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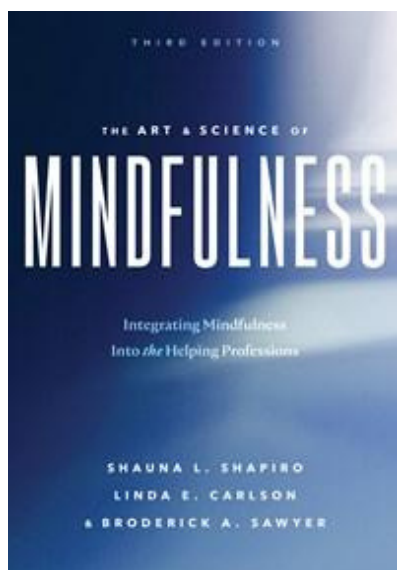
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The Art and Science of Mindfulness (3rd Edition)

Integrating Mindfulness Into the Helping Professions
Shauna L Shapiro, Linda E. Carlson, Broderick A. Sawyer

Summary

Now in its third edition, *The Art and Science of Mindfulness* offers a deeper understanding of the concept of mindfulness and explores its potential as a core clinical skill and a way to increase the well-being of both clients and clinicians.

Mindfulness helps us to see clearly so that we can make choices grounded in reality and respond to life with wisdom. However, seeing clearly is difficult because the lens through which we view the world is blurred by our parents, teachers, relationships, and society, and they influence our perceptions on conscious and subconscious levels. Practicing mindfulness helps us remove the filters, biases, and preconceived ideas that shape our perceptions and cloud our consciousness. At the deepest level, mindfulness is about freedom: freedom from reflexive patterns, freedom from reactivity, and, ultimately, freedom from suffering.

This book navigates how mindful awareness is fundamental to the therapy process, and shows how mindful practice can help therapists and clients cultivate and connect with this deeper awareness.

New to this edition is a comprehensive overview of the evidence supporting the neurochemical basis of intention, attention, and attitude; a discussion of implicit bias and how it interferes with connecting mindfully with clients; a discussion of new mindfulness-based interventions and ways to apply mindfulness in therapy, and more.

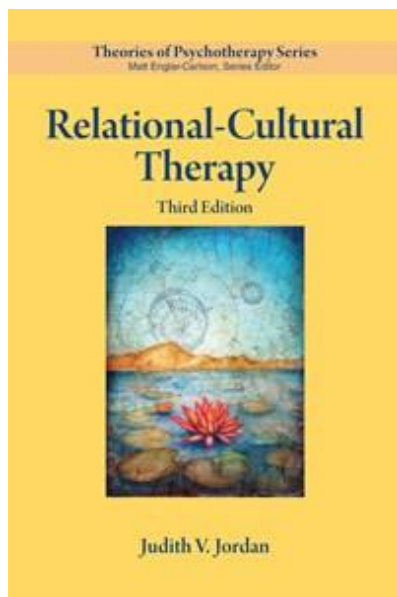
Contributor Bio

Shauna L. Shapiro, PhD, is a professor at Santa Clara University, author, and internationally recognized expert in mindfulness and compassion. Dr. Shapiro has published over 150 journal articles and co-authored three critically acclaimed books translated into 14 languages, including her most recent book: *Good Morning, I Love You: Mindfulness & Self-Compassion Practices to Rewire the Brain for Calm, Clarity and Joy*.

Linda E. Carlson, PhD, R. Psych, holds the Enbridge Research Chair in psychosocial oncology, is full professor in psychosocial oncology in the Department of Oncology, Cumming School of Medicine at the University of Calgary, and adjunct professor in the Department of Psychology. She is the director of research and works as a clinical psychologist at the Department of Psychosocial Resources at the Tom Baker Cancer Centre (TBCC), where she has worked since 1997.

Broderick Sawyer, PhD, is a clinical psychologist, diversity consultant, workshop facilitator, meditation teacher, reverend, and activist. He has a specific focus on healing the stress of oppression using the psychology of compassion. Dr. Sawyer offers diversity, mental health, and performance-based consultation to organizations and businesses, teaches mindfulness and compassion-based meditation, provides lectures, workshops, and a variety of customizable trainings.

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Relational–Cultural Therapy (3rd Edition)

Judith V. Jordan

Summary

In this third edition, Judith Jordan explores the history, theory, and practice of relationship-centered, culturally oriented psychotherapy as a tool for building meaningful connections in a world of increasing isolation.

This essential primer is ideal for students and practitioners alike, guiding them through the ins and outs of relational–cultural therapy (RCT). New to this edition is real-world research and guidelines related to distance learning, working with marginalized groups, and working towards social justice.

Jordan built RCT upon the understanding that people need social and emotional connections to flourish. In a digital era full of uncertainty and disconnection, it is more important than ever to mend relational resilience and reestablish positive, growth-fostering relationships. The therapist therefore works to deepen their bond with the client to help them build similar bonds outside of therapy. They work with the client's relational images based on positive and negative experiences to manage expectations and teach relationship-building skills.

Contributor Bio

Judith V. Jordan, PhD, is director of the Jean Baker Miller Training Institute, founding scholar at the Stone Center of Wellesley College, and assistant clinical professor of psychiatry at Harvard Medical School. She codeveloped relational–cultural theory to emphasize the centrality of relationships in our lives. Dr. Jordan received the Distinguished Psychologist Award from the American Psychological Association's Society for the Advancement of Psychotherapy. She is on the editorial board of the *Journal of Clinical Psychology: In Session* and the *Journal of Creativity in Mental Health*. Dr. Jordan frequently serves as a resource for the media, including *The Oprah Winfrey Show*.



Methodological Issues and Strategies in Clinical Research

Edited by ALAN E. KAZDIN

Methodological Issues and Strategies in Clinical Research (5th Edition)

Alan E. Kazdin

Summary

Now in its fifth edition, this classic text helps readers learn how to design, conduct, analyze, and report high-quality clinical studies.

Alan E. Kazdin brings together a wide array of authoritative articles with his own expert insights to illustrate fundamental issues research in an accessible manner, including generating ideas, selecting participants, randomization, selecting assessment measures, analyzing data, and evaluating the implications of and publishing the results.

New to this edition are articles emphasizing the importance of diversity in research, not only cultural diversity among study participants but also in methodology (including quantitative, qualitative, and mixed methods); the role of big data; using technology such as artificial intelligence and apps; and strategies to improve transparency and accessibility, including open science practices, replication, and preregistration.

From generating hypotheses for study and selecting appropriate assessments to interpreting data and presenting findings, readers will come to better understand the whole research process as well as the importance of ethics and scientific integrity.

Contributor Bio

Alan E. Kazdin, PhD, is a research scientist and sterling professor of psychology and child psychiatry at Yale University where he also served as chairman of the psychology department, director of the Child Study Center, director of child psychiatric services, and chair of the publications committee. He has published 50 books on methodology, parenting and child rearing, psychosocial interventions, interpersonal violence, and novel treatment delivery models. His awards include the Research Scientist and MERIT Awards from the National Institute of Mental Health and the Gold Medal Award for Life Achievement in the Science of Psychology from the American Psychological Foundation.

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Psychology / Research &
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Essentials of Constructivist Critical Incident Technique

Harriet L. Schwartz, Elizabeth L. Holloway

Summary

This book is a step-by-step guide to designing and realizing a constructivist critical incident (Constructivist CIT) study. This qualitative methodology explores critical moments in people's lived experiences.

The authors offer the first comprehensive overview of Constructivist CIT, a structured, yet flexible methodology used to explore lived experience and improve practice and process by studying critical or meaningful moments and experiences.

The authors introduce Constructivist CIT in relation to its well-established parent method Critical Incident Technique, which has been used widely in the social sciences, health care, and business. Readers will learn how to ensure the trustworthiness of their study's design, collect and analyze the data, and write up and submit their study for publication.

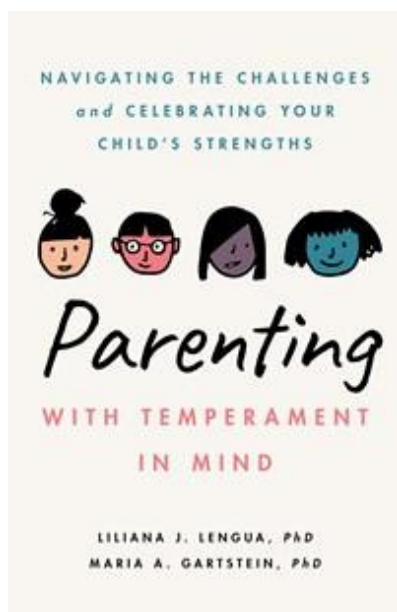
An intuitive method, Constructivist CIT is an accessible method for novice researchers as well as seasoned scholars expanding their qualitative repertoire.

Contributor Bio

Harriet L. Schwartz, PhD, is a Professor of Relational Practice and Higher Education in Antioch University's PhD in Leadership and Change program. Her scholarly interests include teaching as relational practice, emotion and teaching, and qualitative research methods, particularly critical incident technique and grounded theory. The author of *Connected Teaching: Relationship, Power, and Mattering in Higher Education* (Stylus, 2019), Harriet is a leader in applying Relational Cultural Theory (RCT) in education. She serves as Lead Scholar for Education as Relational Practice and on the leadership team for the International Center for Growth in Connection. Along with numerous journal articles, Harriet has published two *New Directions for Teaching and Learning* sourcebooks, co-editing Teaching and Emotion and editing Interpersonal Boundaries in Teaching and Learning. Harriet worked in student affairs for many years before transitioning to a faculty career. Along with teaching in leadership programs on the master's and doctoral levels, she has also taught in counseling, student affairs, and education graduate programs.

Elizabeth L. Holloway, PhD, Professor Emerita of Antioch University, has over 35 years of experience as a research scientist, practitioner, and consultant in clinical supervision, relational practice, and respectful workplaces. She has held professorships at the Universities of California, Utah, Oregon, Wisconsin, and Antioch University. During her academic career, Elizabeth has achieved distinction for her research and practice, including a Fellow of the American Psychological Association, a Diplomate of the American Board of Professional Psychology, and a recipient of the American Educational Research Association Research Award for Counseling. Her methodological expertise includes discourse analysis, grounded theory, narrative inquiry, critical incident technique, and case study design. She has authored or co-authored eight books. A recent update of her original supervision model, *Essentials of Supervision: A Systems Approach (with accompanying film)*, was published in 2016 (Chinese version in press). Her most recent work with co-author Harriet Schwartz introduces a constructivist approach to Critical Incident Technique methodology. Elizabeth teaches workshops on her model of clinical supervision and building respectful workplaces worldwide.

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Parenting With Temperament in Mind

Navigating the Challenges and Celebrating Your Child's Strengths

Liliana J. Lengua, Maria Amy Gartstein

Summary

This book will help parents understand and work more effectively with their young child's temperament.

A Greater Good's Favorite Parenting Book

Effective parenting isn't one-size-fits-all. Every child comes with an innate temperament, which includes a unique set of emotional reactions and personal strengths, a motivational style, and needs that demand attention. And every family has its own values and culture. While we cannot change our child's natural temperament (nor would we want to!), we can impact their self-regulation systems, nurture their positive behaviors, and promote healthy social and emotional development. In this book, psychologists Liliana Lengua and Maria Gartstein offer readers science-based recommendations for parenting based on the individual temperament of your child and the specific needs of your family.

To help readers understand the innate nature of temperaments, the book begins with a brief, accessible overview of the neurobiological systems that underlie temperament. Combining this scientific understanding of temperaments with the latest psychological theories and research, as well as the authors' own experience as clinicians and mothers, the authors present four broad parenting principles and then show how to apply these principles with young children of different temperaments. In particular, they focus on a handful of temperament characteristics that, when very strong, can present challenges related to children's social, emotional, and behavioral development and well-being. These include being fearful, impulsive, inflexible, and easily frustrated.

With its simple practical advice, relatable examples, and questionnaires to help you assess your child's temperament and your own parenting practices, this book gives you the tools you need to parent more effectively and strengthen your relationship with your child.

Contributor Bio

Liliana J. Lengua, PhD, is Maritz Professor of Psychology at the University of Washington, director of the Center for Child and Family Well-Being, a child clinical psychologist, and mother of three children. She is internationally recognized for her research on children's vulnerable and resilient responses to stress, and how parenting and children's temperament contribute to children's unique responses to stress. She also researches the effects of economic disadvantage and adversity on parenting and children's development. She has been the principal investigator of several federally funded research projects and is the author of over 150 published papers.

Maria (Masha) Gartstein, PhD, is professor of psychology and director of the clinical psychology doctoral program at Washington State University. Dr. Gartstein has published over 100 research articles focused chiefly on temperament, namely how different profiles/types change over time, and how they confer risk or protection with respect to emerging symptoms and disorders. Two major themes throughout this work are the role parenting plays in how temperament develops and the contribution of temperament to later adjustment. She has served as principal investigator for several federally funded research projects.

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Interviewing Children (2nd Edition)

The Science of Conversation in Forensic Contexts
Debra Ann Poole, Jason J. Dickinson

Summary

Interviewing Children is an accessible guide for forensic interviewers, clinicians, attorneys, and other professionals who rely on children's testimony.

In this second edition, Poole and Dickinson present new thematic chapters on conversation habits, conventional content, and protocols for training.

Highlights include:

- Sample dialogues that help flesh out and illustrate research-based recommendations for practice
- quick guides that synthesize core ideas and skills
- "Principles to Practice" sections that answer questions about child interviewing; and
- a comprehensive appendix of learning activities readers can use to sharpen their interviewing skills.

The primary goal of all conversations with child witnesses is to help children describe events in their lives as completely, accurately, and unambiguously as they can. But common obstacles can make this task difficult, if not impossible. *Interviewing Children* offers a comprehensive look at the science of conversation with children in forensic contexts and provides the research-based tools and practices for navigating these obstacles.

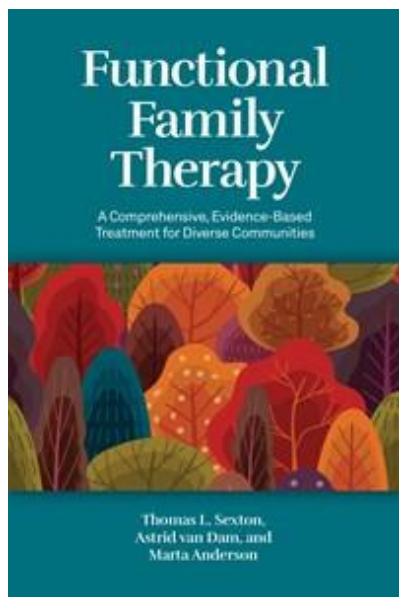
Contributor Bio

Debra A. Poole, PhD, is an emeritus professor of psychology at Central Michigan University. After receiving a doctorate in developmental psychology from the University of Iowa, her laboratory studied children's eyewitness testimony and the impact of interviewing techniques on young witnesses' reports. Her research, funded by grants from the National Institute of Mental Health and the National Science Foundation, has explored the impact of repeated questioning, how children respond to different question forms, the influence of misinformation from parents on children's event narratives, the risks and benefits of interview aids, and children's eyewitness reports during tele-forensic interviews. She has worked with policy groups to craft interview protocols and has served on the editorial boards of *Law & Human Behavior* and *Psychology, Public Policy, & Law*.

Jason Dickinson, PhD, received a doctorate in legal psychology from Florida International University and is currently a professor of psychology at Montclair State University. As former director of the Robert D. McCormick Center for Child Advocacy and Policy, he oversaw the formation of the Department of Social Work and Child Advocacy, where he served as acting chair and directed development of the Master of Social Work program. He also served as the principal investigator for direct service and workforce training grants from New Jersey's Department of Children and Families. His research on children's eyewitness testimony, funded by the National Science Foundation, compares strategies for interviewing children and fresh complaint witnesses. He frequently consults with attorneys, prosecutors, law enforcement, and the child protection community to help translate research findings into public policy.

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273 Pages
Psychology / Forensic Psychology
9 in H | 6 in W



Functional Family Therapy

A Comprehensive, Evidence-Based Treatment for Diverse Communities

Thomas L. Sexton, Astrid van Dam, Marta Anderson

Summary

This book details the history, science, and practice of Functional Family Therapy (FFT), an evidence-based model practitioners can use to understand families, the problems they face, and how to enable families to create real and lasting change.

Functional Family Therapy (FFT) has evolved from a theory taught only in universities to become a treatment model implemented in more than eight countries and ten languages. It features specialized training, certification, and systemic fidelity processes that are used worldwide. FFT has been recognized in recent years as one of the premier evidence-based family intervention models for working with adolescents with problem behaviors.

Chapters describe the evolution of the theory and extensive research support for FFT, provide overviews of each stage of treatment, and offer practical guidance for using FFT in a variety of contexts including juvenile and adult justice, child welfare, foster care, and behavioral health; using FFT in community contexts, including training and supervision and measuring and integrating client feedback; and using cutting-edge technological advances to better deliver optimal outcomes for families.

Contributor Bio

Thomas L. Sexton, PhD, is a licensed psychologist (ret) and professor emeritus at Indiana University and a renowned expert on family-based treatment interventions. He is one of the developers of Functional Family Therapy. He has authored or co-authored ten books, over thirty book chapters, and fifty articles published in national and international peer-reviewed journals. Dr. Sexton has received numerous awards throughout the years, including the prestigious Family Psychologist of the Year award and the 2023 APA Distinguished Service award for service to Division 43. He is a Fellow of the American Psychological Association and a Diplomate in Couple and Family Psychology.

Astrid van Dam, MS, obtained her master's in social work from the College of Amsterdam and began her career in child welfare in Amsterdam, working with families and youth. She attained certification as a Functional Family Therapist and shortly after that as an FFT Clinical Site Supervisor. As an employee of the Dutch FFT implementation center, she was the national FFT Consultant, overseeing the FFT implementation in 15 different organizations spread over the Netherlands. Astrid is currently the Chief Clinical Training Officer with FFT Partners. She brings with her expertise in implementing FFT into the real world to ensure model fidelity and positive clinical outcomes for children, youth, and families.

Marta Anderson, LCSW, has a master's in social work from Hunter College. She began her career in child welfare in New York City, working with families to reduce abuse and neglect and preserve family stability. She was trained in Functional Family Therapy and was a member of the first FFT team utilized in the child welfare setting in NYC. She attained certification as an FFT, an FFT Clinical Site Supervisor, and has extensive experience overseeing FFT Programs. Marta is currently the Director of Implementation and Quality Assurance, as well as a Senior Clinical Consultant with FFT Partners.

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Psychology / Clinical Psychology
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APA Handbook of Health Psychology

Volume 1: Foundations and Context of Health Psychology; Volume 2: Clinical Interventions and Disease Management in Health Psychology; Volume 3: Health Psychology and Public Health

Neil Schneiderman, Timothy W. Smith, Norman B. Anderson, Michael H. Antoni, Frank J. Penedo, Tracey A. Revenson, Ana F. Abraído-Lanza

Summary

The 3-volume *APA Handbook of Health Psychology* describes in detail the basic foundations and context of health psychology, major issues in health psychology relating to public health and disease prevention, and major clinical approaches to health psychology.

Volume 1, Foundations and Context of Health Psychology explores the conceptual foundations and current context of the field, as well as methods and the biological, psychological, behavioral, social, and cultural bases of health psychology, such as stress physiology, genetic approaches, sleep, and relationships.

Volume 2, Clinical Interventions and Disease Management in Health Psychology details the conceptual foundations and methodological considerations of intervention research with medical conditions in health psychology, as well as the efficacy and mechanisms of health psychology interventions in specific medical conditions, and intervention effectiveness and dissemination in real-world settings.

Volume 3, Health Psychology and Public Health examines the foundations of health psychology and public health, including different targets and settings for intervention as well as preventive interventions and emerging issues in public health.

The chapters serve as an essential resource for psychologists, practitioners, students, and professionals in many fields to get an understanding of the field of health psychology.

Contributor Bio

Neil Schneiderman, PhD, was the James L. Knight Professor of Psychology, Medicine, Psychiatry and Behavioral Sciences, Public Health Sciences, and Biomedical Engineering at the University of Miami. He also directed the University of Miami Behavioral Medicine Research Center; the Department of Psychology's Division of Health Psychology; and an NIH NHLBI institutional (T32) training grant (1979-2024). Dr. Schneiderman published more than 450 journal articles and 18 books and monographs, and served as editor-in-chief of *Health Psychology* and the *International Journal of Behavioral Medicine*. He was funded as the principal investigator of NIH and National Science Foundation research grants for over 5 decades.

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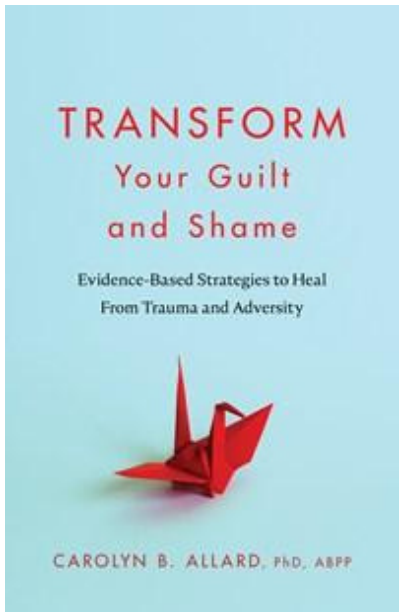
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Psychology / Clinical Psychology

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Transform Your Guilt and Shame

Evidence-Based Strategies to Heal From Trauma and Adversity

Carolyn B. Allard

Summary

This book provides scientifically proven strategies for reducing guilt and shame associated with trauma and adversity.

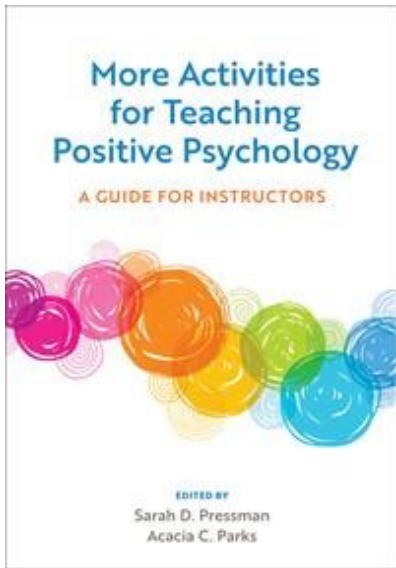
Automatic reactions help us survive dangerous situations. Whether we are fighting to fend off an attacker, fleeing an explosion, or freezing to maintain attachment with an abusive parent upon whom we are dependent, our hard-wired reactions keep us safe during intensely stressful times. But these automatic responses can be followed by guilt and shame, which can linger long after the traumatic events, making us anxious, avoidant, overreactive, irritable, depressed, angry, or passive. And these symptoms, in turn, can lead to more guilt and shame, which lead to more problematic coping behaviors, in a continuing cycle.

This book helps readers learn to transform their unhealthy guilt and shame by identifying and changing their ways of thinking and acting that may have been adaptive in a past situation but are now keeping them stuck in this unhealthy cycle. In particular, it focuses on five categories of thought that contribute to problematic guilt and shame and shows readers how to recognize and challenge these thoughts. Each chapter contains straightforward written exercises that guide readers through the transformation process, as well as relatable examples for illustration. Grounded in research-supported cognitive behavior therapy principles, this book will help readers break free from survival-based reactivity and regain control over their lives.

