to design, implement, and evaluate a comprehensive, integrated, three-tiered (Ci3T) model of prevention. Rather than presenting a packaged program, the book provides resources and strategies for designing and tailoring Ci3T to the needs and priorities of a particular school or district community.



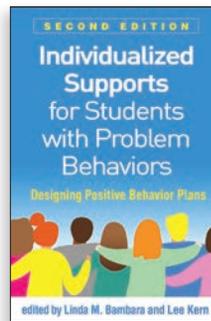
GRADE RANGE: K-12
2020 • 257 Pages
8" x 10½" Paperback
ISBN 978-1-4625-4173-7
\$39.00

Individualized Supports for Students with Problem Behaviors, SECOND EDITION

Designing Positive Behavior Plans

Edited by **Linda M. Bambara, EdD**
Lee Kern, PhD

Noted for providing everything needed to develop individualized PBS plans for students with pervasive behavioral challenges, this guide walks practitioners through the PBS process, emphasizing a team-based approach and presenting assessment procedures, intervention strategies, and guiding questions. The book follows the sequence of a typical PBS course.



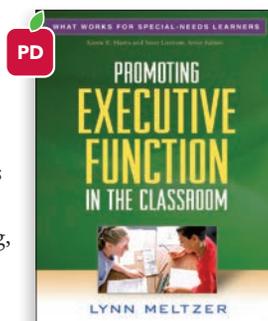
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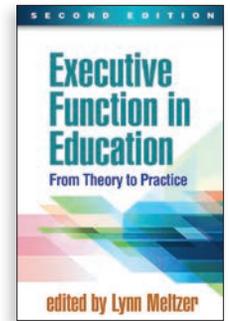
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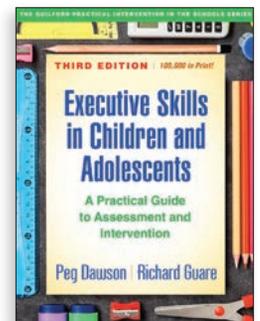
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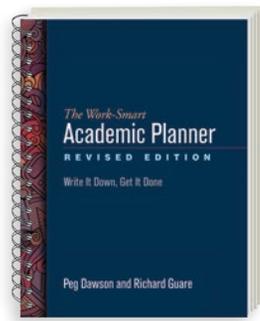
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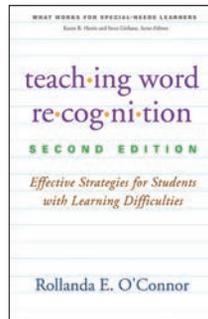
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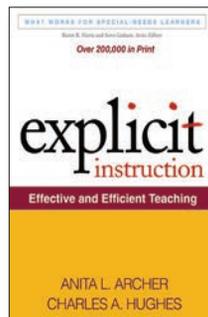


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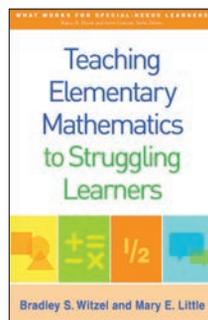
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Mary E. Little, PhD

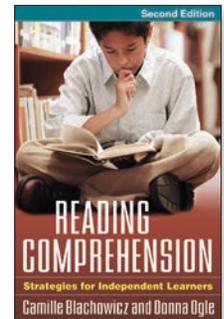
Packed with effective instructional strategies, this book explores why certain K–5 students struggle with math and provides a framework for helping these learners succeed. The authors present empirically validated practices for supporting students with disabilities and others experiencing difficulties in specific areas of math.



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SECOND EDITION*Strategies for Independent Learners***Camille Blachowicz, PhD**
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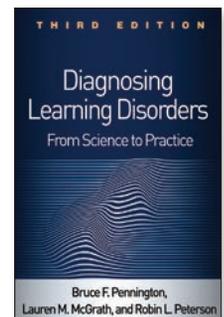
This practical resource and widely used text presents a wealth of research-based approaches to comprehension instruction. The authors offer specific classroom practices that help K–9 students compare and evaluate print and online sources, develop vocabulary, build study and test-taking skills, and become motivated readers. Sample activities, classroom- and text-based examples, resource lists, and reproducible classroom tools enhance the utility of this indispensable work.