Contributor Bio

Carolyn B. Allard, PhD, ABPP, is professor and director of the clinical psychology PhD program at the California School of Professional Psychology at Alliant International University, San Diego, and a board-certified licensed clinical psychologist. She is internationally recognized for her research and clinical expertise in sociocultural and contextual predictors of posttraumatic distress and treatment outcomes through her 200+ publications and presentations, which include *Trauma Informed Guilt Reduction Therapy*. She is on the editorial board of the scientific journal of the American Psychological Association's Trauma Division, and she recently served as its president. Visit CarolynAllardPhD.com.

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& Supervision
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More Activities for Teaching Positive Psychology

A Guide for Instructors
Sarah D. Pressman, Acacia C. Parks

Summary

More Activities for Teaching Positive Psychology features brand new expert-informed resources for teachers and coaches.

Building on the success of the first volume, *More Activities for Teaching Positive Psychology* is an indispensable resource for instructors and coaches aiming to bring the dynamic field of positive psychology to life. This practical workbook offers 30 innovative activities, organized into five thematic sections, ensuring that you can easily find the perfect exercise to complement your curriculum and captivate your students. Featuring chapters from leading researchers and educators worldwide, this volume includes activities designed to enhance well-being, foster gratitude, cultivate self-compassion, and build resilience. It also explores fresh areas such as the impact of facial expressions, the role of technology and nature in promoting happiness, and critical analyses of positive psychology methods.

Each activity comes with step-by-step instructions, discussion prompts, and supplementary materials to facilitate deep understanding and engagement. The thematic organization allows for easy integration of activities that align with your lecture topics, covering areas such as positive cognitions, social connections, and positive psychology across diverse contexts. Comprehensive support, including background readings and example scripts, ensures seamless implementation in your course. Whether you're an experienced positive psychology instructor or new to the field, *More Activities for Teaching Positive Psychology* offers a treasure trove of tools and ideas to make your classroom vibrant, interactive, and deeply impactful.

Contributor Bio

Sarah D. Pressman, PhD, is a professor of psychological science and associate dean of undergraduate education at the University of California, Irvine. She received her BSc from Mount Allison University in biopsychology, her MS and PhD from Carnegie Mellon University in social, personality, and health psychology, and she completed postdoctoral training in cardiovascular behavioral medicine at the University of Pittsburgh Medical Center. Dr. Pressman is an award-winning and well-rated instructor with experience teaching thousands of students about positive psychology and related courses over the last dozen years.

Acacia C. Parks, PhD, received her BA in psychology from Reed College and her PhD in psychology from the University of Pennsylvania, where she received training in psychological assessment as well as cognitive-behavioral therapy for mood and anxiety disorders. Her research and practice focuses on self-help methods for increasing well-being via digital technology and books, with an emphasis on self-reported emotional outcomes, but also objective and observable outcomes, such as changes in workplace behavior, physiological indicators, etc.



The Psychobiographer's Handbook

A Practical Guide to Research and Ethics

Joseph G. Ponterotto

Summary

A comprehensive and practical guide on conducting rigorous, ethical, and impactful psychobiographical research.

Psychobiography is the intensive psychological study of an individual within their unique socio-cultural-historic context. This engaging and exciting approach challenges researchers to apply psychological theories and knowledge of history to understand the inner emotional life of a particular person, usually a prominent historical figure.

This handbook leads readers step-by-step through all aspects of planning and conducting a psychobiography. Readers will learn how to select an appropriate historical subject for research, anchor their study in established theories of psychology, collect and analyze data, monitor ethical considerations, and write the final report. Chapters are richly illustrated with examples from the author's own work, as well as early psychobiographical landmarks, such as Freud's study of Leonardo da Vinci and Erikson's study of Mahatma Gandhi.

With its personal tone and wisdom borne from experience, this book will be a trusty resource for all psychobiographers, from students writing a psychobiography for a course to seasoned researchers writing a book-length psychobiography for publication.

Contributor Bio

Joseph G. Ponterotto, PhD, is a professor of counseling psychology in the graduate school of education at Fordham University's New York City campus. He is a leading national scholar in psychobiography, multicultural psychology, and qualitative research methods. He has published 16 books, including two psychobiographies: *A Psychobiography of Bobby Fischer* (2012) and *A Psychobiography of John F. Kennedy, Jr.* (2019). His research on Bobby Fischer led to his role as historical consultant on the major motion picture, *Pawn Sacrifice* (2016), starring Tobey Maguire as Bobby Fischer and Liev Schreiber as Boris Spassky.

The Psychobiographer's Handbook

A Practical Guide to Research and Ethics

Joseph G. Ponterotto



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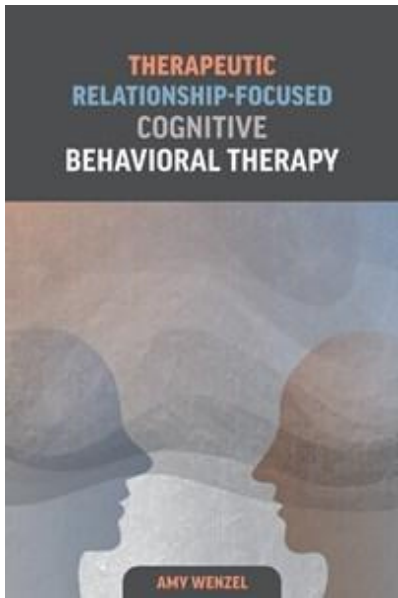
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Therapeutic Relationship-Focused Cognitive Behavioral Therapy

Amy Wenzel

Summary

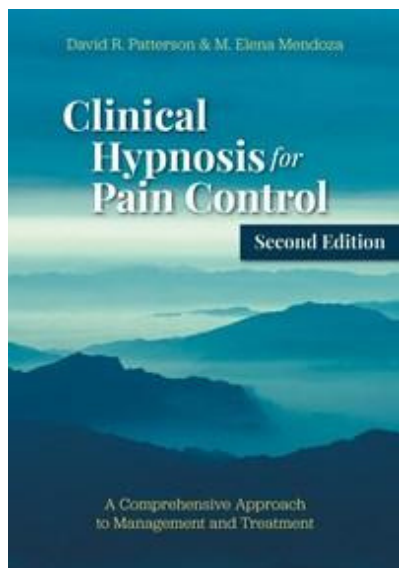
This book describes a relationship-focused approach to the conduct of cognitive behavioral therapy (CBT) called therapeutic relationship-focused CBT, offering readers a broad conceptualization of the therapeutic relationship by integrating literature that cuts across theoretical frameworks, and applies this conceptualization to illustrate how the therapeutic relationship can be used as both a facilitator of change as well as a central agent of change within the cognitive behavioral framework.

In addition to acknowledging important theoretical and empirical scholarship on the therapeutic relationship that has been advanced by renowned CBT scholars, the book highlights and integrates important insights from scholars who operate outside of the cognitive behavioral framework. In addition, it provides clinical guidance for developing, maintaining, and enhancing the therapeutic relationship throughout the course of CBT, and provides case illustrations to support the notion that some of the very best CBT occurs in the context of an issue happening in real time, in session, within the therapeutic relationship. Chapters emphasize that the incorporation of a focus on the therapeutic relationship in CBT has the potential to enhance outcomes and promote treatment engagement for clients.

The volume is divided into two parts. The first part on contextual foundations describes theory, discourse, empirical research, and some clinical applications of general aspects of the therapeutic relationship. Part two of the book summarizes clinical guidance for the implementation of therapeutic relationship-focused CBT, showing how the therapeutic relationship can facilitate CBT techniques like cognitive restructuring, social problem solving, exposure, and schema modification. The author discusses how to address sensitive issues that may not typically be addressed in the CBT literature, such as negative client reactions to therapists and vice versa. Guidance for repairing ruptures in the working alliance and ending therapy is also provided. Together, the volume presents a vivid description of a therapeutic relationship-focused CBT that brings together key scholarly advancements on the therapeutic relationship, translates them into clinical guidance, and establishes a foundation for future empirical research and clinical practice.

Contributor Bio

Amy Wenzel, PhD, ABPP, is a clinical psychologist who specializes in cognitive behavioral therapy (CBT). She founded the Main Line Center for Evidence-Based Psychotherapy, is a trainer-consultant with the Academy of Cognitive Therapy, and is an affiliated faculty member of the Beck Institute for Cognitive Behavior Therapy. Dr. Wenzel is author or editor of over 25 books and has authored more than 100 peer-reviewed articles and book chapters. She has trained and supervised over 1,000 clinicians, lectures internationally, has been featured in CBT video demonstrations, and is on the editorial boards of three journals.



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Clinical Hypnosis for Pain Control *(2nd Edition)*

A Comprehensive Approach to Management and Treatment
David R. Patterson, M. Elena Mendoza

Summary

This comprehensive guide shows how integrating hypnosis with psychotherapy and mindful meditation can help clinicians treat patients who suffer from chronic and acute pain.

David R. Patterson and M. Elena Mendoza present hypnotic analgesia as a viable alternative to psychopharmacological interventions for pain resulting from physical injuries, nerve damage, surgery, neurological problems, and other sources. They review research elucidating the neurophysiological and biopsychosocial roots of pain and provide clinical strategies that can be applied in a variety of settings.

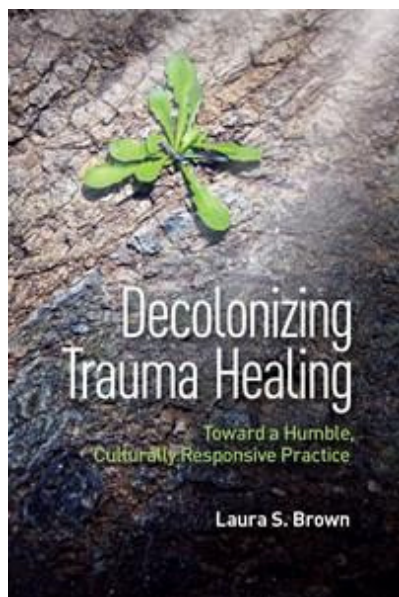
Patterson and Mendoza adopt a nuanced treatment model that deemphasizes pain reduction, which can be counterproductive, and focuses instead on adaptive pain management through cognitive restructuring.

This second edition includes updated research findings and practice guidelines, including technological innovations like virtual reality hypnosis, and a new chapter on mindful meditation. The authors also add a step-by-step case example that walks readers through an integrative, eight-session process and brings the techniques described in this volume to life.

Contributor Bio

David R. Patterson, PhD, ABPP, is an emeritus professor from the University of Washington School of Medicine and the former psychologist for Harborview Medical Center's Burn Center and Rehabilitation Psychology Consult Service. Dr. Patterson specializes in pain control and recovery from physical trauma, burn injuries, and other forms of disabilities. He is internationally known for his work in clinical hypnosis and has conducted NIH-funded studies on pain control since the 1980s. He has multiple peer reviewed publications in rehabilitation psychology and the use of immersive virtual reality for pain.

M.Elena Mendoza, PhD, LCP, is a research assistant professor in the Department of Rehabilitation Medicine at the University of Washington School of Medicine. She has worked on the applications of hypnosis to smoking cessation, dentistry, and pediatrics at Indiana University. At the University of Valencia, Spain, Dr. Mendoza has conducted research on beliefs and attitudes toward hypnosis and the clinical applications of the Valencia model of waking hypnosis. Her research has been published in national and international journals. She is a founding member of the Association for the Advance of Experimental and Applied Hypnosis in Spain.



Decolonizing Trauma Healing

Toward a Humble, Culturally Responsive Practice

Laura S. Brown

Summary

This book offers a critical examination of the field of trauma work using a decolonial lens, recentering narratives and approaches to healing in a more inclusive, culturally responsive way than that offered by dominant Eurocentric approaches.

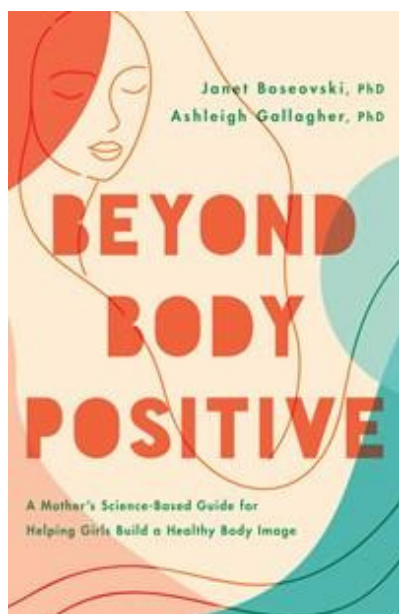
As trauma is a universal experience, a colonized paradigm for responding to trauma re-introduces problematic dynamics of domination and subjugation that are inimical to healing. *Decolonizing Trauma Healing* offers a new paradigm for how psychologists and other mental health providers can learn to properly understand and work with people whose lives, psyches, and souls have been damaged by exposure to trauma.

Dr. Laura S. Brown introduces her decolonial, humble, culturally responsive (DHCR) model of trauma healing practice. It urges readers to abandon the concept of cultural competence and other approaches that maintain a Eurocentric perspective, in favor of a decolonial method that re-centers the sufferer's lived experience, with an understanding of the subtle ways in which the colonial mindset underlies the causes of trauma as well as our traditional conception of trauma healing. As a member of a colonized and marginalized culture, as well as in her work as a trauma healer, Dr. Brown serves as an inspiration for readers who want to understand why the traditional approach to trauma care has been insufficient, and all those who are ready to do the work needed to bring the field to a new level of clarity and rigor.

Contributor Bio

Laura S. Brown, PhD, ABPP, has practiced trauma work in Seattle, Washington, living on unceded Duwamish land, since 1976. A speaker and author on decolonial, liberatory, intersectional feminist therapy theory and practice, she offers workshops and trainings to professionals around the world as well as for the general public on such topics as trauma work, self-care for trauma workers, cultural responsiveness, and the ethical challenges of this work. She is the past-president of the APA Division of Trauma Psychology.

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9 in H | 6 in W



Beyond Body Positive

A Mother's Science-Based Guide for Helping Girls Build a Healthy Body Image

Janet Boseovski, Ashleigh H Gallagher

Summary

This book will help moms teach their 3 to 10-year-old daughters to value and respect their bodies from the start.

Girls' body image begins to develop very early in life, and many girls show body image concerns by middle childhood. As the primary influence on how girls feel about their bodies, mothers are in an ideal position to support their daughters' healthy body image development. Research shows that when a mother has a healthy body image, her daughter is much more likely to value and respect her own body.

In this book, psychologists Janet Boseovski and Ashleigh Gallagher begin by prompting readers to reflect on their relationships with their own bodies. Science-backed information and activities help facilitate reader insight into their own tendencies toward perfectionism and social comparison, as well as their reservoirs of self-compassion, self-esteem, and other factors related to healthy body image. Armed with this new self-awareness, moms can commit to modeling healthy thoughts, feelings, and behaviors for their growing daughters.

The authors then explain how key developmental considerations in early, middle, and late childhood relate to body image and show how moms can guide their girls through each phase of childhood in the context of peer, media, and other cultural influences. With scientific knowledge and intentional, health-focused behaviors, moms can help their daughters develop a self-image that is not tied to physical appearance, learn to accept their bodies despite imperfections, and resist harmful cultural messages about their bodies.

Includes a full appendix of activities written and compiled by the authors, with Julianne Peebles.

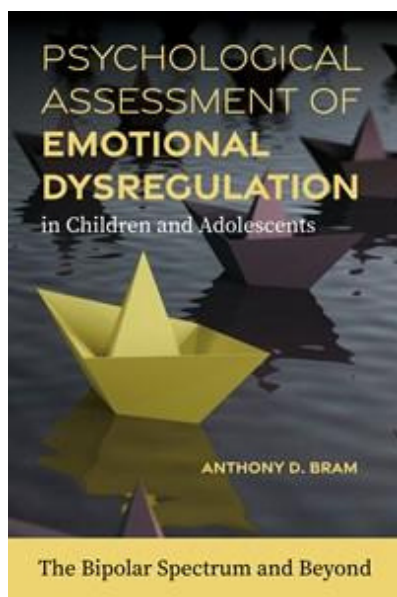
Contributor Bio

Janet Boseovski, PhD, is a professor of psychology at the University of North Carolina at Greensboro. Her research focuses on social and cognitive development in early to late childhood, and her work has been published in leading scientific journals. Janet is an associate editor of the journal *Social Development* and serves on the board of directors of the Greensboro Science Center and the Jean Piaget Society for the Study of Knowledge and Development. She enjoys speaking with parenting groups, teachers, and science educators about human development and writing about developmental science for the public.

Ashleigh Gallagher, PhD, is a senior lecturer in the Department of Psychology at the University of North Carolina at Greensboro. Her research and teaching interests are in the areas of emotion, culture, and gender, and she enjoys applying psychology beyond academic contexts. She has experience working in public policy and has coauthored a book on the opportunities available to researchers outside of the academy (*The Portable PhD: Taking Your Psychology Career Beyond Academia*, American Psychological Association, 2020).

APA LifeTools
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313 Pages
Self-Help / Eating Disorders &
Body Image
Series: APA LifeTools Series
8.5 in H | 5.5 in W



Psychological Assessment of Emotional Dysregulation in Children and Adolescents

The Bipolar Spectrum and Beyond

Anthony D. Bram

Summary

This book explains the process by which assessment psychologists can evaluate and report the nature and severity of emotional dysregulation in their young patients.

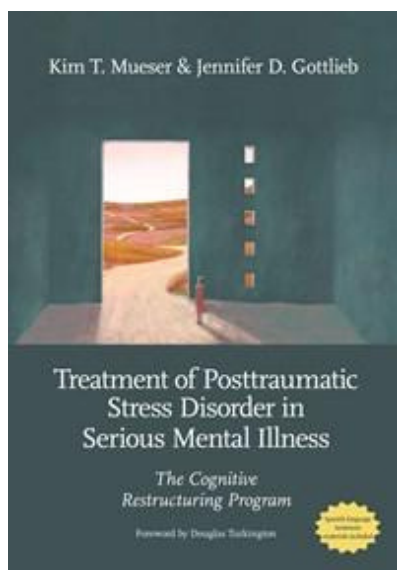
As referrals for clinical assessment of complex children and adolescents frequently involve questions about emotional regulation in general and the possibility of bipolar spectrum conditions in particular, trainees and practitioners will find this to be an invaluable resource. Challenges with emotional regulation are common among patients of all ages who are referred for formal psychological assessment. Understanding the nature and severity of such challenges is crucial if evaluators are to make accurate formulations and develop meaningful treatment implications. This book will illuminate the process by which an assessment psychologist evaluates and reports the nature of emotional dysregulation. It will also serve as a reference book to tailor test batteries, interpret findings related to differential diagnosis, and link test findings with meaningful treatment implications.

Topics explored include detailed case examples addressing real-world referral questions, challenges around differential diagnosis, and explanations of treatment implications. Discussion of various assessment measures are considered as well, including more common measures like BASC-3 and performance-based measures as well as disorder-specific measures which may be less familiar to many clinicians. Providers will learn how to differentiate bipolar disorders from other co-occurring mental health disorders that feature dysregulated emotion, including OCD, PTSD, ADHD, and others.

Contributor Bio

Anthony Bram, PhD, ABAP, FABP, is a psychologist and psychoanalyst in private practice in Lexington, MA, where he conducts psychological assessment, psychodynamic and cognitive-behavioral therapy, and psychoanalysis with children and adults. Dr. Bram is a part-time Lecturer in Psychology in the Department of Psychiatry at Cambridge Health Alliance/Harvard Medical School and is on the faculty of the Boston Psychoanalytic Society and Institute (BPSI), where he also serves as vice chair of the Child and Adolescent Psychoanalytic Training Program. He received his doctorate from the University of Kansas and is a graduate of the two-year Post-Doctoral Training Program at the Menninger Clinic in Topeka, Kansas, where he was subsequently a staff psychologist. Dr. Bram completed adult psychoanalytic training at the Greater Kansas City Psychoanalytic Institute, and child analytic training at BPSI. Dr. Bram is a board-certified diplomate in Assessment Psychology and in Child/Adolescent Psychoanalysis, and he has been a recipient of a fellowship from the American Psychoanalytic Association, the Martin Mayman Award (two times) from the Society for Personality Assessment, Scientific Writing Award from the Menninger Clinic, the Biannual Award for Research in Psychological Assessment from Psychodiagnostics, Inc., and the Johanna Tabin Book Proposal Prize from Division 39 (Psychotherapy) of the American Psychological Association.

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427 Pages
Psychology / Clinical Psychology
10 in H | 7 in W

Treatment of Posttraumatic Stress Disorder in Serious Mental Illness

The Cognitive Restructuring Program

Kim T. Mueser, Jennifer D Gottlieb

Summary

This book is a practical guide to the evidence-based Cognitive Restructuring (CR) for PTSD program, which has been specifically designed to meet the unique needs of people with serious mental illness.

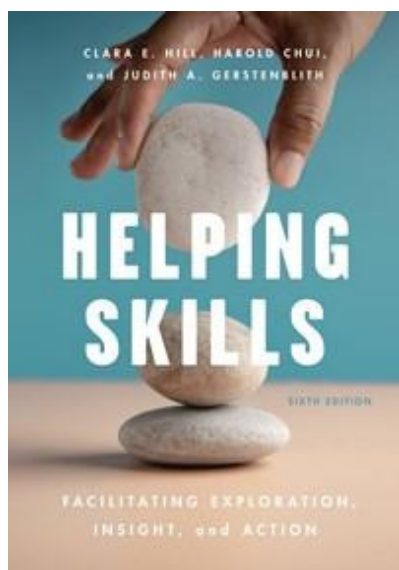
Posttraumatic stress disorder (PTSD) is very common among persons with serious mental illness (SMI). Unfortunately, it often leads to more severe psychiatric symptoms, greater impairment in psychosocial functioning, poorer physical health, and a higher use of acute care services among people with SMI. Yet despite major advances in the treatment of PTSD in the general population, PTSD has remained underdiagnosed and underaddressed among people with SMI, and treatments for this population have been relatively neglected.

This practical, hands-on guide gives clinicians the tools they need for screening, detecting, and treating PTSD in their clients with SMI, including schizophrenia, bipolar disorder, major depression, and borderline personality disorder. Chapters summarize research and theory regarding the interaction between PTSD and SMI, provide nuts and bolts strategies for implementing the authors' Cognitive Restructuring for PTSD program, and offer guidance for overcoming clinical challenges to trauma treatment such as psychotic symptoms, low distress tolerance, emotion dysregulation, hopelessness, and cognitive impairment. Chapters also feature in-session dialogues with case vignettes that follow three unique clients as they participate in the CR for PTSD program.