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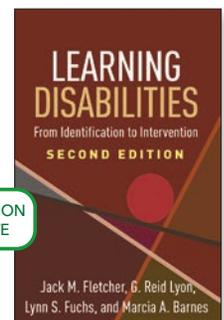
A definitive reference, this book presents knowledge on how learning disorders develop and how to diagnose and treat them effectively. In addition to dyslexia and mathematics disabilities, the book covers speech and language disorders, ADHD, autism spectrum disorder, and intellectual disability.



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G. Reid Lyon, PhD
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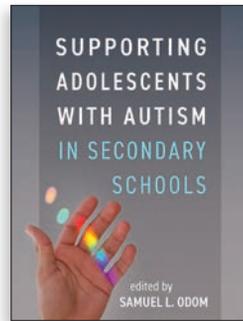
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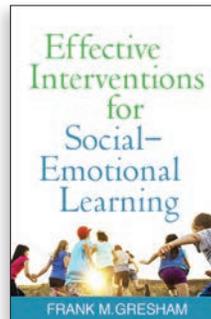
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Frank M. Gresham, PhD

This book reviews evidence-based, multi-tiered practices for promoting social-emotional learning (SEL) with typically developing students as well as those with special needs. Emphasizing what works, the book showcases programs and strategies that are sequenced, active, focused, and explicit. Detailed case examples and lesson plans illustrate different levels and types of SEL intervention.



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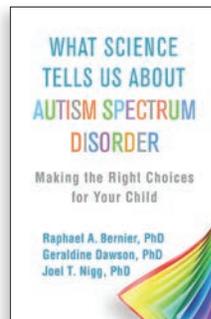
What Science Tells Us about Autism Spectrum Disorder

Making the Right Choices for Your Child

Raphael A. Bernier, PhD
Geraldine Dawson, PhD
Joel T. Nigg, PhD

An indispensable resource, this book helps parents put the latest scientific knowledge about autism to work for their unique child. From the impact of sleep, exercise, diet, and technology, to making a plan for the transition to adulthood, the authors cover it all with expertise and compassion.

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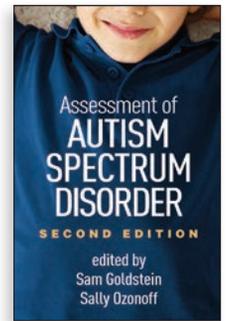
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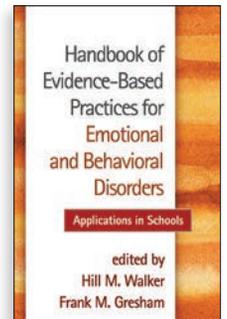
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Handbook of Evidence-Based Practices for Emotional and Behavioral Disorders

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Edited by **Hill M. Walker, PhD**
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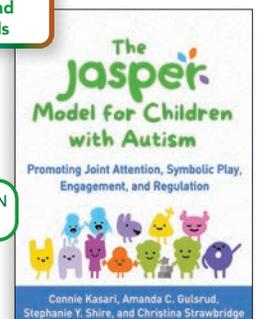
Promoting Joint Attention, Symbolic Play, Engagement, and Regulation

Connie Kasari, PhD
Amanda C. Gulsrud, PhD
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Christina Strawbridge

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This full-color clinician's manual is the authoritative guide to implementing the Joint Attention, Symbolic Play, Engagement, and Regulation (JASPER) intervention. With a strong evidence base, JASPER provides a clear, flexible structure to bolster early skills core to social communication development.

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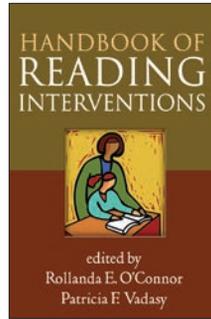
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Handbook of Reading Interventions

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Patricia F. Vadasy, PhD

Comprehensive, authoritative, and designed for practical utility, this handbook presents evidence-based approaches for helping struggling readers and those at risk for literacy difficulties or delays. Leading experts explain how research on all aspects of literacy translates into innovative classroom practices. Chapters include clear descriptions of effective interventions for word recognition, spelling, fluency, vocabulary, comprehension, and writing, complete with concrete examples and teaching scripts.

“A valuable resource for educators seeking to use research-based interventions in developing effective literacy programs....It could serve as a text for a graduate course on working with struggling readers.”
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