Contributor Bio

Kim T. Mueser, PhD is a professor in the Departments of Occupational Therapy and Psychological and Brain Sciences at Boston University. He has published over 400 peer-reviewed articles, 100 book chapters, and 15 books primarily on psychosocial treatments for serious mental illness (SMI), and has given numerous conference presentations, workshops, and invited lectures in the U.S. and abroad. Dr. Mueser began adapting empirically supported treatment methods for PTSD in the general population to the SMI population in the late 1990s, which resulted in the first standardization and feasibility testing of the CR for PTSD program in the early 2000s, followed by randomized controlled trials evaluating the program.

Jennifer D. Gottlieb, PhD is a diplomate in the Academy of Cognitive and Behavioral Therapies whose work has been dedicated to the development, evaluation, and implementation of effective psychotherapeutic interventions for persons with severe psychiatric conditions. She is a founding member and former president of the North America CBT for Psychosis Network (NACBTpN) and is affiliated with the Cambridge Health Alliance/Harvard Medical School. In addition to numerous publications and presentations related to cognitive behavioral therapies for psychosis and other serious mental illness, Dr. Gottlieb has focused on the Cognitive Restructuring for PTSD intervention for over 18 years, as both a coinvestigator and a program development consultant.



Helping Skills (6th Edition)

Facilitating Exploration, Insight, and Action

Clara E. Hill, Harold Chui, Judith A. Gerstenblith

Summary

The sixth edition of this seminal textbook offers an updated model for aspiring helping professionals to enhance their clinical skills.

Significant updates to this edition include:

- new interactive features to improve student learning, including self-reflection exercises to help them cultivate their own values and perspectives as helpers and role-play activities for hands-on learning;
- updated case examples and reflection questions that reflect a broad range of diversity among clients and providers;
- a shift from a stage-based model to a more fluid, goal-based model of helping skills; and
- empirical updates that help students understand the importance of tailoring interventions to clients' individual needs.

Clara Hill's helping skills model consists of three main goals—exploration, insight, and action—in which helpers guide clients in exploring their thoughts and feelings, discovering the origins and consequences of maladaptive thoughts and behaviors, and creating positive long-term change.

This easy-to-read guide synthesizes Hill's extensive clinical and classroom experience with fresh, unique insights from coauthors Harold Chui and Judy Gerstenblith. They teach fundamental theory and provide students with clinical skills, challenge them to think critically about the helping process, and enable them to develop their own unique approach to helping clients.

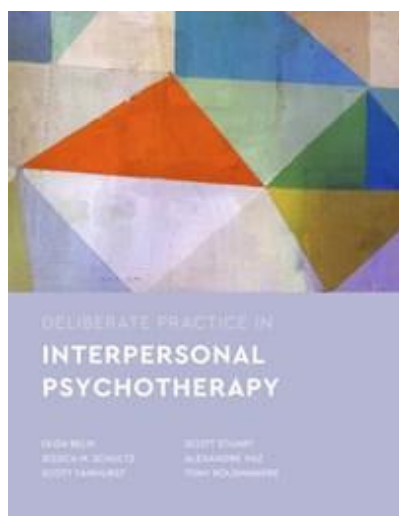
Contributor Bio

Clara E. Hill, PhD, is a retired professor in the Department of Psychology, University of Maryland. Her major research interests are helping skills, the psychotherapy process, training and supervising therapists, dream work, meaning in life, and qualitative research. Dr. Hill has published over 250 journal articles, more than 75 book chapters, and 14 books, including *Dream Work in Therapy* (2004), and *Consensual Qualitative Research* (2012), and *Meaning in Life* (2018).

Harold Chui, PhD, is associate professor in the Department of Educational Psychology at the Chinese University of Hong Kong. His research interests include the psychotherapy process and outcomes, training and supervising psychotherapists, multicultural counseling, and school mental health. Dr. Chui is president of the Society for Psychotherapy Research—Asian Area Affiliate, chair of the Science and Scholarship Standing Committee at the Society for the Advancement of Psychotherapy, associate editor of *Psychotherapy*, and an editorial board member of the *Journal of Counseling Psychology* and *Psychotherapy Research*.

Judy Gerstenblith, PhD, is a postdoctoral research fellow at the Albert and Jessie Danielsen Institute at Boston University. Her research interests include the psychotherapy process and outcomes, therapist training and supervision, the role of attachment in the therapeutic relationship, working with existential themes in therapy, addressing burnout and cultivating well-being in helping professionals, and the spiritual formation of religious leaders.

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10 in H | 7 in W



Deliberate Practice in Interpersonal Psychotherapy

Olga Belik, Jessica M. Schultz, Scott Fairhurst, Scott Stuart, Alexandre Vaz, Tony Rousmaniere

Summary

Deliberate practice exercises provide trainees and students an opportunity to build competence in essential interpersonal therapy skills while developing their own personal therapeutic style.

These exercises present role-playing scenarios in which two trainees act as a client and a clinician, switching back and forth under the guidance of a supervisor. The clinician improvises appropriate and authentic responses to client statements organized into three difficulty levels—beginner, intermediate, and advanced—that reflect common client questions and concerns.

Each of the first 10 exercises focuses on a single skill, including developing an interpersonal inventory of patients' relationships, building social skills, and helping patients connect with their own thoughts and emotions and empathize with others. Two comprehensive exercises follow in which trainees integrate these essential skills into a single session.

Step-by-step instructions guide participants through the exercises, identify criteria for mastering each skill, and explain how to monitor and adjust difficulty. Guidelines to help trainers and trainees get the most out of training are also provided.

Contributor Bio

Olga Belik, PhD, is chief psychologist and director of training at Child & Family Development Center in Providence Saint John's Health Center. She is also the national trainer and supervisor with the Interpersonal Psychotherapy Institute with a private practice in forensic psychology.

Scott Fairhurst, PhD, is the vice president of Outcomes, Training, and Special Projects at Pacific Clinics, a community mental health center in Southern California. As a clinician and program director for over 25 years, his work primarily focuses on children and adolescents with explosive behavior.

Jessica M. Schultz, PhD, is a licensed psychologist and professor of psychology at Augustana College (Rock Island, IL). She has been engaged in clinical work and research in interpersonal psychotherapy (IPT) for more than 15 years.

Scott Stuart, MD, is emeritus professor of psychiatry and psychology in the Departments of Psychiatry, Psychology, Pediatrics and Obstetrics and Gynecology at the University of Iowa. He is also director of the Interpersonal Psychotherapy Institute.

Alexandre Vaz, PhD, is director of training at the Sentio Marriage and Family Therapy graduate program and Sentio Counseling Center. He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series The Essentials of Deliberate Practice (APA Books).

Tony Rousmaniere, PsyD, is program director of the Sentio Marriage and Family Therapy graduate program, and executive director of the Sentio Counseling Center. He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series The Essentials of Deliberate Practice (APA Books).

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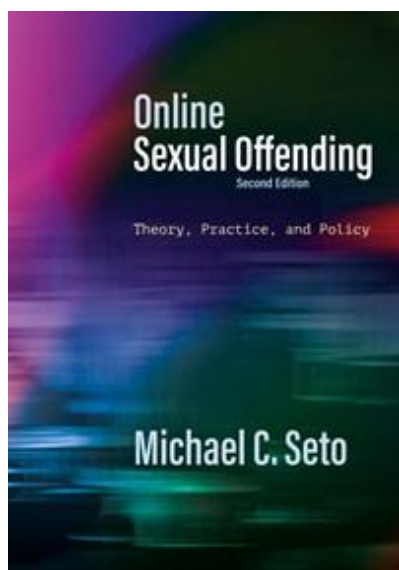
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Psychology / Education, Training
& Supervision

Series: Essentials of Deliberate
Practice Series

11 in H | 8.5 in W



Online Sexual Offending (2nd Edition)

Theory, Practice, and Policy

Michael C. Seto

Summary

This second edition takes a multidisciplinary and practical approach to online sexual offending, providing psychologists and other professionals with the knowledge to understand this issue and the tools to solve it.

Clinical and forensic psychologist Michael C. Seto keeps readers up with this ever-evolving problem as technology advances and presents new risks, particularly for children and adolescents. He reviews updated research on topics like child pornography, sexting and other sexual content generated by minors, online sexual solicitation and trafficking, digital exhibitionism and voyeurism, AI-generated pornography, deepfakes, and virtual sex dolls.

He also describes new and revised tools and guidelines for assessing and treating perpetrators—particularly those committing offenses involving children and adolescents—and preventive measures to help at-risk individuals and to guide parents, minors, and bystanders to protect children and adolescents online.

In addition to empirical research on various types of online sexual offending, Seto explores what drives perpetrators to engage in these behaviors, focusing particularly on the motivation-facilitation model.

Contributor Bio

Michael C. Seto, PhD, is a clinical forensic psychologist and a forensic research director with the Royal Ottawa Health Care Group and a psychiatry professor at the University of Ottawa, with cross-appointments to the University of Toronto and Carleton University. Dr. Seto has published extensively on pedophilia, online sexual offending, sexual offending against children, violence risk assessment, and offenders with mental disorders, including his book *Pedophilia and Sexual Offending Against Children, Second Edition*. Information about his research; scoring guides for the SSPI-2, CPORT, and CASIC; and other materials are available through his ResearchGate profile: https://www.researchgate.net/profile/Michael_Seto

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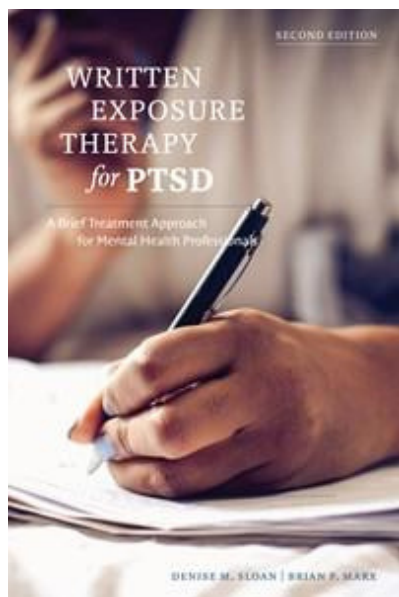
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293 Pages

Psychology / Forensic Psychology

10 in H | 7 in W



Written Exposure Therapy for PTSD (2nd Edition)

A Brief Treatment Approach for Mental Health Professionals
Denise M. Sloan, Brian P. Marx

Summary

This second edition provides readers with valuable tools and strategies to use in their clinical practice with trauma survivors with PTSD.

Written exposure therapy (WET) is an effective, evidence-based treatment for PTSD that is easy to implement, affordable, and has lower dropout rates than other trauma interventions. In Denise Sloan and Brian Marx's unique approach, the client writes about a single traumatic event, and the therapist focuses on the client's experiences while writing about the trauma, rather than the event itself. This comprehensive manual provides step-by-step instructions for conducting WET with clients who suffer from PTSD. It contains a scripted protocol for WET, along with detailed guidance for conducting each session.

Since publication of the first edition, the authors have modified several important aspects of their protocol based on updated research and evidence. In this edition, the authors describe how to deliver WET over telehealth, in a group format, in primary care settings that typically only permit 30-minute sessions, and when using a language translator. New content shows how providers can manage difficult situations that sometimes arise when delivering WET with valuable case examples that demonstrate key principles and potential outcomes of the WET protocol. This is an essential resource for trauma care providers, as well as graduate students in clinical psychology, counseling, and social work.

Contributor Bio

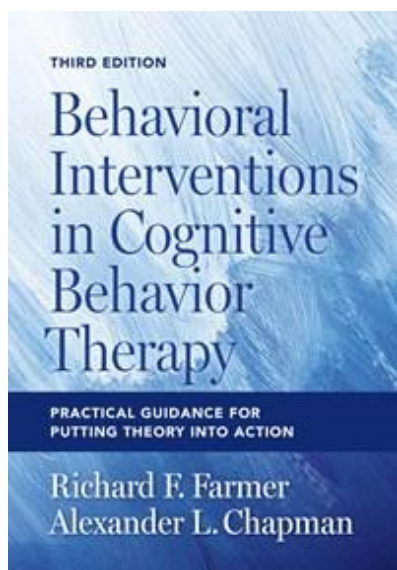
Denise M. Sloan, PhD, is associate director in the Behavioral Science Division at the National Center for PTSD, VA Boston Healthcare System and professor of psychiatry at Boston University Chobanian and Avedisian School of Medicine. Her research expertise is in psychosocial treatments for PTSD and emotion in psychopathology.

Dr. Sloan currently serves as editor for Journal of Traumatic Stress, is past editor of the journal Behavior Therapy, and she is a consulting editor for several scientific journals. She received the International Society of Traumatic Stress Studies: Distinguished Mentor Award in 2015, and the Society of Clinical Psychology: Toy Caldwell-Colbert Award for Distinguished Educator in Clinical Psychology in 2017, and the Florence Halpern Award for Distinguished Contributions to Clinical Psychology in 2024.

Brian P. Marx, PhD, is deputy director of the Behavioral Science Division, National Center for PTSD at VA Boston Healthcare System and professor of psychiatry at Boston University Chobanian and Avedisian School of Medicine. His research interests include the assessment and treatment of PTSD, identifying risk factors for posttraumatic difficulties, and suicide risk detection and prevention among veterans.

He serves on the editorial board of several scientific journals. Brian received the APA Division 56 Award for Outstanding Contributions to the Science of Trauma Psychology in 2017 and the Robert S. Laufer Memorial Award for Outstanding Scientific Achievement in the Field of Traumatic Stress in 2022. He is a coauthor of Making Cognitive-Behavioral Therapy Work, Third Edition, published by Guilford Press.

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Psychology / Psychopathology
9 in H | 6 in W



Behavioral Interventions in Cognitive Behavior Therapy

(3rd Edition)

Practical Guidance for Putting Theory Into Action

Richard F. Farmer, Alexander L. Chapman

Summary

An authoritative introduction to behavior therapy as well as a comprehensive resource for those with a firm background in this area.

This book clearly and methodically introduces the behavioral perspective to readers new to cognitive-behavioral therapy, while also applying a fresh lens for connecting theory, research, and practice for more experienced practitioners. Instead of matching interventions with client populations or diagnoses, the authors emphasize a framework and set of principles that are broadly applicable to adult clients. Readers will learn how therapists use a behavioral perspective to conceptualize their clients, their problem areas, and the therapeutic process. The chapters facilitate systematic, coherent, and flexible thinking about people and their behavior, and they offer guidance for addressing both common and novel clinical problems not addressed in standard therapy manuals.

This third edition includes:

- New chapters on problem-solving therapies, self-management interventions, and contemporary ethical and professional issues.
- A renewed focus on interventions for strengthening mindfulness and acceptance skills.
- Expanded discussions of behavioral case formulation and treatment planning.
- Extensive updates in clinical research.

Contributor Bio

Richard F. Farmer is a licensed psychologist and research scientist affiliated with Oregon Research Institute in Springfield, Oregon. After earning a doctoral degree in clinical psychology from the University of North Carolina at Greensboro following an internship at Duke University Medical Center, he served as an associate professor of psychology at Idaho State University and East Carolina University, and as a senior lecturer in psychology at the University of Canterbury in Christchurch, New Zealand. His main areas of research and clinical interest include behavioral assessment and therapy, emotional and behavioral disorders over the lifespan, personality disorders, impulsivity, and substance misuse.

Alexander L. Chapman is a professor, registered psychologist, and director of clinical training in the Department of Psychology at Simon Fraser University as well as the president of the Dialectical Behaviour Therapy Centre of Vancouver. He received his BA from the University of British Columbia and his MS and PhD in clinical psychology from Idaho State University following an internship at Duke University Medical Center. Dr. Chapman completed a post-doctoral fellowship with Dr. Marsha Linehan at the University of Washington. Dr. Chapman's research focuses on complex mental health concerns such as borderline personality disorder.

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Psychology / Psychotherapy
10 in H | 7 in W

Therapists' Sexual Feelings and Fantasies

Research, Practice,
Ethics, and Forensics

Kenneth S. Pope
Nayeli Y. Chavez-Dueñas
Hector Y. Adames

Therapists' Sexual Feelings and Fantasies

Research, Practice, Ethics, and Forensics

Kenneth S. Pope, Nayeli Y. Chavez-Dueñas, Hector Y. Adames

Summary

This book offers a concise, practical guide to ethical and legal concerns related to therapists' sexual feelings and fantasies. The psychotherapy profession has always struggled to deal openly with therapists' sexual feelings. Between the often unavoidable fact of sexual attraction, and the potential crossing of boundaries and sexual relationships with clients, there exists a wide range of assumptions, beliefs, feelings, and daydreams that often are suppressed and unspoken—sometimes with devastating consequences.

This candid, practical book addresses three distinct areas related to therapists' sexual feelings: sexual attractions to clients (including sexual fantasies, dreams, and arousal); the violation of sexual boundaries with clients (including consensual therapist-patient sexual involvement); and forensic issues, including therapists who testify in cases where therapist-patient sex is at issue. The authors offer an extensive review of widespread and changing approaches to this topic in the history of psychotherapy, alongside a comprehensive look at current standards and research findings. They also provide important information for fact and expert witnesses, examining the evolving ethical and legal standards surrounding sexual relationships between therapists and clients, and discuss how to respond to clients to report having been sexually involved with a prior therapist. Incisive reflection questions encourage readers to recognize and respond appropriately to their own feelings in the therapy room.

Contributor Bio

Kenneth S. Pope, PhD, ABPP, is a licensed psychologist and an author and coauthor of many books, including *Speaking the Unspoken: Breaking the Silence, Myths, and Taboos That Hurt Therapists and Patients* (with Nayeli Y. Chavez-Dueñas, Hector Y. Adames, Janet L. Sonne, and Beverly A. Greene, 2023).

Nayeli Y. Chavez-Dueñas, PhD, is a professor at The Chicago School, College of Professional Psychology, where she leads the concentration in Latinx mental health in the Counseling Psychology Department. She is also the codirector of the IC-RACE Lab (Immigration Critical Race and Cultural Equity Lab) and has coauthored several books, including *Speaking the Unspoken: Breaking the Silence, Myths, and Taboos That Hurt Therapists and Patients* (with Kenneth S. Pope, Hector Y. Adames, Janet L. Sonne, and Beverly A. Greene, 2023).

Hector Y. Adames, PsyD, is a licensed psychologist and a professor at The Chicago School, College of Professional Psychology, and the codirector of the IC-RACE Lab (Immigration Critical Race and Cultural Equity Lab). Dr. Adames has coauthored several books, including *Speaking the Unspoken: Breaking the Silence, Myths, and Taboos That Hurt Therapists and Patients* (with Kenneth S. Pope, Nayeli Y. Chavez-Dueñas, Janet L. Sonne, and Beverly A. Greene, 2023).

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9 in H | 6 in W

CRISIS INTERVENTION

Using Tipping Points to Achieve
Transformative Change in Therapy



J. Scott Fraser

Crisis Intervention

Using Tipping Points to Achieve Transformative Change in Therapy

J. Scott Fraser

Summary

This book shows mental health providers how to envision crises as time-limited windows of opportunity—as tipping points clients can seize to achieve new insights and move in positive directions in their lives.

Most mental health practitioners have been taught to do risk assessments and to reduce danger to their clients and those around them. However, many providers lack a thorough understanding of the cause and nature of mental health crises and struggle to safely and successfully provide crisis intervention. Instead of seeking to return clients in crisis to their previous baseline, providers can seize the opportunity presented by crises and tip them toward rapid resolution.

In Part One of the book, J. Scott Fraser outlines his Process of Change model, a clear and concrete approach to understanding crises in their proper context; engaging with clients through their values, culture, and language; honoring their goals; and breaking cycles of crisis for good. In Part Two, he shows how different types of crises—trauma, suicidality, grief, intimate partner violence, and sexual assault—reflect similar vicious cycles. Real life case studies illustrate the Process of Change model in action, demonstrating how each of those cycles can be tipped toward resolution by embracing the contextual process of change perspective.

Contributor Bio

J. Scott Fraser, PhD, is a clinical psychologist with nearly 40 years of clinical practice, supervision, training, and academic teaching. He has served as director of internship training, associate dean, and director of clinical training and as professor of clinical psychology in the doctoral program at the School of Professional Psychology at the Wright State University in Dayton, Ohio. Before that, he was director of a crisis/brief therapy center in a large general hospital setting for 14 years. He has published many papers and books, including *Unifying Effective Psychotherapies: Tracing the Process of Change* (APA Books, 2018) and the DVD titled *The Process of Change in Integrative Psychotherapy*, which uses the process model described in this book.

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Psychology / Clinical Psychology
9 in H | 6 in W

Principles of Self-Talk in Sport Settings

THEORY, RESEARCH, AND PRACTICE



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Principles of Self-Talk in Sport Settings

Theory, Research, and Practice

Christopher Jordan Thibodeaux, Judy Lynn Van Raalte, Yani Dickens

Summary

This book examines the theory and practice of self-talk in sports performance, with a special emphasis on approaches that move beyond linear, cognitively-focused understandings of self-talk.

Self-talk generally begins when children are 2-3 years of age and continues into adulthood, as people talk to themselves both internally and out loud. Self-talk has drawn the interest of sport psychology professionals, researchers, athletes, and coaches who are eager to understand the origins and correlates of self-talk, how self-talk affects them, and how self-talk can be used to enhance sport performance.

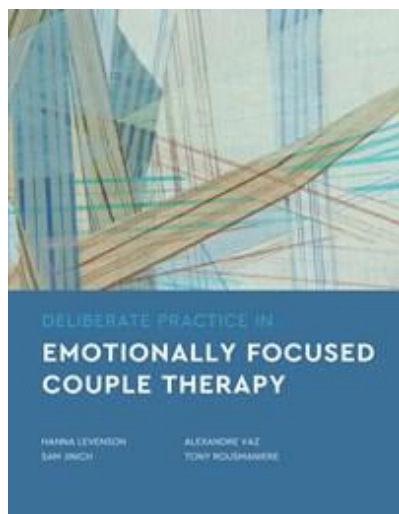
Starting from a strong theoretical foundation and addressing self-talk in sport myths, this volume moves on to one of the greatest challenges in sport self-talk literature, the crisis of validity of self-talk measurement tools, and provides direction and examples of valid and reliable tools for sport self-talk research. Chapters bring together authors from diverse theoretical backgrounds and fields, and offer tools for coaches and mental health providers to measure self-talk, and examine different approaches to self-talk, including ecological and embodied cognition, and draw important links between self-talk and other areas of cognitive functioning, such as emotion regulation.

Contributor Bio

Jordan Thibodeaux, PhD, earned his PhD in developmental psychology from George Mason University. He is a developmental psychologist and sport psychology researcher with expertise in youth sport. His work on self-talk in youth tennis players has been published in *Psychology of Sport and Exercise* and *Research Quarterly for Exercise and Sport*. In addition, he has published work on private speech and self-regulation in *Cognitive Development*. He is currently an assistant professor of psychology at Arkansas Tech University, Russellville, AR.

Judy L. Van Raalte, PhD, earned her PhD in social psychology from Arizona State University. She is a Certified Mental Performance Consultant (CMPC) and listed in the United States Olympic Committee Sport Psychology Registry. She is the co-editor of the three editions of the APA book *Exploring Sport and Exercise Psychology*, has presented at conferences in 18 countries, and published more than 100 articles in peer-reviewed journals. Her research has been funded by the National Institutes of Mental Health, the NCAA, and the International Tennis Federation.

Yani Dickens, PhD, earned his PhD in clinical psychology from University of Nevada, Las Vegas. He is a Nevada licensed psychologist and Certified Mental Performance Consultant (CMPC). He has worked for the University of Nevada, Reno Counseling Services since 2008. As the director of training at the Counseling Services, he organizes supervision, training, and education for one of the largest mental health training programs in Nevada, which includes sport psychology emphasis training, and he founded the Counseling Services APA-accredited doctoral psychology internship.



Deliberate Practice in Emotionally Focused Couple Therapy

Hanna Levenson, Sam Jinich, Alexandre Vaz, Tony Rousmaniere

Summary

Deliberate practice exercises provide trainees and students an opportunity to build competence in essential emotionally focused couple therapy (EFCT) skills while developing their own personal therapeutic style.

These exercises present role-playing scenarios in which two trainees act as a client and a clinician, switching back and forth under the guidance of a supervisor. The clinician improvises appropriate and authentic responses to client statements organized into three difficulty levels—beginner, intermediate, and advanced—that reflect common client questions and concerns.

Each of the first 12 exercises focuses on a single skill, such as offering evocative inquiries and reflections, deepening the client's emotional experience of self and other, and choreographing interactions that promote positive emotional engagement. Two comprehensive exercises follow in which trainees integrate these essential skills into a single session.

Step-by-step instructions guide participants through the exercises, identify criteria for mastering each skill, and explain how to monitor and adjust difficulty. Guidelines to help trainers and trainees get the most out of training are also provided.

Contributor Bio

Hanna Levenson, PhD, is professor emerita at the Wright Institute in Berkeley, California. She has authored over 85 professional papers and multiple books, including *Deliberate Practice in Psychodynamic Psychotherapy* and *Deliberate Practice in Accelerated Experiential Dynamic Psychotherapy*, and has released five professional videos with APA illustrating her approaches.

Sam Jinich, PhD, is a certified trainer in emotionally focused couples therapy (EFCT). He specializes in clinical practice with couples from diverse backgrounds. He is founder and director of the San Francisco Center for Emotionally Focused Therapy and cofounder of EFT Academia in Argentina. As a bilingual and bicultural trainer, Dr. Jinich has been responsible for establishing EFCT in Mexico, Argentina, Costa Rica, Guatemala, Panama, Brazil, Chile, and Spain through mentoring and supervising practitioners, supervisors, and trainers.

Alexandre Vaz, PhD, is director of training at the [Sentio Marriage and Family Therapy](#) graduate program and [Sentio Counseling Center](#). He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series *The Essentials of Deliberate Practice* (APA Books).

Tony Rousmaniere, PsyD, is program director of the Sentio Marriage and Family Therapy graduate program, and executive director of the Sentio Counseling Center. He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series *The Essentials of Deliberate Practice* (APA Books).

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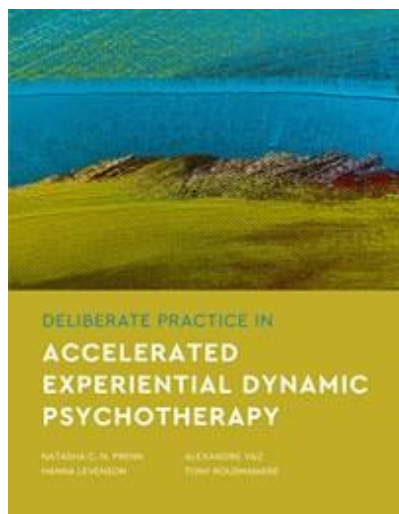
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Deliberate Practice in Accelerated Experiential Dynamic Psychotherapy

Natasha C. N. Prenn, Hanna Levenson, Alexandre Vaz, Tony Rousmaniere

Summary

Deliberate practice exercises help trainees achieve competence in essential accelerated experiential dynamic psychotherapy skills and apply them in a variety of contexts while honing their own personal style.

These exercises present role-playing scenarios in which two trainees act as a client and a therapist, switching back and forth under the guidance of a supervisor. The therapist improvises appropriate and authentic responses to client statements organized into three difficulty levels—beginner, intermediate, and advanced.

Each of the first 12 exercises focuses on a single skill to help clients access core emotions, process past traumas, and build secure attachments. The skills include moment-to-moment tracking, validating and reframing anxieties and defenses, and initiating portrayals (i.e., speaking to an imagined other or self). Two comprehensive exercises follow in which trainees integrate these skills into a single session.

Step-by-step instructions guide participants through the exercises, identify criteria for mastering the skills, and explain how to monitor and adjust difficulty. Guidelines to help trainers and trainees get the most out of training are also provided.

Contributor Bio

Natasha Prenn, LCSW, is senior faculty at the AEDP Institute. She sees individuals and couples for therapy and clinicians for accelerated experiential dynamic psychotherapy supervision in addition to teaching, presenting workshops, and writing. She pioneered the AEDP essential skills and advanced skills courses. She is coauthor of *Supervision Essentials for Accelerated Experiential Dynamic Psychotherapy*. Dr. Prenn is a founding editor of *Transformance: The AEDP Journal*.

Hanna Levenson, PhD, is professor emerita at the Wright Institute in Berkeley, California. She has authored over 85 professional papers and multiple books, including *Deliberate Practice in Psychodynamic Psychotherapy* and *Deliberate Practice in Accelerated Experiential Dynamic Psychotherapy*, and has released five professional videos with APA illustrating her approaches. Dr. Levenson received the Distinguished Contribution to Psychology as a Profession Award given by the California Psychological Association.

Alexandre Vaz, PhD, is director of training at the [Sentio Marriage and Family Therapy](#) graduate program and [Sentio Counseling Center](#). He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series *The Essentials of Deliberate Practice* (APA Books).

Tony Rousmaniere, PsyD, is program director of the Sentio Marriage and Family Therapy graduate program, and executive director of the Sentio Counseling Center. He has authored many books on deliberate practice and psychotherapy training and is coeditor of the book series *The Essentials of Deliberate Practice* (APA Books).

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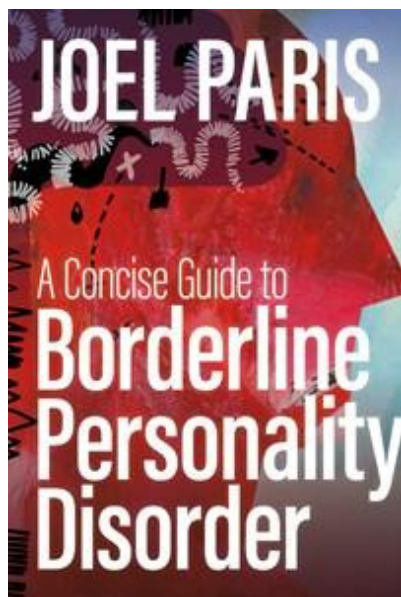
248 Pages

Psychology / Education, Training

& Supervision

Series: Essentials of Deliberate
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Psychology / Psychopathology
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A Concise Guide to Borderline Personality Disorder

Joel Paris

Summary

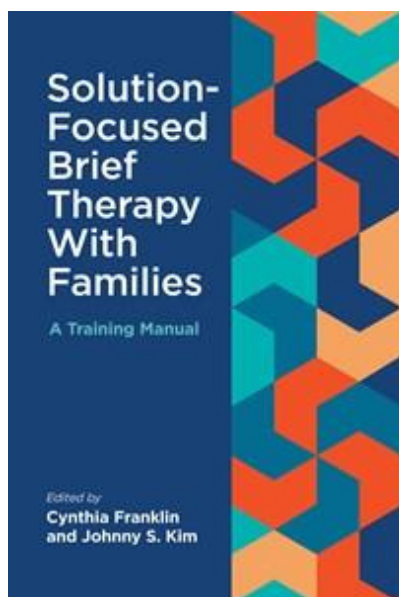
A brief, practical guide to the most current research on and treatment for borderline personality disorder (BPD).

Borderline personality disorder (BPD) is associated with severe emotion dysregulation, widespread impulsivity, and highly unstable interpersonal relationships. BPD patients often threaten suicide, make attempts, or suffer from chronic suicidal ideation. The disorder is difficult to diagnose because it is complex, straddles multiple domains and often appears alongside several comorbidities. For all these reasons it is exceedingly difficult to treat, and presents a major challenge for mental health providers.

In this updated, practical and evidence-based guide, author Joel Paris uses the biopsychosocial model to contextualize and inform diagnosis and treatment for BPD. Chapters describe risk factors associated with BPD, the development of BPD across the lifespan, and how BPD can be managed in therapy. While dialectical behavior therapy (DBT), is the most often studied therapeutic approach with this population, common factors in all approaches can be utilized to help patients regulate emotions, reduce impulsivity, and improve their interpersonal skills. Common challenges such as the length, expense, and general accessibility of treatment are examined in detail, as is the risk of suicidality.

Contributor Bio

Joel Paris, MD, is emeritus professor in the Department of Psychiatry at McGill University. He is also research associate in the Department of Psychiatry at Sir Mortimer B. Davis-Jewish General Hospital and associate psychiatrist at McGill University Health Centre. Dr. Paris founded the community and family psychiatric clinics at each of these institutions. He is the author of 25 books, 50 book chapters, and over 200 peer-reviewed journal articles.



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Solution-Focused Brief Therapy With Families

A Training Manual

Cynthia Franklin, Johnny S. Kim

Summary

This step-by-step training manual guides readers through the clinical practice of solution-focused brief therapy (SFBT) for use with families.

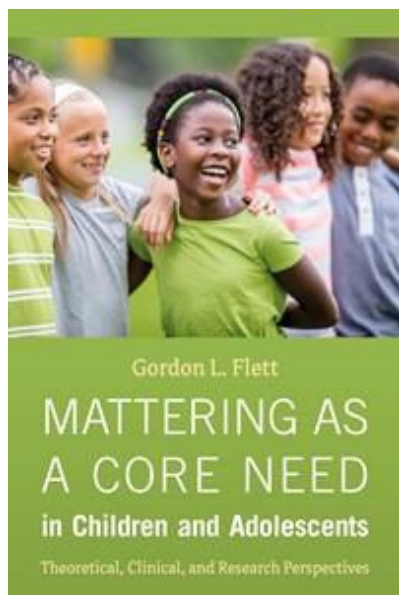
This book presents SFBT to family psychologists and other therapists and health care professionals in related fields in an easy to learn format that provides specific clinical skills and case examples to enhance learning. It provides an overview of SFBT, a brief history of its origins, underlying theory and research, and session sequencing and tools for using the SFBT approach with families, and teaches the reader how to conduct an SFBT session from beginning to end.

Detailed procedures and case examples in this book illustrate practice with diverse clients in clinical and counseling settings, including the challenges therapists may face in working with families and how to avoid roadblocks in therapy. Readers will gain valuable insights and practical guidance in how to use this effective approach to therapeutic change.

Contributor Bio

Cynthia Franklin, PhD, is Director of External Relations and Stiernberg/Spencer Family Professor in Mental Health in the Steve Hicks School of Social Work at the University of Texas at Austin. Trained as a family therapist, Dr. Franklin has championed family-and strengths-based mental health interventions since her clinical work began more than 40 years ago. Throughout her 30+ years in academia, she has continued practicing as a mental health and family therapist in her areas of expertise. Dr. Franklin is an internationally recognized expert on solution-focused brief therapy (SFBT) and mental health in K-12 school contexts.

Johnny Kim, PhD, LCSW, is a professor in the Graduate School of Social Work at the University of Denver. Dr. Kim received his PhD from the University of Texas at Austin and was a Council on Social Work Education Minority Clinical Fellow. His teaching areas include clinical social work theory and practice, SFBT, cognitive-behavioral therapy, and school social work. Dr. Kim's research focuses on evaluating SFBT, school-based interventions, meta-analysis, and evidence-based practice. He has authored over 50 publications, including four books. Dr. Kim is chair of the Research Committee for the Solution Focused Brief Therapy Association and serves on the editorial board for several journals.



Mattering as a Core Need in Children and Adolescents

Theoretical, Clinical, and Research Perspectives

Gordon L. Flett

Summary

This book summarizes the psychological research on the concept of mattering in children and adolescents, and outcomes associated with the presence or absence of feelings of being valued by others.

Mattering, the felt experience of being valued and necessary to others, is a unique and complex psychological construct. Differences in children's sense of mattering to their family, friends, and significant others predict consequential outcomes at the individual, relationship, and societal levels.

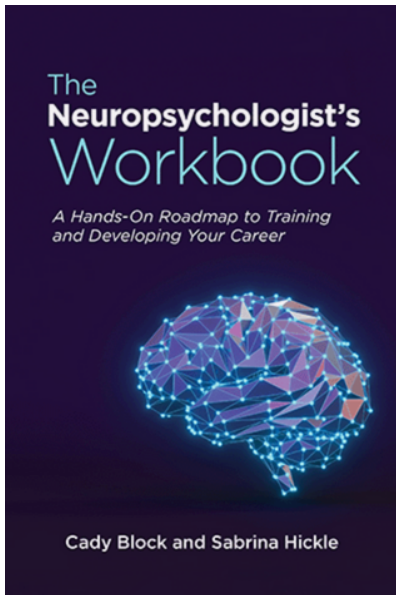
Gordon Flett offers important, evidence-based insights from the psychological literature, drawing clear links between a lack of mattering and measures of children's depression, anxiety, suicide risk, aggression and violence. Conversely, he shows how mattering to others is reflected in measures of resilience, adaptability, motivation, and performance. Crucial links are also explored between social marginalization and mattering, and case material is used throughout the book to illustrate key points. The clinical chapters describe mental health interventions that measure and address issues related to children's sense of mattering in family, school, and community contexts.

Contributor Bio

Gordon L. Flett, PhD is professor in the department of psychology at York University in Toronto, Canada. He is the global academic leader in the field of mattering, having published some 40 publications on the topic, including a special issue on mattering that appeared in the *Journal of Psychoeducational Assessment* (2022) and was the first to appear in any journal. He is an associate editor of *Canadian Psychology* journal and the former director of the LaMarsh Centre for Child and Youth Research. Dr. Flett is also internationally recognized for his seminal contributions to research and theory on the role of perfectionism in pathology. He is the author, with Paul L. Hewitt, of *Perfectionism in Childhood and Adolescence: A Developmental Approach* (2022), published by APA Books. His other research interests include the nature and correlates of suicidality in the elderly. Dr. Flett is a fellow of the Association for Psychological Science, which has cited him as one of the top 25 most productive authors in psychology. His work on mattering has been featured in the *New York Times* and has been the topic of interviews in *Scientific American* and the *Wall Street Journal*.

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Trade Paperback
168 Pages
Psychology / Neuropsychology
10 in H | 7 in W

The Neuropsychologist's Workbook

A Hands-On Roadmap to Training and Developing Your Career
Cady Block, Sabrina Hickle

Summary

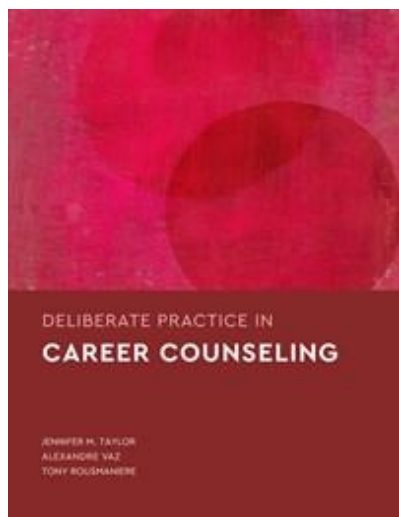
Unlock your career in neuropsychology with this practical workbook for aspiring professionals.

This is a hands-on, practical workbook to accompany *The Neuropsychologist's Roadmap: A Training and Career Guide*. This workbook covers the training journey in neuropsychology, as well as its foundational and functional competencies. The workbook allows readers to access additional information, benefit from even more advice, and engage interactively with activities such as self-assessments, checklists, free writing exercises, and more. These activities help the reader reflect on and articulate personal values and goals to help guide them through their own journey. Using this workbook will help readers recognize their own strengths and weaknesses, so they know what they need to work on when considering the factors impacting entry into (and success within) graduate school, internship, fellowship, and the first job. This is a valuable resource for anyone considering a career in neuropsychology or those who train, supervisor, or mentor students in this field.

Contributor Bio

Cady Block, PhD, ABPP-CN, is a neuropsychologist, associate professor, and associate training director for the neuropsychology postdoctoral fellowship within the Department of Psychiatry and Psychology at the Mayo Clinic in Jacksonville, FL, USA. She is also the editor of *The Neuropsychologist's Roadmap: A Training and Career Guide* and has published numerous peer-reviewed articles related to the training, education, and practice of neuropsychology in national journals. Dr. Block has also served in a variety of leadership roles in national and international neuropsychological societies. She is the recipient of several awards in recognition of her work.

Sabrina Hickle, PhD, is a neuropsychologist and practitioner in private practice. She previously was an assistant professor within the Department of Rehabilitation Medicine at Emory University School of Medicine in Atlanta, GA, USA, where she was highly active in Emory's many training programs including her department's practicum program, internship rotation, and postdoctoral fellowship program. Dr. Hickle's clinical and research interests are in long-term outcomes from acquired brain injuries (particularly brain tumor, stroke, and traumatic brain injury), as well as the use of network-based neuroimaging methods to better understand the mechanisms through which neurological injuries result in variability in cognitive, emotional, and psychosocial outcomes.



Deliberate Practice in Career Counseling

Jennifer M. Taylor, Alexandre Vaz, Tony Rousmaniere

Summary

Deliberate practice exercises help trainees achieve competence in essential career counseling skills and apply them in a variety of contexts while honing their own personal style.

These exercises present role-playing scenarios in which two trainees act as a client and a counselor, switching back and forth under the guidance of a supervisor. The counselor improvises appropriate and authentic responses to client statements organized into three difficulty levels—beginner, intermediate, and advanced.

Each of the first 10 exercises focuses on a single skill, which include exploring your client's skills, values, decision-making styles, and cultural and family influences; setting goals; and providing feedback on career assessments and analyzing their underlying themes. Two comprehensive exercises follow in which trainees integrate these essential skills into a single session.

Step-by-step instructions guide participants through the exercises, identify criteria for mastering the skills, and explain how to monitor and adjust difficulty. Guidelines to help trainers and trainees get the most out of training are also provided.

Contributor Bio

Jennifer M. Taylor, PhD, is senior director of the American Psychological Association's Office of Continuing Education Sponsor Approval and former associate professor of counseling psychology and program director for clinical mental health counseling at the University of Utah. She publishes and presents on best practices in teaching and lifelong learning. Her diverse clinical experience includes work at a top-ranked career center, several university counseling centers, an international student center, a psychiatric hospital, a high school serving underrepresented students, and a counseling center for low-income families. Dr. Taylor has received numerous teaching awards and is passionate about social justice and advocacy.

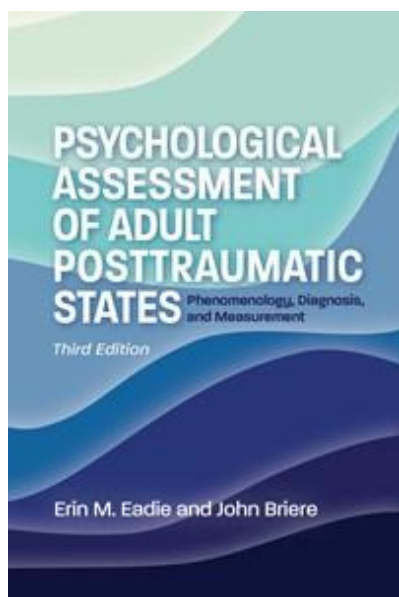
Alexandre Vaz, PhD, is cofounder and chief academic officer of Sentio University. He provides deliberate practice workshops and clinical training and supervision around the world. Dr. Vaz is the author/coeditor of four books on deliberate practice and psychotherapy training and two book series: *The Essentials of Deliberate Practice* (APA Books) and *Advanced Therapeutics, Clinical and Interpersonal Skills* (Elsevier). He has held multiple committee roles for the Society for the Exploration of Psychotherapy Integration (SEPI) and the Society for Psychotherapy Research (SPR). Dr. Vaz is founder and host of "Psychotherapy Expert Talks," an acclaimed interview series with distinguished psychotherapists and researchers.

Tony Rousmaniere, PsyD, is cofounder and program director of Sentio University. He provides workshops, webinars, and clinical training and supervision around the world. He is the author/coeditor of six books on deliberate practice and psychotherapy training and two book series: *The Essentials of Deliberate Practice* (APA Books) and *Advanced Therapeutics, Clinical and Interpersonal Skills* (Elsevier). In 2017, he published the widely cited article in *The Atlantic Monthly*, "What Your Therapist Doesn't Know." Dr. Rousmaniere supports the open-data movement and publishes clinical outcome data at drtonyr.com. He was awarded the Early Career Award by the Society for the Advancement of Psychotherapy.

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Psychological Assessment of Adult Posttraumatic States

(3rd Edition)

Phenomenology, Diagnosis, and Measurement

Erin Eadie, John Briere

Summary

This book presents a detailed yet practical summary of the major issues and instruments involved in the assessment of posttraumatic disturbances.

Drs. Eadie and Briere analyze the types of traumas most likely to produce long-term difficulties, and explain the biological, historical, social, and cultural factors that mediate between trauma and long-term outcome. This fully-updated new edition combines extensive research on traumatic events, including rape, stalking, sex trafficking, torture, terrorist attacks, motor vehicle accidents, and natural disasters, along with new material on complex traumas, parental disattunement and emotional neglect, drug-facilitated sexual assault, sex trafficking, pregnancy loss, COVID-19-related stressors, and exposure to social maltreatment.

Especially relevant to the clinician, researcher, and forensic specialist, this book reviews the available research on standardized measures currently available for evaluating the impact of trauma, with a close evaluation of the psychometric characteristics of each instrument. A comprehensive review of new trauma-relevant measures is provided, with an emphasis on direct clinical relevance to the assessment of posttraumatic states.

Contributor Bio

Erin Eadie, PhD, is a clinical and health psychologist in Toronto, Ontario, Canada. She is a staff psychologist at the South East Toronto Family Health Team and the Head of Child and Adolescent Care at Fairmarc Psychology Centre. She conducts and publishes research on the impact of interpersonal trauma on mental and physical health with a specific interest in posttraumatic stress, attachment, dissociation, and emotion dysregulation. Her clinical work and consultation focus on evidence-based assessment and treatment of trauma survivors across the lifespan.

John Briere, Ph.D, is professor emeritus of psychiatry and the behavioral sciences at the University of Southern California Keck School of Medicine. A past president of the International Society for Traumatic Stress Studies, he is recipient of the Award for Outstanding Contributions to the Science of Trauma Psychology from the American Psychological Association, the William N. Friedrich Lecturer: Outstanding Contribution to the Field of Child Psychology from the Mayo Clinic, and the Presidential Award for Contribution to Methods from the Association for Scientific Advancement in Psychological Injury and Law. He is author or coauthor of over 140 articles and chapters, 15 books, and 9 trauma-related psychological tests. His website address is johnbriere.com.



APA Handbook of Pediatric Psychology, Developmental-Behavioral Pediatrics, and Developmental Science

Volume 1: Developmental Science and Developmental Origins of Risk and Resilience in Childhood and Adolescence
Volume 2: Pediatric Psychology and Developmental-Behavioral Pediatrics: Clinical Applications of Developmental Science

Marc H. Bornstein, Prachi Edlagan Shah

Summary

This vital two-volume handbook summarizes current and emerging research and clinical evidence to provide a working knowledge of the contributions of pediatric psychology, developmental-behavioral pediatrics, and developmental science, and promote the integration of these disciplines to improve child and adolescent health and well-being.

In a nutshell, pediatric psychology emphasizes fostering children's adaptation in the face of illness and hospitalization; developmental-behavioral pediatrics aims to improve the health of children through an understanding of the biopsychosocial, educational, and cultural influences on them and their families; and developmental science focuses on theoretical and empirical advances in understanding mental, emotional, and social aspects of human development and their underlying and associated processes and contexts. There has been longstanding recognition of the need to more closely unite the three fields.

The *APA Handbook of Pediatric Psychology, Developmental-Behavioral Pediatrics, and Developmental Science* aims to deepen communication between these domains by providing an integrative approach to addressing specific issues in child well-being. Chapters in Volume 1 highlight the developmental origins of risk and resilience across early phases of the life course, covering developmental science framing and processes, biopsychosocial systems in development, and social and material contexts of child and adolescent health and well-being. The contributions in Volume 2 focus on clinical applications of developmental science in pediatric psychology and developmental-behavioral pediatrics, discussing family systems and ecological contexts, child developmental contexts and child health conditions, and developmental-behavioral and mental health conditions.

The handbook coeditors-in-chief recruited a diverse array of outstanding professionals from developmental science, medicine, and pediatric psychology. This stellar roster prompts trainees, researchers, practitioners, and other professionals to explore new ways to understand and manage child and adolescent health and well-being, and promote deeper interdisciplinary collaborations that can support growth and development.

Contributor Bio

Marc H. Bornstein, PhD, holds a BA from Columbia College and an MS and a PhD from Yale University. He is coauthor, editor, or coeditor of dozens of books and hundreds of scientific papers. Dr. Bornstein is editor emeritus of *Child Development*, founding editor of *Parenting: Science and Practice*.

Prachi E. Shah, MD, MS, is a professor of pediatrics and psychiatry at the University of Michigan, Ann Arbor. Her clinical efforts focus on early child development and the diagnostic assessment of children, and she is the medical director of the Neonatal Followup Program and the Fetal Alcohol Spectrum Disorders Diagnostic Clinic.

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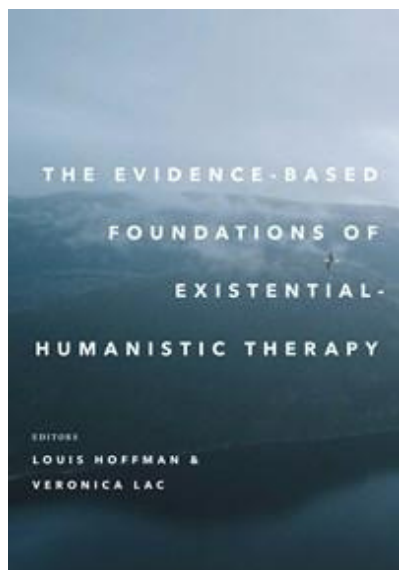
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Psychology® Series

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The Evidence-Based Foundations of Existential-Humanistic Therapy

Louis Hoffman , Veronica Lac

Summary

This comprehensive volume aligns existential-humanistic therapy (EHT) with three pillars of evidence-based practice in psychology (EBPP): research evidence, clinical experience, and client characteristics.

The editors have gathered a set of expert psychologists to compile multiple lines of evidence to demonstrate how existential and humanistic approaches to therapy can just be just as effective if not more so in some contexts, as other evidence-based approaches. They also highlight important multicultural considerations, as well as highlight gaps that can be filled by future research.

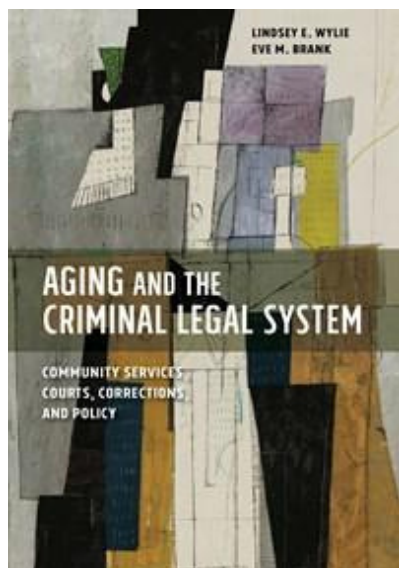
Chapters detail the key foundations and principles of EHT, including therapeutic presence, empathy, authenticity, therapist self-disclosure, here-and-now work, and the self within the therapeutic context. Integrative strategies including mindfulness, art therapy, experiential therapy, and equine-assisted therapy are also reviewed to demonstrate the effectiveness of specific EHT modalities that combine these foundational elements.

Contributor Bio

Louis Hoffman, PhD, is a licensed psychologist in private practice and executive director of the Rocky Mountain Humanistic Counseling and Psychological Association. He has published over 20 books and 100 journal articles and book chapters. His books include the *APA Handbook of Humanistic and Existential Psychology*, *Eros & Psyche: Existential Perspectives on Sexuality*, *Existential Psychology East-West*, and *Becoming an Existential-Humanistic Therapist*. He has been recognized as a fellow of the American Psychological Association and six of its divisions (1, 10, 32, 36, 48, and 52) and received the Rollo May Award of the Society for Humanistic Psychology.

Veronica Lac, PhD, is founder and executive director of The HERD Institute, offering training and certification in equine facilitated psychotherapy and learning. She works through a decolonized lens with marginalized, neurodivergent clients with eating disorders and relational trauma. She is also a PATH International certified therapeutic riding instructor and a certified equine specialist in mental health and learning. She has served on executive boards of professional organizations, including the American Psychological Association's Division 32 and PATH International, and is a peer reviewer for a number of journals. Dr. Lac received the 2022 APA Division 32 Camri Harari Early Career Award.

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Trade Paperback
257 Pages
Psychology / Forensic Psychology
Series: American Psychology-Law
Series
10 in H | 7 in W

Aging and the Criminal Legal System

Community Services, Courts, Corrections, and Policy

Lindsey E. Wylie, Eve M. Brank

Summary

This book examines issues specific to older adults within the criminal legal system.

As the population of older adults continues to grow, so does the need to address the unique legal and psychological challenges related to this demographic. This book brings the latest behavioral science research to bear in examining the issues specific to the developmental aging process and older adults across the criminal legal system as a whole. Topics covered include:

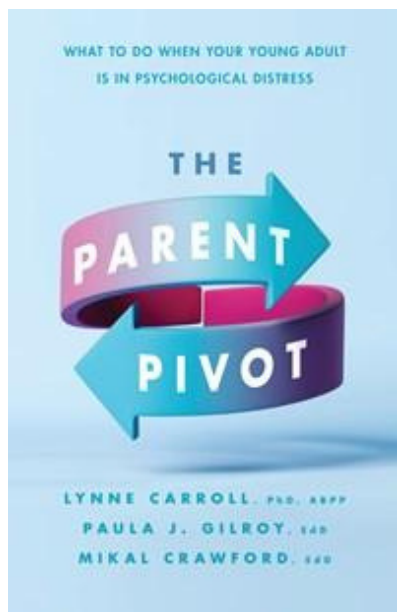
- stereotypes and misconceptions about older age
- prevention and intervention with older populations at various intercepts of the legal system
- older adults as victims of, eyewitnesses to, or perpetrators of crime
- assessing older adults in the court system and in correctional facilities
- issues in sentencing
- reentry into the community, and
- conducting research with older adults within the criminal legal system.

This timely volume presents a call to researchers and scholars across disciplines (law, psychology, gerontology, sociology, social work, and related fields) to work together to improve understanding of, treatment for, and care for this population.

Contributor Bio

Lindsey E. Wylie, JD, PhD, is a senior court research associate at the National Center for State Courts and adjunct faculty at the University of Nebraska Omaha. Her research evaluates the consequences of legal system involvement for special populations, to inform state courts in developing practical and innovative evidence-informed practices, processes, and policies.

Eve M. Brank, JD, PhD, is the Aaron Douglas Professor of Psychology, Courtesy Professor of Law, and Director of the Center on Children, Families, and the Law at the University of Nebraska–Lincoln. Her research primarily focuses on the way the law intervenes (and sometimes interferes) in family and personal decision making.



The Parent Pivot

What to Do When Your Young Adult Is in Psychological Distress

Lynne Carroll, Paula Jean Gilroy, Mikal Crawford

Summary

This book provides information, guidance, and above all *hope* for parents struggling to support their young adult children in psychological distress.

The period of emerging adulthood (ages 18 to 29) is a psychologically vulnerable time. Many emerging adults are anxious, depressed, or otherwise distressed and may turn to unhealthy coping strategies, including substance misuse, unhealthy eating, Internet misuse, and risky and impulsive behaviors such as sexual acting out and reckless driving. Where parents previously functioned in the caretaker role for their young children, they must now "pivot" to a new role: coach, wise counsel, or compeer. Parents may also need to pivot back to a caretaking role for a time if their young adults are dealing with more serious mental health issues.

This book provides essential information and practical advice to help parents navigate these difficult challenges and deal with their own distress as they assist their struggling emerging adults. The authors describe various mental health symptoms and disorders common to this age group. They also discuss the difference between normal and more problematic behaviors, and options for professional help and treatment approaches. Not all young adults are willing to receive help, whether from family, friends, or professionals. But regardless of their situation, this book offers tips and strategies for how parents can maintain a loving, empathic relationship with their young adult, even in the most challenging circumstances.

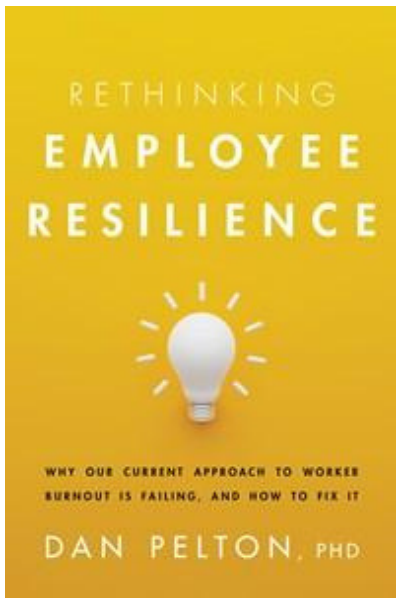
Written by psychologists with extensive experience helping emerging adults and their families, this book provides invaluable guidance for communicating effectively, setting boundaries, managing collateral damage within the family, practicing self-care, mourning losses, and developing and practicing compassion for yourself and your young adult. It reflects the complex emotional dynamics occurring both within and between young adults and their parents, and it provides hope for struggling families.

Contributor Bio

Lynne Carroll, PhD, ABPP, is a retired professor of psychology and former director of the master's program at the University of North Florida. Throughout her 30+ years in academia, Dr. Carroll taught multiple undergraduate and graduate courses in psychology and mental health counseling in Maryland and Pennsylvania. Her research has been widely published in professional journals and presented at national and international conferences. Dr. Carroll is the author of a graduate textbook on psychotherapy published in 2010 by Pearson. A licensed and board-certified counseling psychologist, her clinical work focused on concerns of young adults in both university and community settings.

Paula J. Gilroy, EdD, is a licensed psychologist retired from 30+ years of clinical practice at a university counseling center. She worked with young adults who sought treatment for mood and anxiety disorders, trauma, family issues, grief, and loss. As the Assistant Director for Training, Dr. Gilroy provided individual and group supervision for graduate-level students. She offered consultation services to parents concerned about their young adults. Dr. Gilroy co-authored a wide range of scholarly articles and presented her research at national conferences.

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Family & Relationships /
Parenting
8.5 in H | 5.5 in W



Rethinking Employee Resilience

Why Our Current Approach to Worker Burnout is Failing, and How to Fix It
Dan Pelton

Summary

Rethinking Employee Resilience is a playbook for reducing burnout and fostering worker resilience in organizations of all kinds.

Conventional wisdom holds that employee burnout is an individual issue, related to personal problems of mental health and misalignment. In this book, clinical psychologist Dr. Dan Pelton argues that employee burnout is in fact a broad, systemic workforce issue that organizational leaders must address in broad terms. Leaders, employees, and organizations as a whole can benefit by using alternative perspectives to promote resilience throughout their organizations.

Four key strategies are explored for preventing burnout and creating optimal engagement conditions that can significantly enhance a company's bottom line.

- Performance Management
- Analytics
- Job Crafting
- Strategic Communication

With humor and insight, Pelton examines the personal qualities of leaders who exemplify resilience and know how to foster it in their employees. Case studies showcase resilience-building in organizations of all types and sizes, including both grassroots and top-down approaches. Each chapter ends with questions that stimulate reflection and creative thinking, making the book ideal for self-study, workshop, or classroom use.

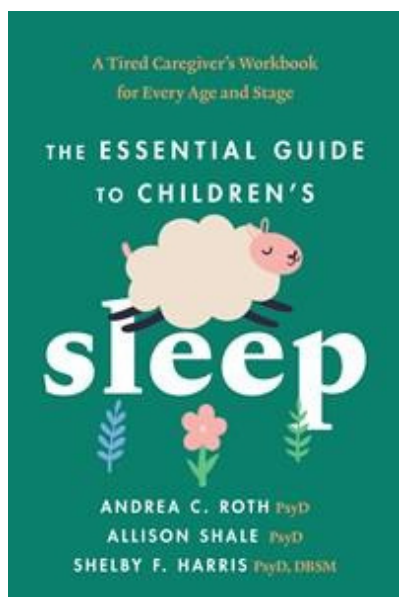
Contributor Bio

Dr. Dan Pelton is an author and speaker dedicated to fostering a culture that champions employee well-being and mental health. He challenges conventional wisdom in the well-being industry, advocating for research-backed truths that drive behavioral change and deliver tangible workplace improvements—boosting engagement, retention, productivity, and satisfaction.

Dan's career spans both public and private sectors. As a board-certified clinical psychologist, he served the U.S. Army in Afghanistan, providing care to thousands of soldiers across multiple provinces. Over the past decade, he has led mental health initiatives in management consulting, crafting strategies that enhance well-being and concurrently boost business performance.

Dan has spoken to tens of thousands globally, championing mental health awareness, promoting early intervention, and engaging in critical dialogues. Now, he distills his insights into a practical and accessible book for readers everywhere.

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152 Pages
Family & Relationships /
Parenting
8.5 in H | 5.5 in W

The Essential Guide to Children's Sleep

A Tired Caregiver's Workbook for Every Age and Stage

Andrea C. Roth, Shelby F. Harris, Allison Shale

Summary

Sleep is one of the most essential parts of children's health--and getting adequate sleep is often one of the most difficult challenges parents and caregivers face.

In this book, clinicians Andrea C. Roth, Allison Shale, and Shelby F. Harris use their experiences as developmental sleep specialists and parents to create a hands-on, user-friendly workbook for parents and caregivers of children from infancy to teenage years, who struggle with sleep.

The authors begin with an emphasis on the need to understand the unique circumstances surrounding your child's sleep issues. A child who struggles to sleep alone due to anxiety and nighttime fears needs a different approach than a child with ADHD and behavioral defiance. Each chapter in this book focuses on children of a specific age group--infants, toddlers, school-age, and teenagers--and examines the most common sleep problems at each age, from difficulties with sleep training, to sleep terrors and nightmares, to defiance and difficult bedtime routines, to the complicated impact of puberty on sleep. Then, the authors describe the best strategies for use with each type of sleep problem, with compelling vignettes showing parents and caregivers how to put these ideas into action. Worksheets help readers develop plans for their specific problem, as well as back-up plans in case the initial attempts go awry.

Contributor Bio

Andrea C. Roth, PsyD, is the director of Thriving Minds Behavioral Health in Livonia, Michigan, a pediatric group practice that specializes in the treatment of children with a variety of mental health diagnoses. Dr. Roth is a trained Cognitive-Behavioral Therapist and specializes in the treatment of anxiety-based disorders, including Generalized Anxiety Disorder, Obsessive Compulsive Disorder and Selective Mutism.

Allison Shale, PsyD, is the owner and director of Shale Psychology, LLC, an outpatient mental health practice in Northern New Jersey, focused on treating children and adolescents with a range of emotional and behavioral difficulties. Dr. Shale is trained as a Cognitive-Behavioral Therapist (CBT) and specializes in working with children with ADHD and mood disorders such as anxiety and depression.

Dr. Shelby F. Harris, PsyD, DBSM is a clinical psychologist and sleep specialist. She is board certified in Behavioral Sleep Medicine. Her self-help book, *The Women's Guide to Overcoming Insomnia: Get a Good Night's Sleep Without Relying on Medication* was published in 2019 (W.W. Norton Books). Dr. Harris is a Clinical Associate Professor in both Neurology and Psychiatry at the Albert Einstein College of Medicine where she teaches evidence-based sleep treatments. Dr. Harris is frequently quoted in the media, including the *New Yorker*, *Washington Post*, *Well+Good*, and *The New York Times*.



APA Handbook of Humanistic and Existential Psychology

Volume 1: History, Research, Philosophy, and Theory; Volume 2: Clinical and Social Applications

Louis Hoffman, L. Xochitl Vallejos, Dan Hocoy, Pratyusha Tummala-Narra, Eugene DeRobertis

Summary

The 2-volume *APA Handbook of Humanistic and Existential Psychology* provides a comprehensive overview of the rich history, diverse theoretical perspectives, clinical and social applications, and important emerging issues and directions in the field.

The 61 chapters in this Handbook comprise a broad spectrum of coverage from the earliest foundations of humanistic and existential psychology to exciting future developments, including in-depth discussion of:

- Important theorists upon whose work the field was built and developed
- Aspects of human nature and existence, including creativity, freedom, social connectedness, authenticity, meaning making, and self-actualization
- The relationship of humanistic and existential psychology to other approaches, such as positive psychology, community psychology, and liberation psychology
- Multiculturalism, diversity, and social justice in relation to practice, research, and theoretical development within humanistic and existential psychology

This Handbook is both a map of the current landscape of humanistic and existential psychology and a guide to where the field is headed. Researchers, practitioners, and students in psychology and related fields will learn how to incorporate a broad array of theoretical approaches; use quantitative, qualitative, and participatory methodologies; and apply the principles of humanistic and existential psychology to their practice, scholarship, and social advocacy.

Contributor Bio

Louis Hoffman, PhD, is executive director of the Rocky Mountain Humanistic Counseling and Psychological Association (www.rmhcpa.org) and a licensed psychologist in private practice. He serves on the editorial boards of the *Journal of Humanistic Psychology*, *The Humanistic Psychologist*, and the *Journal of Constructivist Psychology*. He has been recognized as a fellow of the American Psychological Association (APA) and is the 2020/2021 recipient of the Rollo May Award of the Society for Humanistic Psychology (APA Division 32). His interests include multicultural and social justice psychology, existential-humanistic therapy and evidence-based practice, and increasing access to psychotherapy and counseling. Visit him at www.louis-hoffman.com

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ECHOES of TRAUMA

Meaning and Identity in Psychoanalysis



MARILYN CHARLES

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Psychology / Trauma Psychology

9 in H | 6 in W

Echoes of Trauma

Meaning and Identity in Psychoanalysis

Marilyn Charles

Summary

Intricately weaves psychoanalytic and developmental theory to explain how we become who we are, and how we might grow beyond the places we get stuck.

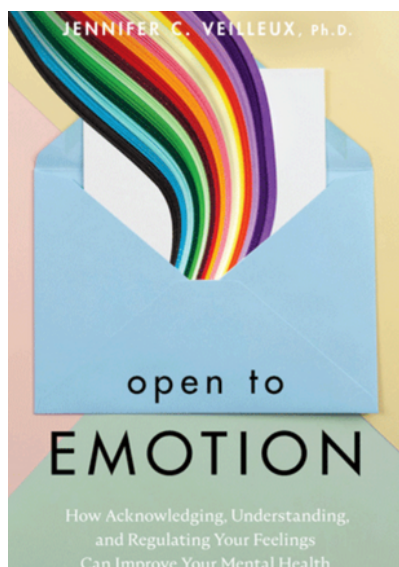
In recent decades psychological research and practice has focused heavily on cognitive domains, with far less attention paid to the nonverbal systems through which people register essential meanings. This has led many clinicians to seek disembodied and often mechanistic solutions to clients' problems. But these approaches fail to recognize hidden sources of trauma, which can be difficult to access through conscious reflection. As the source of a trauma recedes further into the past and remains unexplored and unmourned, the effect can become a lingering adversity that masquerades as destiny—and this worldview can even be passed along through subsequent generations.

In this volume, Marilyn Charles argues for a more embodied, less mechanistic view of human development. To understand a client's problem at a particular moment in time, we must understand the history that has given rise to it, some of which the client may be able to tell us directly, but some that we must intuit from signs and symptoms because not all history can be recalled consciously. After drawing on psychoanalytic and developmental theory to ground her model, Charles uses clinical vignettes and comparisons with her own life to illustrate how we might facilitate our clients' development.

Development is never final. It is an ongoing, lifelong process that can get off-track. Using the theory and techniques in this book, therapists can help clients find and integrate the missing pieces of their life story.

Contributor Bio

Marilyn Charles, PhD, ABPP, is a psychologist and psychoanalyst at the Austen Riggs Center, chair of the Association for the Psychoanalysis of Culture and Society, and Scholar of the British Psychoanalytic Council. Affiliations include Chicago Center for Psychoanalysis, Boston Graduate School of Psychoanalysis, Universidad de Monterrey, and Harvard Medical School. Books include *Patterns; Constructing Realities; Learning from Experience; Working with Trauma; Psychoanalysis and Literature; Introduction to Contemporary Psychoanalysis; Fragments of Trauma and the Social Production of Suffering* (with Michael O'Loughlin); *Women and Psychosis* and *Women and the Psychosocial Construction of Madness* (with Marie Brown); and *The Importance of Play in Early Childhood Education* (with Jill Bellinson).



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Psychology / Emotions
8.5 in H | 5.5 in W

Open to Emotion

How Acknowledging, Understanding, and Regulating Your Feelings Can Improve Your Mental Health
Jennifer C. Veilleux

Summary

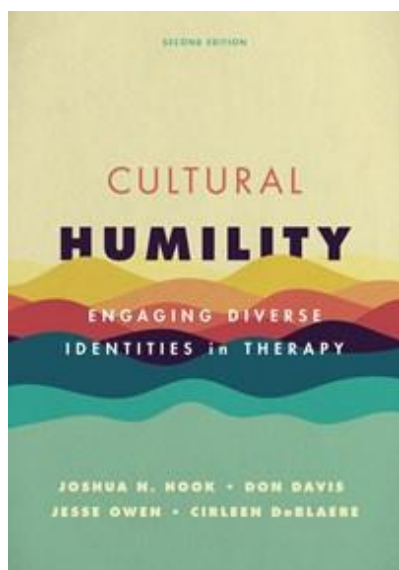
A practical, engaging resource that offers a clearer understanding of the science of emotion and a helpful path forward in regulating your emotions.

Rates of anxiety and depression are high and continue to rise. Substance use and associated overdose deaths constitute a public health emergency, and many people suffer consequences from exposure to traumatic events. All these are, at their root, problems with emotions. People can get help navigating their emotions via therapy, but stigma toward mental illness and reticence to seek therapy continues to make it difficult for people to get the help they need. An understanding of how emotions work and empirically supported strategies for flexibly regulating emotions is relevant to virtually all of the problems that bring people to psychotherapy, including relationship problems discussed in couples and family therapy. A broad understanding of emotional functioning also has the benefit of helping people cultivate more compassion for those who might experience emotions differently than they do.

This reader-friendly book illustrates that emotions are messages; they provide information, like an email, a physical postcard, a letter from a pen-pal, or even a medical bill. Information isn't inherently good or bad, and narrowly aiming to minimize unpleasant emotions and maximize pleasant ones ignores the research-based fact that the unpleasant emotions can have value too. This book teaches you about the science of emotion and the best research-based practices for coping and regulating emotion. It shows you how this understanding can then be applied toward solving a variety of problems, including self-realization and self-compassion, as well loving others in a deeper way. This is an essential guide for anyone seeking to improve their overall emotional health.

Contributor Bio

Jennifer C. Veilleux, PhD is a professor in the Department of Psychological Science at the University of Arkansas and a licensed clinical psychologist who focuses on helping people navigate their emotional lives with greater skill and flexibility. Dr. Veilleux's research has been funded by the National Institute of Mental Health, the National Institute on Drug Abuse, the American Psychological Foundation, and the John Templeton Foundation. Her work focuses on applying the basic science of emotion and self-regulation to people suffering from mental health concerns and emphasizes understanding contextual and dynamic features underlying the emotion, coping, and self-control decisions people make in their daily lives.



Cultural Humility (2nd Edition)

Engaging Diverse Identities in Therapy

Joshua N. Hook, Don Davis, Jesse Owen, Cirleen DeBlaere

Summary

Cultural Humility offers a practical approach for meaningfully engaging cultural identities in therapy, to promote connection and growth in work with clients from a variety of backgrounds.

The authors provide a therapeutic framework that integrates and contextualizes clinical training with the cultural issues and dynamics that arise in therapy. This fully updated second edition incorporates updated theory and research, and provides additional recommendations for how therapists from marginalized groups can navigate issues related to culture in the therapy room. The authors offer new resources to demonstrate how cultural humility and a multicultural orientation (MCO) can help therapists pinpoint and address the systemic and structural issues that can make therapy a difficult experience for many clients. Newly updated and enhanced case examples and activities are included throughout.

The MCO framework involves three components—cultural humility, cultural opportunities, and cultural comfort—which together enable mental health providers to integrate culture into the therapeutic process. The first part of the book introduces the MCO framework, and outlines strategies for working to improve one's level of cultural humility and comfort in working with diverse clients, as well as the ability to recognize and engage cultural opportunities in therapy. The second part of the book illustrates the integration of the MCO model with key therapeutic processes, including developing a strong working alliance, navigating value differences, repairing the relationship after cultural ruptures, and working within one's limitations. Supplemental content to support instructor teaching is also available on the book's website, including companion exercises and resources, lecture slides, a sample syllabus, and glossary of key terms.

Contributor Bio

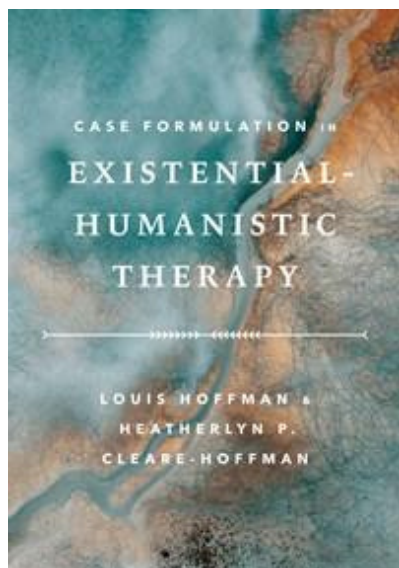
Joshua N. Hook, PhD, received his doctorate in counseling psychology from Virginia Commonwealth University. He is a professor of psychology at the University of North Texas and is also a licensed clinical psychologist in the state of Texas. His professional interests include humility, religion/spirituality, and multicultural counseling.

Don (Donnie) Davis Jr., PhD, is a professor of psychology at Georgia State University. He received his doctorate at Virginia Commonwealth University and is licensed in the state of Georgia. His work focuses on humility and virtues like forgiveness and gratitude, and the role of religion/spirituality in character development.

Jesse Owen, PhD, is a professor and distinguished scholar in the counseling psychology department at the University of Denver. He is a licensed psychologist and holds various positions including lead psychologist at Lifelong, Inc., research director for CelestHealth, senior research advisor for SonderMind, senior research advisor for OrgVitals, and editor for Psychotherapy.

Cirleen DeBlaere, PhD, is a professor in the counseling psychology doctoral program at Georgia State University. Her research focuses on impacts of marginalization stressors on the mental health of historically disenfranchised people and the promotion of health and wellness.

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Psychology / Psychotherapy
10 in H | 7 in W



Case Formulation in Existential–Humanistic Therapy

Louis Hoffman , Heatherlyn P. Cleare-Hoffman

Summary

This book presents a nonhierarchical, liberatory case formulation framework for existential–humanistic (EH) therapy that balances structure and adaptability.

The authors have developed a flexible template that prioritizes general principles and client collaboration over scripted procedures or techniques. It emphasizes EH therapy's dynamic, creative approach while offering a structure that makes EH therapy easy to learn for students and to help practitioners meet insurance needs and to operate within regimented treatment settings.

Each section of the case formulation template is detailed in its own chapter. These chapters cover:

- holistic narratives of the client's background and experiences;
- techniques for identifying the client's concern/problem, putting the client's perspective and systemic issues ahead of the diagnostic process;
- the theoretical aspects of case formulation, emphasizing important factors like the client's strengths and resources, biopsychosocial influences, and existential challenges; and
- treatment planning based on the client's evolving needs and goals.

A recurring case example illustrates how to fill out each of these sections and is supplemented by other case examples.

Contributor Bio

Louis Hoffman, PhD, is a licensed psychologist in private practice and executive director of the Rocky Mountain Humanistic Counseling and Psychological Association. He has published over 20 books and 100 journal articles and book chapters. His books include the *APA Handbook of Humanistic and Existential Psychology*, *Eros & Psyche: Existential Perspectives on Sexuality*, *Existential Psychology East-West*, and *Becoming an Existential-Humanistic Therapist*. He has been recognized as a fellow of the American Psychological Association and six of its divisions (1, 10, 32, 36, 48, and 52) and received the Rollo May Award of the Society for Humanistic Psychology.

Heatherlyn P. Cleare-Hoffman, PsyD, is a staff psychologist at the Gallogly Wellness Center at the University of Colorado at Colorado Springs. She previously was associate director for clinical training at Argosy University, San Francisco Bay Area; core faculty at the University of the Rockies, and clinical director at the Center for Growth. She was a keynote speaker at the 12th Society for Humanistic Psychology Annual Conference in 2019. Dr. Cleare-Hoffman's research interests include multicultural and international psychology, cultural rituals and festivals, and the psychology implications of Junkanoo for Bahamians. She is coeditor of *Humanistic Approaches to Multiculturalism and Diversity*.

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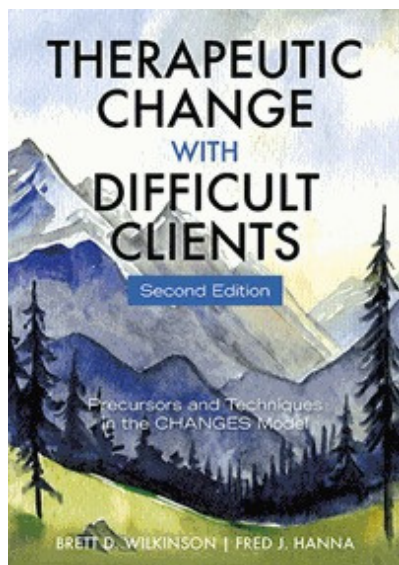
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Psychology / Psychotherapy

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Therapeutic Change With Difficult Clients

(2nd Edition)

Precursors and Techniques in the CHANGES Model

Brett D Wilkinson, Fred J. Hanna

Summary

Now in its second edition, *Therapeutic Change with Difficult Clients* describes a common factors model for understanding and activating the process of change with challenging clients.

For therapists, the most difficult clients to treat are often those who have little interest in change. Whether they believe that change is a waste of time, or a threat to their personal freedom or sense of being, the difficulty of treating such clients reveals the limits of typical approaches to psychotherapy. A thorough understanding of the true nature therapeutic change is often the most important step toward improving psychotherapy effectiveness.

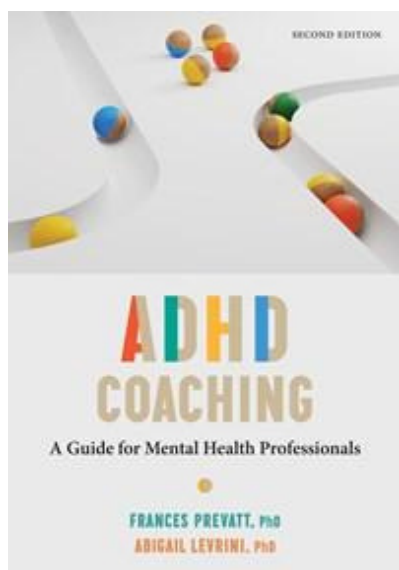
The CHANGES model, which has been significantly expanded and updated since the first edition of this book, is founded on the seven precursors of change, which are identified, assessed, and activated in the context of therapeutic encounters. The authors examine the capacities of individuals to generate therapeutic change, identify the barriers to change, and discuss the power of therapists to catalyze the change process using a variety of well established techniques. In addition to updated supporting literature, the authors discuss recent advances in neuroscience and the cognitive sciences, as well as new developments in the interpersonal aspects of therapeutic engagement.

Contributor Bio

Brett Wilkinson, PhD, is associate professor of counselor education at Purdue University Fort Wayne and director of the university's Institute for Counseling Research (ICR). He trains master's-level clinical mental health students in the application of Dr. Hanna's precursors model, has published on the precursors model, and is currently conducting ICR research on the use of the model in clinical practice and counselor training. He earned his PhD in Counselor Education and Supervision from the University of Northern Colorado.

Fred J. Hanna, PhD, is a professor and co-designer of the PhD Program in Counseling at Adler University, in Chicago. He was previously a Senior Faculty Associate at Johns Hopkins University where he taught graduate counseling courses for 25 years, including 11 years full time, leaving as a full professor. Fred has served as a consultant and trainer to the medical, mental health, corrections, business, and education communities, including such places as the Johns Hopkins School of Medicine Department of Psychiatry, the Fort Peck Sioux Reservation in Montana, the Department of Psychiatry at Yale University, and a wide variety of school systems, community agencies, prisons, and criminal justice settings across the U.S.

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ADHD Coaching (2nd Edition)

A Guide for Mental Health Professionals
Frances Prevatt, Abigail L. Levrini

Summary

This updated edition of *ADHD Coaching: A Guide for Mental Health Professionals* describes the foundational principles as well as step-by-step guidance for teaching adults, college students, and adolescents how to survive and thrive with ADHD.

Coaching specifically targets the core impairments of ADHD, such as planning, time management, goal setting, organization, and problem solving, as well as academic, vocational, emotional, and interpersonal life difficulties. Chapters offer concrete advice for gathering information, conducting the initial intake, establishing goals and objectives, and working through all stages of coaching, along with helpful forms and a wide range of additional resources. The authors also discuss the business side of coaching, and how to develop one's practice.

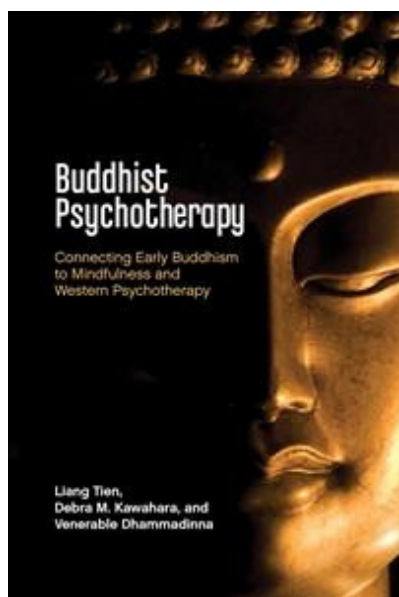
Richly detailed case studies illustrate how to help clients who present with a variety of ADHD symptoms. Each case study highlights different aspects of the coaching process and includes a description and background history of the client, and selected session dialogue interwoven with discussion of the case material. The book is designed to help facilitate skill building and work with clients to improve outcomes.

Contributor Bio

Frances Prevatt, PhD, was a member of the educational psychology faculty at Texas A&M University and then Florida State University (FSU), where she is currently a professor emeritus. At FSU, she was executive director at the Assessment, Learning Evaluation, and Counseling Center (ALEC) and developed their ADHD coaching program. She has published over 75 research articles and coauthored two other books. Dr. Prevatt served on the advisory board of the National Resource Center on ADHD and has been a member of the American Professional Society of ADHD and Related Disorders (APSARD) and Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD).

Abigail Levrini, PhD, is a licensed clinical psychologist, an ADHD specialist, and the owner and clinical director of Psych Ed Connections, a private practice based out of Jacksonville, FL. She earned her doctorate in counseling and school psychology at Florida State University in 2008, where she was part of a team that spearheaded a now nationally recognized ADHD coaching intervention. Dr. Levrini has published numerous scientific articles on ADHD and presents her coaching model in professional settings throughout the country. She is also the author of *Succeeding with Adult ADHD: Daily Strategies to Help you Achieve Your Goals and Manage Your Life*.

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Buddhist Psychotherapy

Connecting Early Buddhism to Mindfulness and Western Psychotherapy

Liang Tien, Debra M. Kawahara, Venerable Dhammadinna

Summary

A rich resource enabling therapists to bring Buddhist philosophy to modern psychotherapy.

Mindfulness-based interventions have become popular mental health treatments in recent years, but these interventions are typically applied by practitioners who lack knowledge of the interventions' Buddhist origins. The historical, religious, and philosophical foundations of mindfulness offer essential insights for clinicians and researchers alike.

This book, a collaboration between two practicing psychologists and an ordained Buddhist nun, examines the early Buddhist philosophical roots of mindfulness and provides a model for modern psychotherapy. In Buddhist psychotherapy, the therapist listens to a client discuss their concerns, considers how the client's suffering can be conceptualized from a Buddhist worldview, and uses mindfulness and other techniques taught by the Buddha to address the source of their suffering. This framework does not rely on any specific spiritual belief, but instead seeks to alleviate client suffering in a world where everything is ultimately impermanent and impersonal.

Amplified with quotes from early Buddhist literature as well as modern clinical examples, this rich volume will help modern psychotherapists deepen their understanding of mindfulness and enrich their practice.

Contributor Bio

Dr. Liang Tien (Tien) is a retired Professor from the California School of Professional Psychology PsyD Program – Hong Kong. Since retirement, she has studied for a PhD in Buddhist Studies at the University of Kelaniya, Sri Lanka, and is a co-founder of the Illumination of Mindfulness Institute at Alliant International University. She is a long-time meditator. As a licensed clinical psychologist, her independent practice focuses on individuals with ancestry from Asian Buddhist-based countries and women with histories of abuse. Her research interest has been in ethics and immigrant acculturation.

Dr. Debra M. Kawahara is the Associate Dean of Academic Affairs and Distinguished Professor at the California School of Professional Psychology, Alliant International University. She is the 2025 American Psychological Association President. As a licensed clinical psychologist, her independent practice focuses on psychotherapy with individuals, couples, and families, as well as consulting and conducting trainings to organizations. Further, Dr. Kawahara is a multicultural feminist scholar whose work centers on intersectionality, Buddhist psychotherapy, women's issues, leadership, and the application of multicultural, feminist, and social justice principles in practice. She is widely published and has presented nationally and globally.

Ven. Dhammadinna took robes in 1983 at the age of 25. From 1985 until 2006 she studied under several esteemed meditation teachers in Southeast Asia and India, namely Ven. U Pandita Sayadaw, Dipama Barua, Ajahn Buddhadasa, Ajahn Sumedho, and His Holiness the Dalai Lama. She began teaching retreats in 1989. In 2006 she accepted an invitation to return to the States and is a resident teacher at Bodhiheart Sangha Buddhist Meditation Center. Visit <https://bodhiheart.wpcomstaging.com>.

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Principles of Emotion Change

What Works
and When in
Psychotherapy
and Everyday Life



Antonio
Pascual-Leone

Principles of Emotion Change

What Works and When in Psychotherapy and Everyday Life

Antonio Pascual-Leone

Summary

This book of theory and practice offers an unprecedented exploration of the nature of emotion and the process by which it changes.

Written for mental health providers and psychotherapy researchers, this innovative and unique volume offers an extraordinary synthesis of psychotherapy research, neuroscience, and practical observations to propose a new paradigm of emotion change. The book presents a general theory of how a difficult emotional state changes. Integrating findings across treatment approaches, it resolves contradictions found in different lines of research and reconciles existing theories that have seemed at odds. It explains the different kinds of emotional change, the hypothesized mechanisms driving that change, and when each type of change is most applicable. Dr. Pascual-Leone demonstrates that having a clearer understanding of how emotion change happens enables clinicians to apply more impactful and effective interventions. Chapters explore everything from moment-by-moment work (through engagement, labeling, and expression) to broader process formulations (such as narrative, re-framing, and purpose in life). Extensive clinical examples help therapists get a better grip on what each kind of processing really means.

Contributor Bio

Antonio Pascual-Leone, PhD, CPsych, is a professor in psychology at the University of Windsor, Canada and is an honorary professor of psychiatry at the University of Lausanne, Switzerland. Dr. Pascual-Leone runs the Emotion Change Lab at the University of Windsor and supervises research on the processes of emotional change as they occur in psychotherapy and in everyday life. Dr. Pascual-Leone usually teaches courses on psychotherapy interventions and has co-authored a book on *Emotion-Focused Therapy* with Dr. Sandra C. Paivio. He has published seminal contributions to the theory and research of emotion-focused therapy and is regarded as a world expert in emotional processing. His work is recognized by career awards from international societies as well as distinguished publication awards.

American Psychological Association
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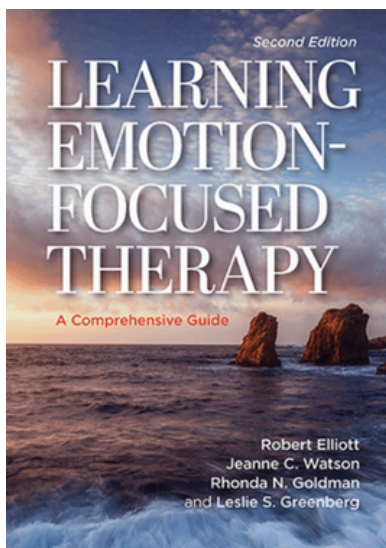
Discount Code: ACP

Trade Paperback

488 Pages

Psychology / Psychotherapy

10 in H | 7 in W



Learning Emotion-Focused Therapy (2nd Edition)

A Comprehensive Guide

Robert Kingwill Elliott, Jr., Jeanne C. Watson, Rhonda N. Goldman, Leslie S. Greenberg

Summary

Updates a classic emotion-focused therapy reference with over 20 years of research and theory.

The first edition of this book became the standard reference and training work for a generation of emotion-focused therapy (EFT) therapists. This second edition aims to inspire the next generation of EFT therapists by fully updating the first edition's coverage of EFT theory and practice, while also describing the most exciting theoretical, practical, and organizational developments of the past 20 years.

Updates in this new edition include:

- New integrated models of emotional deepening and EFT case formulation;
- New questions and activities for self-reflection;
- Deepened theoretical formulations of the nature and functions of emotions including anger and shame;
- A comprehensive review of the existing research base in EFT;
- A supplemental website with course materials to enhance teaching and training.

In EFT, therapists cultivate a deeply empathic, caring presence and offer therapeutic work that follows the client's lead while providing gentle, flexible guidance of their process. The goal is to facilitate a process of emotional deepening in clients as they move from global distress, to core pain, to useful adaptive emotions.

Contributor Bio

Robert Elliott, PhD (preferred pronouns: they/them), is Emeritus Professor of Counselling at the University of Strathclyde (Scotland). Their main interests are training and research on emotion-focused therapy. Recent books include *Emotion-Focused Counselling in Action* and *Essentials of Descriptive-Interpretive Qualitative Research*.

Jeanne C. Watson, PhD, is a professor in the counselling and clinical psychology program at Ontario Institute for Studies in Education, the University of Toronto, Canada. A major exponent of humanistic-experiential psychotherapy, she has helped develop emotion-focused psychotherapy, the process experiential approach. She conducts research on the process and outcome of psychotherapy.

Rhonda N. Goldman, PhD, is a co-developer of emotion-focused therapy (EFT) for individuals and couples. She is a professor of clinical psychology, based at the Chicago School, and founder of the Emotion-Focused Therapy Institute in Chicago. She is a founding board member of the International Society of EFT.

Leslie S. Greenberg, PhD, is distinguished research professor emeritus of psychology at York University in Toronto. He has authored the major texts on emotion-focused approaches to treatment. His latest books are *Changing Emotion With Emotion: A Practitioner's Guide* (2021) and *Working With Shame and Anger* (2023).

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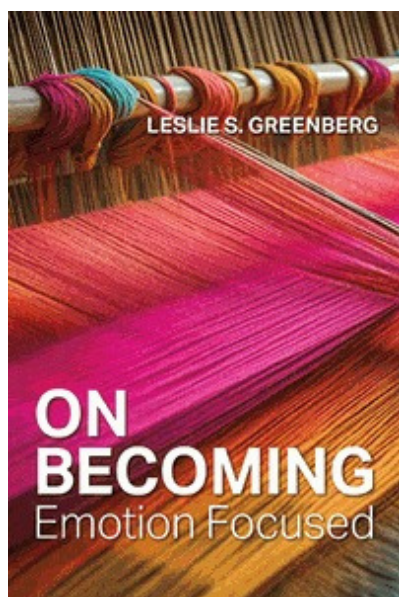
\$65.99

Discount Code: ACP
Trade Paperback

566 Pages

Psychology / Psychotherapy

10 in H | 7 in W



On Becoming Emotion Focused

Leslie S. Greenberg

Summary

The question of whether emotion-focused skills is an inborn talent or can be acquired through learning is an intriguing one. *On Becoming Emotion Focused* attempts to answer that question - whether such attunement is a product of nature (implicit learning) or nurture (explicit learning) while also illustrating, through the unraveling of the author's personal experiences, how people can best learn to become emotion focused.

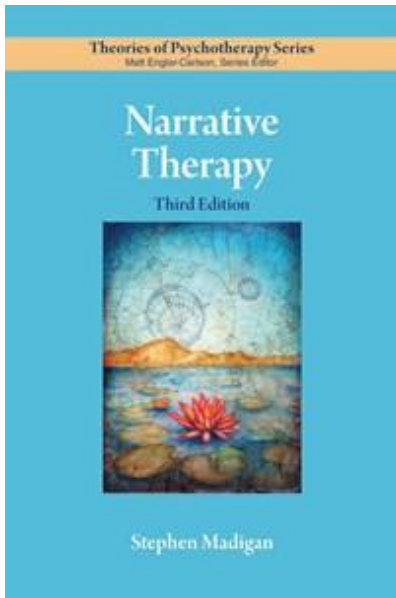
For author, Les Greenberg, becoming emotion focused was a personal as well as a theoretical and scientific journey. The development of a therapeutic manner and skill was far more subjective than the conceptual development of a theory and involved many individual threads of experience, some explicit, some implicit. In this book, he delves into the core aspects of how he became an emotion-focused psychotherapist with attempts to make visible what threads informed the development of this approach to theory and practice.

The evolution of the theory and practice of Emotion-Focused Therapy (EFT) has been interwoven with Les' life context and personal development, and it has been a delicate balance to give appropriate weight to each. This book is a unique contribution to the field in revealing the contribution of the theorist's life to the development of a major theory and practice in psychology. EFT, perhaps more than any other approach, best exemplifies how the implicit and explicit forces blend together to create holistic understanding.

Contributor Bio

Leslie S. Greenberg, PhD, is Distinguished Research Professor Emeritus of psychology at York University in Toronto, Canada and the primary developer of emotion-focused therapy. He has authored many books, the most recent being *Changing Emotion with Emotion* (2021). He has received the Distinguished Research Career Award of the International Society for Psychotherapy Research, as well as the Distinguished Professional Contribution to Applied Research from the American Psychology Association. Dr. Greenberg has also received the Canadian Psychological Association Professional Award for Distinguished Contributions to Psychology as a Profession. He is a past president of the Society for Psychotherapy Research. Although retired, Dr. Greenberg is still currently training and supervising people internationally in emotion-focused approaches.

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387 Pages
Psychology / Emotions
9 in H | 6 in W



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Discount Code: ACP
Trade Paperback
230 Pages
Psychology / Psychotherapy
Series: Theories of Psychotherapy
Series®
9 in H | 6 in W

Narrative Therapy (3rd Edition)

Stephen Madigan

Summary

A new, updated third edition of this guide to understanding narrative therapy.

Narrative therapy is founded on the idea that we are built up from interacting stories that together comprise our sense of who we are. Therefore, the issues that we bring to therapy are not restricted to (or located) within ourselves alone, but are influenced and shaped by cultural discourses regarding identity and power. Narrative therapy offers a rich engagement in re-storying a client's narrative by reconsidering, re-appreciating, and re-authoring the client's preferred lives and relationships.

This third edition of *Narrative Therapy* introduces psychologists, next generation practitioners, and veteran narrative therapists to a broad range of fundamental theoretical and practice ideas. It provides descriptions of historical and innovative narrative practices, numerous updated clinical examples and cases, and valuable sample narrative questions to provide a coherent balance between narrative therapy's theoretical complexities and the nuts-and-bolts of therapeutic practice. This book offers:

- Advice for therapists working with highly conflicted couple relationships;
- Valuable techniques for working with children, youth, and families;
- Updated practice approaches to grief, loss, trauma, and death;
- Help for understanding gender and the influence of queer-informed narrative therapy on identity formation;
- New and emerging clinical applications with transgender clients; and
- A focus on the application of narrative therapy as a global approach to healing.

Contributor Bio

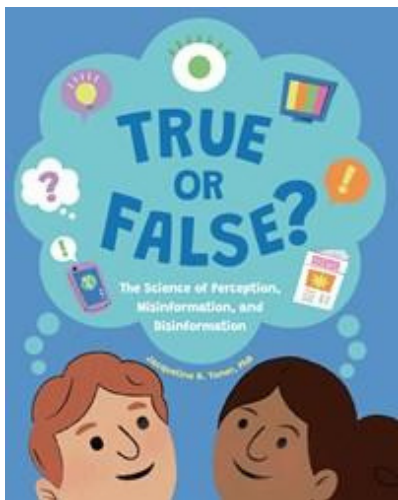
Stephen Patrick Madigan, PhD, is an award-winning Couple and Family therapist, best-selling author, and Director of Training with the Vancouver School for Narrative Therapy in Vancouver, Canada. He is the creative supervisor for the world's largest online narrative therapy live and interactive learning site, VSNT.live. Stephen also hosts the annual Therapeutic Conversations Conference, and each year teaches, trains, and consults across five continents.

Learn more about Stephen's work by visiting the sites below:

<https://www.vancouverschoolfornarrativetherapy.com>

<https://vsnt.live>

<https://www.stephenmadigan.ca>



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Juvenile Nonfiction / Social Science
10 in H | 8 in W

True or False?

The Science of Perception, Misinformation, and Disinformation

Jacqueline B. Toner, PhD

Summary

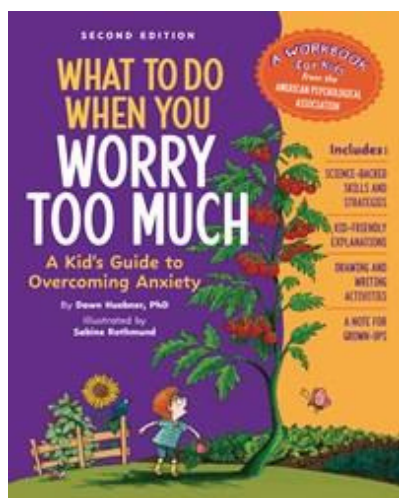
Written for pre-teens and young teens in lively text accompanied by fun facts, *True or False? The Science of Perception, Misinformation, and Disinformation* explores what psychology tells us about development and persistence of false perceptions and beliefs and the difficulty of correcting them, plus ways to debunk misinformation and think critically and factually about the world around us.

Our big brains are super-efficient but glitchy. Scientists estimate that 90% of what we see, hear, smell, or sense never really sinks in. Instead, we pick up on the big things, general impressions, or important stuff and end up leaving our brains to fill in the missing info. And on top of that, people sometimes twist information on purpose. False beliefs can be shared from person to person or go viral in a flash, often by people who think the info is true.

This book explores how we think and perceive and why false beliefs, superstitions, opinions, misinformation, or wild guesses can stick around and mess things up. You'll see how misunderstandings and misuse of scientific findings can lead people to the wrong conclusions. Readers learn how to outsmart their brain to gain critical thinking skills and find ways to identify and correct false beliefs and disinformation.

Contributor Bio

Jacqueline B. Toner, PhD, is a clinical psychologist, having earned her PhD from the University of Virginia and served as chief facilitator for a medical resources project with Johns Hopkins School of Public Health and Carnegie Mellon University.



What to Do When You Worry Too Much, 2nd Edition

(2nd

Edition)
A Kid's Guide to Overcoming Anxiety
Dawn Huebner, PhD, Bonnie Matthews

Summary

What to Do When You Worry Too Much is an interactive self-help book designed to guide children and their parents through the cognitive-behavioral techniques most often used in the treatment of generalized anxiety.

Metaphors and humorous illustrations make difficult concepts easy to understand, while prompts to draw and write help children to master new skills related to reducing anxiety. Engaging, encouraging, and easy to follow, this book educates, motivates, and empowers children to work towards change. Includes a note to parents by psychologist and author Dawn Huebner, PhD.

Contributor Bio

Dawn Huebner, PhD, is a psychologist, parent coach, and the author of numerous self-help books for children. Her books have been translated into 23 languages, touching the lives of millions of children around the world.

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80 Pages

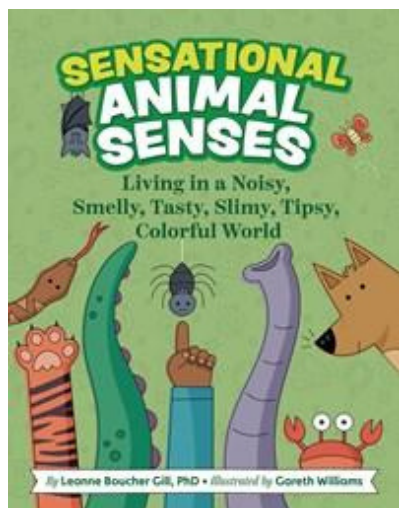
Ages 7 to 11, Grades 2 to 5

Juvenile Nonfiction / Health &

Daily Living

Series: What-to-Do Guides for Kids

10 in H | 8 in W | 0.5 lb Wt



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9781433842221
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Hardcover with printed dust jacket

192 Pages
Ages 8 to 12, Grades 3 to 6
Juvenile Nonfiction / Science & Nature
10 in H | 8 in W

Sensational Animal Senses

Living in a Noisy, Smelly, Tasty, Slimy, Topsy, Colorful World

Leanne Boucher Gill, PhD, Gareth Williams

Summary

Have you ever wondered how in the world do we see color know which way is up, or why we get goosebumps? How do we determine what is a good smell from stinky stuff?

And . . . what if a tree falls in the woods and no one is around to hear it, does it make a sound? Or have you ever wondered why dogs hear things we can't or why some cats seem to see ghosts? How do animals navigate over large distances flying north to south or swimming from one part of the ocean to another without getting lost?

To answer these questions and more, peek inside *Sensational Animal Senses: Living in a Noisy, Smelly, Tasty, Slimy, Topsy, Colorful World*. You'll learn about each of our six senses—vision, hearing, taste, smell, touch, and balance—and about some senses we don't have but animals do, like heat vision, magnetoreception, and electroreception. You'll learn how scientists research the wonderful, colorful, loud, delicious, and smelly world we inhabit and how our brains and nervous system process that sensory information to give rise to our perceptions as we make sense of the world around us. And you'll see just how important brains are to make sense of your senses!

Contributor Bio

Leanne Boucher Gill, PhD, is a professor of psychology at Nova Southeastern University, where she received the Faculty Excellence in Teaching Award and was named the NSU STUEY Professor of the Year. She maintains an active research program studying how exercise affects the way we think. She lives in South Florida.



The Thing about Love

Linda Ashman, Kristina Jones

Summary

Sometimes love happens in an instant.

From their first meeting, a kid and his dog become best friends. As the years go by, their bond grows deeper as they play games, go on adventures, learn new tricks, comfort each other, and celebrate milestones together. But when it's time to say goodbye, there's heartache and empty spaces everywhere. Despite the sadness, love remembers . . . and never goes away.

Contributor Bio

Linda Ashman is the author of more than 45 picture books and the creator of *The Nuts and Bolts Guide to Writing Picture Books*. Her books have been included on the “best of the year” lists of *The New York Times*, Kirkus Reviews, the American Library Association, the Children’s Book Council, and others, and have been translated into many languages. She lives in Chapel Hill, North Carolina. Visit lindaashman.com.

Kristina Jones is an accomplished illustrator and painter known for her whimsical creative style and passion for the wonder and magic of nature. She has worked on numerous books for children and was nominated for the IBBY SA Picture Book Illustrator Award in 2019. Kristina lives in Canada. Visit jonescre8tive.com and [@kristinajonesillustration](https://www.instagram.com/kristinajonesillustration) on Instagram.

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Ages 5 to 9, Grades K to 3
Juvenile Fiction / Social Themes
10 in H | 8 in W | 0.7 lb Wt



Jacob's Missing Book

Sarah Hoffman, Ian Hoffman, Chris Case

Summary

Jacob—the star of one of the most banned books of the decade—is back in *Jacob's Missing Book*, a kid-friendly story about book banning, censorship, and LGBTQ+ rights.

Noah is confused about Emily's family, so he asks her—who's Pop and who's Dad? Jacob knows a way to explain, but how can he? The penguin book isn't in the library anymore! As the day goes on, everyone is still talking about the mysterious missing book. Ms. Reeves tries to explain why the book is no longer in the library and what all the fuss is about. In the meantime, Jacob hatches a plan to tell the story about Emily's family.

This book cleverly weaves two critical societal issues into one story—book banning in schools and LGBTQ+ rights. And, who is caught in the middle of all this? Kids who are eager to see themselves and their families in books, feel safe with their experiences, and understand that they are loved and supported.

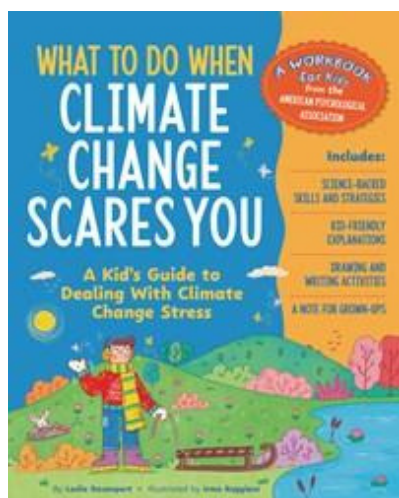
Contributor Bio

Sarah and Ian Hoffman are children's book authors who have written three acclaimed books about Jacob, including *Jacob's Room to Choose* and *Jacob's School Play*. They live in the San Francisco Bay Area. Visit them online.

Chris Case is an author and illustrator living in Burlington, Vermont. Visit him online at chriscasedraws.com.

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32 Pages
Ages 5 to 9, Grades K to 3
Juvenile Fiction / LGBTQ+
Series: Jacob Stories
10 in H | 8 in W | 0.7 lb Wt



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Trade Paperback
80 Pages
Ages 7 to 11, Grades 2 to 5
Juvenile Nonfiction / Science & Nature
Series: What-to-Do Guides for Kids
10 in H | 8 in W | 0.5 lb Wt

What to Do When Climate Change Scares You

A Kid's Guide to Dealing with Climate Change Stress

Leslie Davenport, Irma Ruggiero

Summary

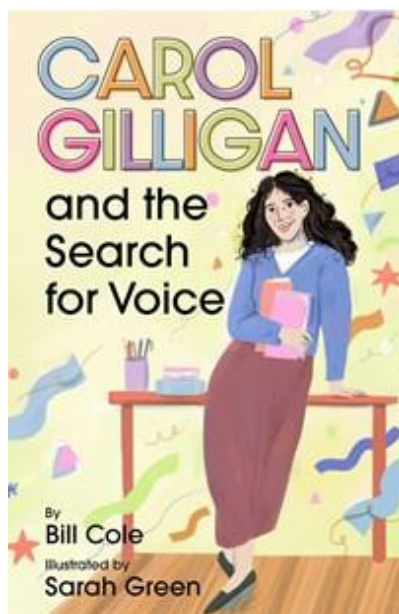
What to Do When Climate Change Scares You is the first book of its kind to offer age-appropriate coping tools for six- to twelve-year-olds experiencing eco-anxiety.

This groundbreaking new workbook uses evidence-based activities and practices along with approachable illustrations and language to distill this complicated topic for young minds. In addition to identifying and working with eco-emotions, kids are encouraged to find ways to participate in creating a healthier world without placing the burden on their young shoulders. Feeling empowered to make a difference is an essential coping strategy.

Contributor Bio

Leslie Davenport, LMFT, brings 30 years of clinical experience to the emerging field of Climate Psychology. She works as an educator and consultant to institutes recognizing the benefits of behavioral research for cultural shifts and policy change.

Irma Ruggiero is an Italian illustrator and author. She graduated at the Academy of Fine Arts in Naples with an illustrated project-book for visually impaired children. She later graduated in illustration at the Italian School of Comics. Visit @Irma_Illustra on Instagram.



Carol Gilligan and the Search for Voice

Bill Cole, Sarah Green

Summary

Carol Gilligan has devoted her life to discovering, uncovering, and recovering voices belonging to girls and women, as well as boys and men.

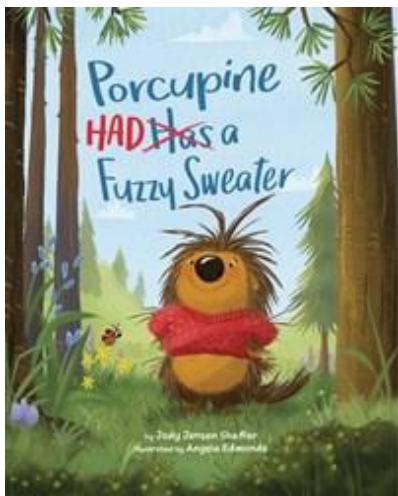
Through her work, she has played an enormous role in reconceptualizing traditionally held views on moral and identity development in young people, most prominently in her landmark 1982 book detailing her ethic of care model, *In a Different Voice* (coined by Harvard University Press as "The little book that started a revolution"). Drawing on source material that includes interviews with Gilligan as well as her own writings in books and articles, this book offers young readers not only the opportunity to learn about a pioneering psychologist and her momentous work but also for them to consider the potential power of their own voices as they go forward in life.

Contributor Bio

Bill Cole is a school psychologist based in New Jersey. He is also an adjunct professor of developmental psychology at Fairleigh Dickinson University, in which he teaches Carol Gilligan's Ethic of Care model.

Sarah Green is an illustrator and designer from San Francisco. She graduated from Rhode Island School of Design in 2014. She lives in San Francisco, California, and Vancouver, Canada.

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\$16.99
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Hardcover with printed dust jacket
144 Pages
Ages 12 to 15, Grades 7 to 9
Young Adult Nonfiction /
Biography & Autobiography
Series: Extraordinary Women in
Psychology
8.5 in H | 5.5 in W



Porcupine Had a Fuzzy Sweater

Jody Jensen Shaffer, Angela Edmonds

Summary

Porcupine's favorite sweater is missing! It was fuzzy, and red, and made with love by his

Grandma. Porcupine doesn't want to hurt her feelings by admitting he lost it. Maybe he can make a new one? Or borrow someone else's? Or maybe he'll have no choice but to leave home. What's a porcupine to do? This cute story empathizes with anyone who's ever made a mistake and been afraid to admit the truth. Readers will delight in helping Porcupine decide what needs to be done.

Contributor Bio

Jody Jensen Shaffer is an award-winning poet and the author of more than 70 books of fiction and nonfiction for children. Jody's poetry and fiction have been published in magazines like *Highlights*, *Ladybug*, and *Clubhouse Jr.* Jody lives in Liberty, MO.

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Hardcover with printed dust jacket

32 Pages

Ages 5 to 9, Grades K to 3

Juvenile Fiction / Social Themes

10 in H | 8 in W | 0.7 lb Wt



Real Siblings

Seamus Kirst, Karen Bunting

Summary

Follow along as adopted siblings Harper and Wyatt confront what it means to be "real" family in this supportive and heartwarming story.

"So he's not your real brother." When adopted siblings Harper and Wyatt hear this, they start to question what it means to be a real sibling. They share experiences and emotions, and they help each other out in times of need, but most importantly, they have unconditional love for one another. Isn't that enough? Harper, Dad, Daddy, and new brother Wyatt show that love is what it takes to make a family.

Contributor Bio

Seamus Kirst is a writer whose work has been published in *The Washington Post*, *The New York Times*, *The Guardian*, *Teen Vogue*, *Forbes*, *The Advocate*, and *Vice*. He lives in Brooklyn, NY.

Karen Bunting is an illustrator based in Bristol, UK.

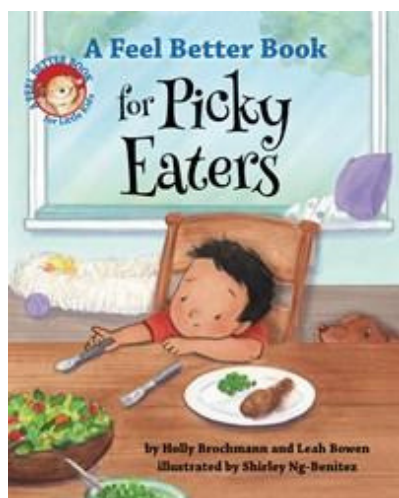
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32 Pages

Ages 5 to 9, Grades K to 3

Juvenile Fiction / Family

10 in H | 8 in W | 0.7 lb Wt



A Feel Better Book for Picky Eaters

Holly Brochmann, Leah Bowen, Shirley Ng-Benitez

Summary

New foods can be a big deal for a little kid! This upbeat, rhyming story tackles the challenge many kids face when trying new foods. It uses principles of choice and encouragement, reminding kids that everything they love now was new once, and that food can be fun! Included is a Note to Parents and Caregivers with more information about ways to help support kids in expanding their comfort with different foods.

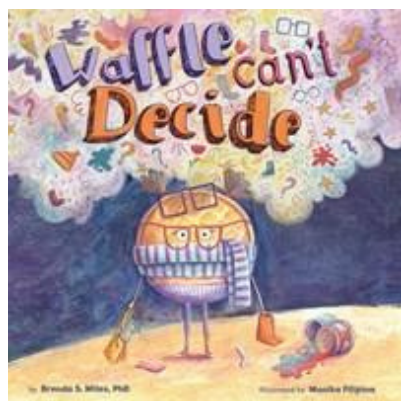
Contributor Bio

Holly Brochmann is an advocate for managing common mental health issues through therapy and exercise. She has a degree in journalism and enjoys creative writing. Holly lives in Alpharetta, Georgia.

Leah Bowen has a master of education degree in counseling with a focus in play therapy. She is a licensed professional counselor and registered play therapist in the state of Texas where she currently practices.

Shirley Ng-Benitez loves to draw! Since 1998 she has owned gabbyandco.com, a design firm, and is now living her dream illustrating and writing picture books in the Bay Area, California.

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Juvenile Nonfiction / Cooking & Food
Series: Feel Better Books for Little Kids
10 in H | 8 in W | 0.7 lb Wt



Waffle Can't Decide

Brenda S. Miles, Monika Filipina

Summary

Developing solid decision-making skills is a fundamental milestone for children as they learn to navigate the world and all the choices in it.

Simply said, *Waffle Can't Decide* is a super relatable and engaging story about making decisions and being decisive. Blue socks! Red socks! Striped socks! Within a swirl of indecisiveness, Waffle just can't decide what to do! And suddenly everything turns into a deciding disaster!

Every day we need to all make all kinds of decisions. Some are easy so we don't need to think about them much. Others are tough and we need time to ponder. Decisions are important for bringing us joy, and they are crucial for survival. Everyday we make observations about the color of sky, the sound of waves, the smell of flowers, the taste of honey, but decision-making is more cerebral and abstract. As young brains develop, understanding how the brain thinks and chooses will help children better navigate the world and all the choices in it.

Contributor Bio

Brenda S. Miles, PhD, is a clinical pediatric neuropsychologist who works with children, teens, and families. She blends brain science with creativity to build programs and resources that support learning and mental health. Dr. Miles lives near Toronto, Canada. You can follow her on Instagram.

Monika Filipina is an award-winning author and illustrator. She earned a master's degree in children's book illustration at Cambridge School of Arts. She lives in Toruń, Poland. Visit her on Facebook @MonikaFilipinaIllustration and on X and Instagram @MonikaFilipina.

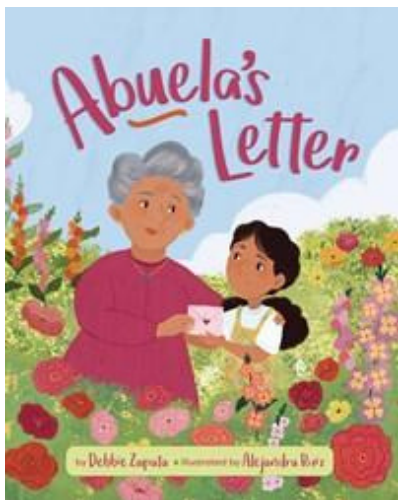
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Hardcover with printed dust jacket

32 Pages

Ages 5 to 9, Grades K to 3
Juvenile Fiction / Health & Daily
Living

Series: Food for Thought

9 in H | 9 in W



Abuela's Letter

Debbie Zapata, Alejandra Ruiz

Summary

Abuela's Letter is a beautiful story that addresses loss and grief within a Latin family where a young girl is challenged by the death of her grandmother and discovers letter-writing as a way to cope and connect with her loved one's passing.

Alma's favorite days are when her big family gathers at Abuela's house. Tíos take siestas while tías tell their stories, and primos play dominoes while Abuela stirs the frijoles. Always at the center is the love of Abuela, Alma's beloved grandmother and her number one fan! When Abuela dies, all of this is suddenly gone. Alma is filled with sadness and grief, until she finds a letter that Abuela left for her. Could Abuela's words be what fills her heart again with love and sweet memories?

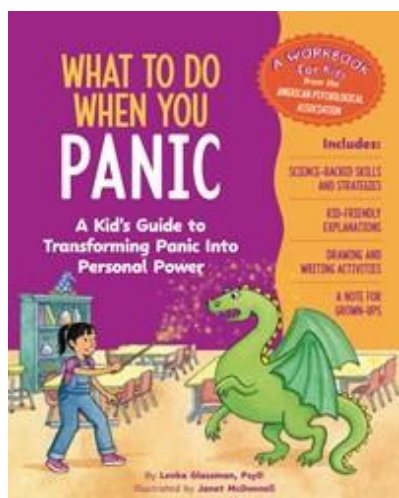
This thoughtful story captures the concept of "familismo" beautifully—a Latin cultural value that involves dedication, commitment, and loyalty to family. Regularly spending time with one's immediate and extended family is part of familismo, as well as seeking the family's advice and support for important decisions and life transitions, such as grief and loss. Included is a note to readers in English and Spanish with coping strategies essential to Latino and Hispanic families about grief and loss of a loved one, as well as additional ways to support children and honor the life and memory of beloved family members.

Contributor Bio

Debbie Zapata, LCSW, works as a counselor in Austin, Texas, assisting families with children who have special needs. Her stories celebrate diversity and honor her Mexican culture.

Alejandra Ruiz was born in Bogotá. She studied film at the National University of Colombia and costume history at Purdue University. Alejandra found her true passion, however, in illustration and storytelling.

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Psychological Associat

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What to Do When You Panic

A Kid's Guide to Transforming Panic into Personal Power

Lenka Glassman, PsyD, Janet McDonnell

Summary

This interactive self-help book is designed to help kids overwhelmed with panicky feelings and stress, using scientifically proven techniques most often used by psychologists and school counselors.

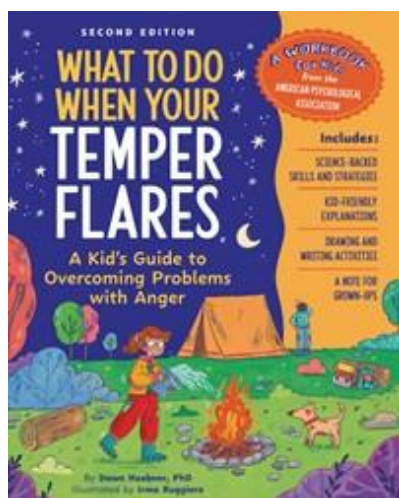
What to Do When You Panic outlines a way to get back to the business of being a kid! With relatable examples, lively illustrations, and step-by-step instructions, kids are guided through a strategy for calming panic and settling feelings of spiraling fear and anxiety. Based on cognitive-behavioral techniques used by psychologists and counselors, this book is a complete resource for educating and empowering kids to help themselves!

Includes a Note to Parents and Adult Caregivers with additional psychological information and coping strategies for helping children deal with panic, anxiety, stress, and other big feelings.

Contributor Bio

Lenka Glassman, PsyD, is a licensed psychologist specializing in the treatment of anxiety and related conditions. She works with children, teens, adults, and families on issues related to anxiety, obsessive-compulsive disorder, and self-esteem.

Janet McDonnell's illustrations combine traditional media and digital techniques. In addition to illustrating books, magazines, and puzzles, Janet has both taught and written for children from preschool to high school ages.



What to Do When Your Temper Flares, 2nd Edition

(2nd

Edition)
A Kid's Guide to Overcoming Problems With Anger
Dawn Huebner, PhD, Irma Ruggiero

Summary

An updated edition of the classic interactive self-help book *What to Do When Your Temper Flares* pairs everything that worked so well in the original—the conversational tone, interactive elements, clear and actionable strategies—with new mindfulness tools, reordered step-by-step instructions, and updated advice for modern issues.

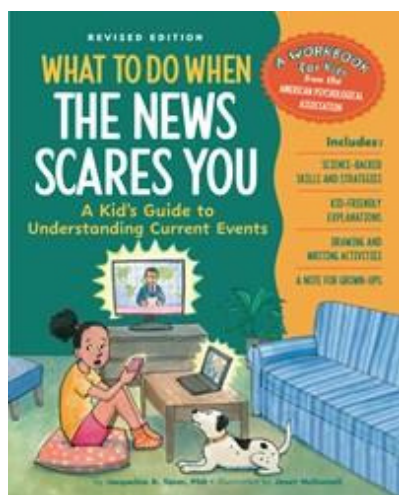
This book arms kids with a set of "anger dousing" methods aimed at cooling angry thoughts and controlling angry actions, resulting in calmer, more balanced kids. Includes a note to parents and caregivers with additional information on cognitive-behavioral techniques used to treat problems with anger.

Contributor Bio

Dawn Huebner, PhD, is a psychologist, parent coach, and the author of numerous self-help books for children. Her books have been translated into 23 languages, touching the lives of millions of children around the world.

Irma Ruggiero is an Italian illustrator and author. She graduated at the Academy of Fine Arts in Naples with an illustrated project-book for visually impaired children. She later graduated in illustration at the Italian School of Comics. Visit @Irma_Illustra on Instagram.

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What to Do When the News Scares You, Revised Edition

(Revised)

A Kid's Guide to Understanding Current Events

Jacqueline B. Toner, PhD, Janet McDonnell

Summary

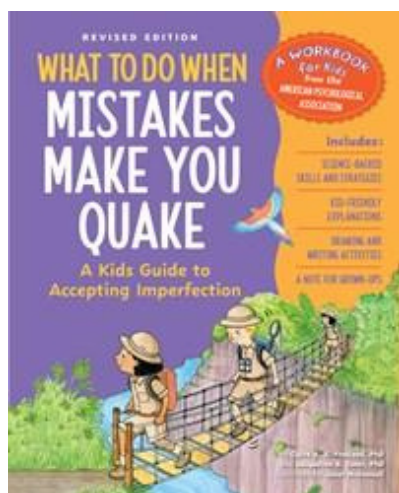
Whether from television news reports, the car radio, digital media, or adult discussions, children are often bombarded with unsettling information about the world around them.

When the events being described include violence, extreme weather events, a disease outbreak, or discussions of more dispersed threats such as climate change or terrorism, children can get frightened and overwhelmed just like adults. This updated edition in the bestselling **What-to-Do** series can help. **What-to-Do Guides for Kids** are interactive self-help books designed to guide kids using cognitive-behavioral techniques most often used in the treatment of various psychological concerns. Engaging, encouraging, and easy to follow, these books educate, motivate, and empower children to work towards change.

Contributor Bio

Jacqueline B. Toner, PhD, is a clinical psychologist, having earned her PhD from the University of Virginia and served as chief facilitator for a medical resources project with Johns Hopkins School of Public Health and Carnegie Mellon University.

Janet McDonnell's illustrations combine traditional media and digital techniques. In addition to illustrating books, magazines, and puzzles, Janet has both taught and written for children from preschool to high school ages.



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What to Do When Mistakes Make You Quake, Revised Edition (Revised)

A Kid's Guide to Accepting Imperfection

Jacqueline B. Toner, PhD, Claire A. B. Freeland, PhD, Janet McDonnell

Summary

What to Do When Mistakes Make You Quake helps kids take the fear out of failing and making mistakes.

Kids who worry about being wrong try to control situations to ensure their success, blame others for their failings, or are critical in general. They may have trouble making decisions for fear of making the wrong one. It's exhausting trying to avoid mistakes. This interactive self-help book is the complete resource for educating, motivating, and empowering children to cope with mistakes—so they can explore new territory without fear!

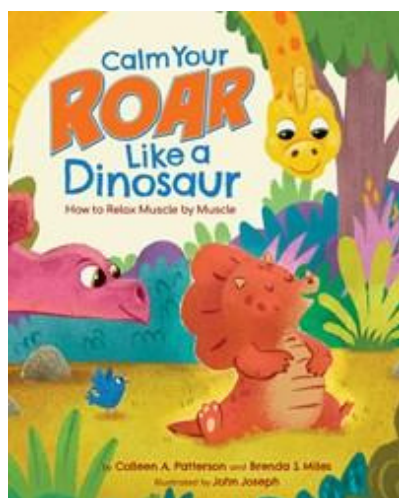
This updated edition is part of the **What-to-Do Guides for Kids** series, self-help books designed to guide kids through the cognitive-behavioral techniques most often used in the treatment of various psychological concerns. Engaging, encouraging, and easy to follow, these books educate, motivate, and empower children to work towards change.

Contributor Bio

Jacqueline B. Toner, PhD, is a clinical psychologist, having earned her PhD from the University of Virginia and served as chief facilitator for a medical resources project with Johns Hopkins School of Public Health and Carnegie Mellon University.

Claire A. B. Freeland, PhD, is a clinical psychologist, working for more than thirty-five years with youth and their families. She is interested in bringing the general principles of cognitive-behavioral therapy to families everywhere.

Janet McDonnell's illustrations combine traditional media and digital techniques. In addition to illustrating books, magazines, and puzzles, Janet has both taught and written for children from preschool to high school ages.



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Juvenile Nonfiction / Health & Daily Living
10 in H | 8 in W | 0.3 in T | 0.7 lb Wt

Calm Your Roar Like a Dinosaur

How to Relax Muscle by Muscle

Brenda S. Miles, Colleen A. Patterson, John Joseph

Summary

Feeling frustrated, frenzied, or full of roar? Calm yourself like a dinosaur! This book teaches

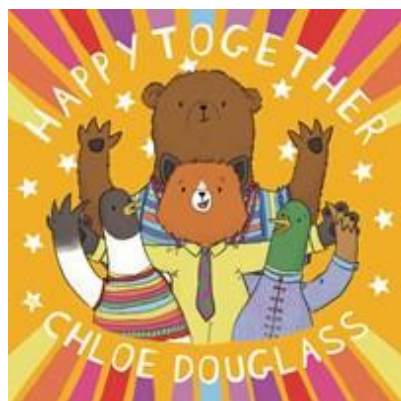
little kids progressive muscle relaxation, a mindful self-guiding meditation technique proven to calm and ground the whole mind and body. With its catchy mantra and playful rhyme, *Calm Your Roar Like a Dinosaur* presents a super fun and playful easy-to-learn skill that benefits dinos of all ages and is guaranteed to turn dinosaurs into relaxosaurs. All dinosaurs have a "roar" inside themselves from everyday feelings of frustration, anger, or stress. Dinosaurs big and small will learn that it is okay and that progressive muscle relaxation is a great way to release that roar! Also included is a note to readers with more information about frustration and anger as well as additional coping strategies and relaxation techniques.

Contributor Bio

Brenda S. Miles, PhD, is a clinical pediatric neuropsychologist who works with children, teens, and families. She blends brain science with creativity to build programs and resources that support learning and mental health. Dr. Miles lives near Toronto, Canada. You can follow her on Instagram.

Colleen A. Patterson, MA, is a psychologist who has worked with children of all ages in hospital and school settings.

John Joseph is the illustrator of multiple #1 *New York Times* bestselling books. When he is not illustrating books for children, John is teaching visual arts at a local elementary school. John lives in Colorado. Visit johnjosephillustration.com and [@John_Joseph_Art](https://www.instagram.com/John_Joseph_Art) on Instagram.



Happy Together

Chloe Douglass

Summary

Fox is beyond excited! Fifi, FrouFrou, and Fluffy are part of the coolest, wildest, most famous band ever!

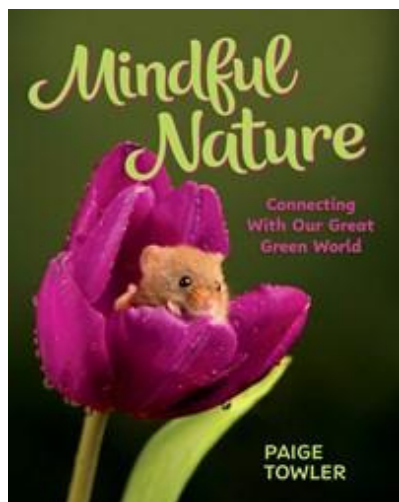
So when Fox stumbles upon a chance to play with them, how could he not? They have millions of followers, and everyone loves them! When a mishap during the show exposes The Bad Apples for who they really are, Fox is left to sing and play alone, and he realizes that fame is not all it's cracked up to be. Fox is so much happier with his band and his real friends, their voices joined in cool harmony.

Follow along with our fab group of musicians—Seagull, Bear, Duck, and Fox—through tricky friendship situations and uncomfortable moments like loneliness, envy and jealousy, authenticity, and popularity. This upbeat resource will educate littles on becoming comfortable with their own self and coping with any disharmony in their own band of friends.

Contributor Bio

Chloe Douglass works in her home studio to create illustrations, character designs, and story ideas. She graduated from Kingston University with a masters in illustration. She lives in Tooting, London.

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Living
Series: A Harmony of Friends
10 in H | 10 in W | 0.3 in T | 0.8 lb
Wt



Mindful Nature

Connecting With Our Great Green World

Paige Towler

Summary

Published in partnership with the National Wildlife Federation®, a beautiful, calming blend of thought prompts and stunning nature photography to create a truly absorbing and meditative experience for young readers.

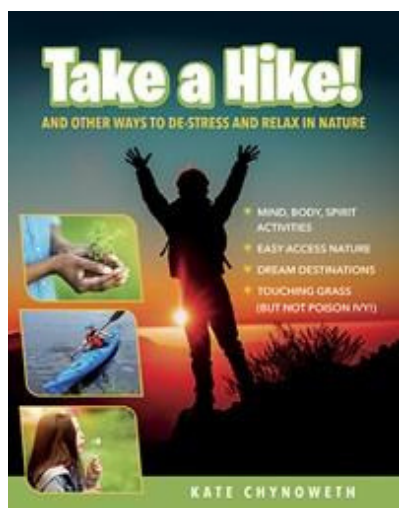
Through mindful moments, readers will tune into our great green world, making this a book to be savored slowly and intentionally. This book shows the benefits of nature for improving mental health, reducing stress, boosting self-esteem, and empowering people, communities, and the planet. Art and science come together in this beautiful meditative picture book.

Contributor Bio

Paige Towler lives in Washington, DC. Her poetry and writings have appeared in many anthologies, and she has written books for National Geographic, Britannica Books, Scholastic, Union Square & Co, and more.

The **National Wildlife Federation**, America's largest and most trusted conservation organization, works across the country to unite Americans from all walks of life in giving wildlife a voice. NWF has been on the front lines for wildlife since 1936, fighting for the conservation values that are woven into the fabric of our nation's collective heritage. NWF is also a publisher of magazines for children. For over 55 years, Ranger Rick has aimed to inspire in its readers a greater understanding of the natural world, a deep love of nature and wildlife, and a lasting commitment to conservation and environmental action.

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Daily Living
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Take a Hike!

And Other Ways to De-Stress and Relax in Nature

Kate Chynoweth

Summary

Published in partnership with the National Wildlife Federation®, Take a Hike is chock full of inspirational text and practical tips, and encourages kids to seek out nature for health benefits and planet protection. Kids who spend more time in nature benefit in mind, body, and spirit! And likewise, benefit the Earth. This guide explains the powerful connection between us and our planet and shares practical tips and fun activities anyone can do to get outside and soak up nature. An advisory board of psychologists and nature conservationists infuses the book with expertise in kid-friendly ways. Stunning photography showcase nature as fun, mighty, and beautiful and just outside!

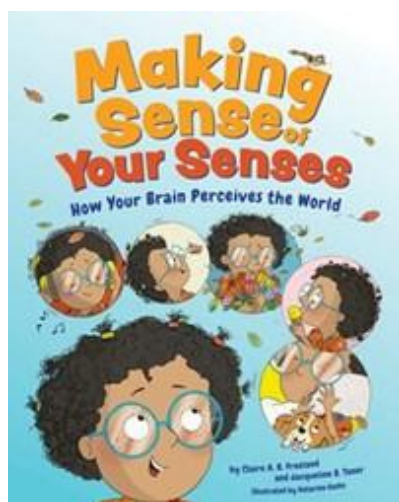
Contributor Bio

Kate Chynoweth is the author of *Lemons: Growing, Cooking, Crafting and A Bouquet of Roses*, and her work has appeared in magazines such as *Sunset* and *Real Simple*.

The **National Wildlife Federation**, America's largest and most trusted conservation organization, works across the country to unite Americans from all walks of life in giving wildlife a voice. NWF has been on the front lines for wildlife since 1936, fighting for the conservation values that are woven into the fabric of our nation's collective heritage. NWF is also a publisher of magazines for children. For over 55 years, Ranger Rick has aimed to inspire in its readers a greater understanding of the natural world, a deep love of nature and wildlife, and a lasting commitment to conservation and environmental action.

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Juvenile Nonfiction / Concepts
10 in H | 8 in W

Making Sense of Your Senses

How Your Brain Perceives the World

Claire A. B. Freeland, PhD, Jacqueline B. Toner, PhD, Katarina Gasko

Summary

Ever wonder how you can guess with just a whiff what your dad is making in the kitchen? Or why you don't notice your refrigerator running in the next room?

That's your brilliant brain at work! Your smartest organ tells you what your senses are sensing—without you even trying! It uses what you already know and your memories to understand all that you hear, see, smell, taste, and touch. Go beyond your senses in this playful picture book and explore the science behind how you make sense of the world around you. You'll discover how your body picks up clues from your environment and how your nervous system turns all those observations into messages for your brain to interpret and fill in the blanks—all at lightning speed—to form your perception. Kid-friendly text from two expert psychologists along with cheerful art provides an in-depth look at how it all comes together. You'll see just how important your brain is to the senses! Amusing sidebars and hands-on activities encourage readers to learn more.

Contributor Bio

Claire A. B. Freeland, PhD, is a clinical psychologist, working for more than thirty-five years with youth and their families. She is interested in bringing the general principles of cognitive-behavioral therapy to families everywhere.

Jacqueline B. Toner, PhD, is a clinical psychologist, having earned her PhD from the University of Virginia and served as chief facilitator for a medical resources project with Johns Hopkins School of Public Health and Carnegie Mellon University.

Katarina Gasko studied at the Academy of Fine Arts and Design in Bratislava, Slovakia. She now lives in London, Canada, and creates illustrations for children's magazines, books, and comics.



Camilla and the Fall Festival

Julie Dillemath, Laura Wood

Summary

Our favorite mapping boar is back in her fourth adventure!

Fall is Camilla the Cartographer's favorite time of year. Dried leaves swirling on the breeze make the air smell like her most treasured old maps. Less daylight means more cozy time to curl up in bed with a book. And most of all, she loves the annual Fall Festival. Hazelnut bread, chestnut pudding, leaf art, pinecone patterns . . . she can't wait to celebrate all her favorite traditions, just like every year.

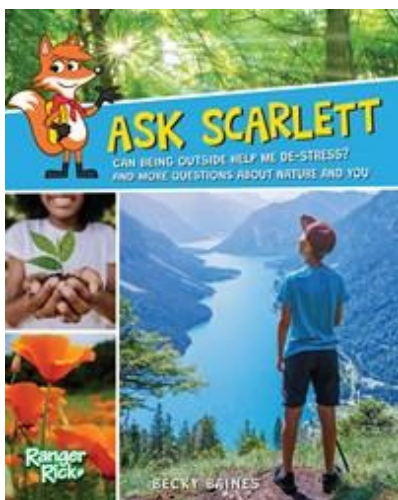
Camilla, Parsley the porcupine, and all their forest friends work hard getting everything ready . . . only for a windstorm to destroy everything the night before the festival is supposed to start. Decorations are scattered throughout the forest and clear across the meadow! Does this mean the festival is ruined? Or can teamwork—and Camilla's mapping skills—save the day? The festival might not look exactly the way it always has . . . but maybe change can be a good thing. And maybe they can discover some new traditions along the way.

Contributor Bio

Julie Dillemath has a PhD in geography and is the author of picture books that help children develop and practice spatial thinking skills, problem solving, and social-emotional skills.

Laura Wood is an independent illustrator based in Milan. She is particularly drawn to children's illustration because it allows her to play with colors and characters in order to create the perfect world she would like to live in: sunny, safe, and fun.

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Series: Camilla the Cartographer
8 in H | 10 in W | 0.6 lb Wt



Ask Scarlett

Can Being Outside Help Me De-Stress? And More Questions about Nature and You
Rebecca Baines

Summary

Based on the popular *Ranger Rick*® magazine feature, *Ask Scarlett* is a fun question-and-answer reference book that satisfies kids' curiosity about nature and how being outside can make you feel better.

With a fun and quirky attitude, Scarlett explains why nature helps the brain, how it supports creativity, and how it helps kids become planet protectors, along with the answers to dozens upon dozens of other nature and health questions. Once kids know what Scarlett knows, they'll be nature experts—and aficionados extraordinaire.

Science continues to show the positive effects of nature on mental health. Magination Press and the National Wildlife Federation® together hope to ease stress through a collection of books showing the benefits of nature for improving mental health, reducing stress, boosting self-esteem, and encouraging empowerment for people, communities, and the planet.

Contributor Bio

Rebecca Baines is a children's book writer and editor. She is the former editorial director at National Geographic Kids and has written books for kids about topics from dogs to bones to eggs to spiders.

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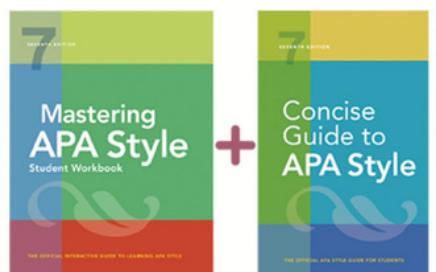
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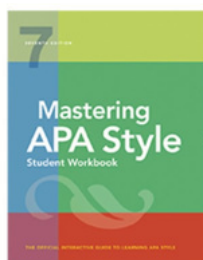
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