



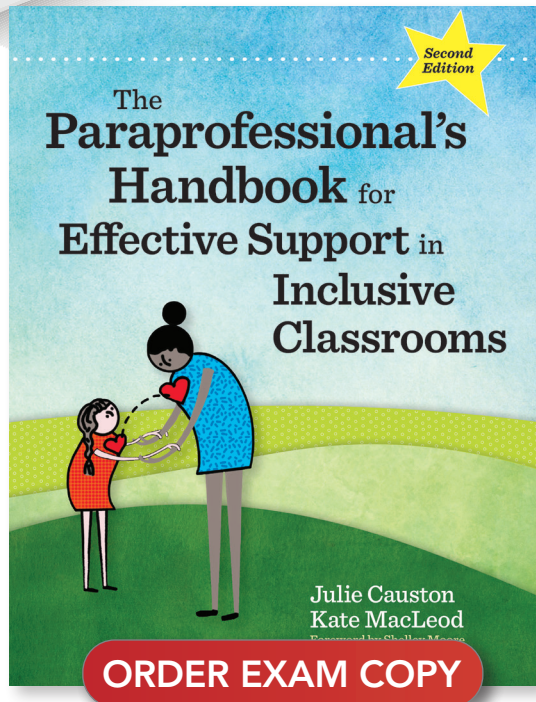
TEXTBOOKS

K-12 SPECIAL EDUCATION



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BROOKES



The Paraprofessional's Handbook for Effective Support in Inclusive Classrooms

Second Edition

By Julie Causton, Ph.D. (founder and CEO of Inclusive Schooling, formerly of Syracuse University), & Kate MacLeod, Ph.D. (University of Maine at Farmington, founder and consultant at Inclusive Schooling)

"Provides foundational orientation and training content for paraprofessionals. Its accessible style, focus on inclusive contexts, and practical applications should make it a go-to resource."

—Michael Giangreco, Ph.D., University of Vermont,
Center on Disability & Community Inclusion

CONTENTS

1. The Paraprofessional
2. Inclusive Education
3. Special Education
4. Collaborating with Others
5. Rethinking Your Students: Presuming Competence
6. Providing Academic Supports
7. Providing Social Supports
8. Providing Behavioral Support
9. Respectful Support for Developing Student Independence
10. Supporting Yourself

What does a great paraprofessional need to know and do? Your students will find real-world answers from two experts in the second edition of this bestselling guidebook. Passionate inclusion advocates Julie Causton and Kate MacLeod bring future paraprofessionals a supremely practical guide to surviving and thriving as an integral part of a school's inclusive team.

Your students will get immediately applicable strategies for mastering every facet of their complex role: collaborating with other team members, selecting accommodations and modifications, facilitating peer connections, fading their support, and much more. And they'll have a treasure trove of tools—including activities, learning checks, reproducible templates, FAQs, and short to-do lists—to help them reflect on their practice and strengthen their daily work once they're on the job.

An essential-hands-on guide for tomorrow's paraprofessionals, this empowering book takes the guesswork out of this critical classroom role and prepares future professionals to help students with disabilities reach their full potential.

WHAT'S NEW:

- New chapter on Respectful Support for Developing Student Independence
- More on key topics such as collaboration, presuming competence, and supporting social and academic success for students with diverse abilities
- New and updated research, practices, digital tools, resources, examples, quiz questions, and reflection activities throughout the book
- Package of online materials, including printable activities, forms, and worksheets

Systematic Instruction for Students with Moderate and Severe Disabilities

NEW

Second Edition

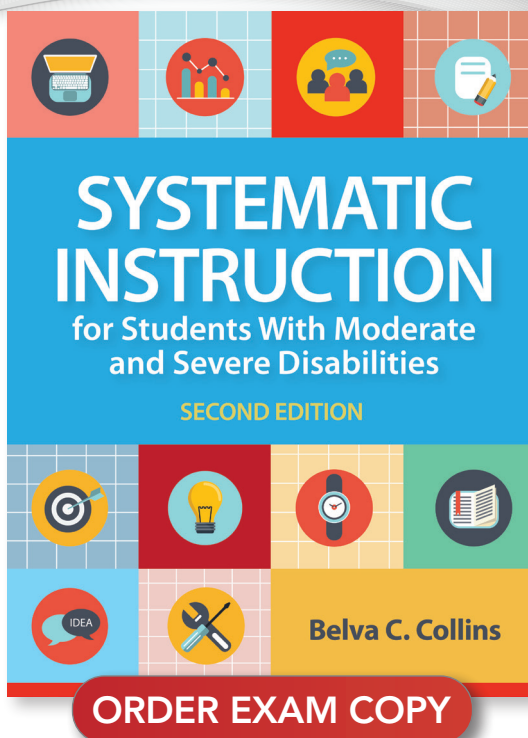
By Belva C. Collins, Ed.D. (Professor Emeritus, University of North Carolina at Charlotte and University of Kentucky)

To improve outcomes for students with moderate and severe disabilities, future K–12 educators need to understand the why and how of good instructional practices. They'll find comprehensive guidance in the second edition of this bestselling text on **systematic instruction**, a highly effective teaching approach rooted in applied behavior analysis (ABA).

Fully revised and updated with timely topics and new sample lesson plans, this reader-friendly textbook prepares teachers to use dynamic, adaptable systematic instruction strategies to teach core content that is age-appropriate, meaningful, and relevant to students' lives. Tomorrow's teachers will discover evidence-based methods that help them with every step of systematic instruction, from collecting accurate screening and baseline data to supporting students as they generalize new skills to other settings. And faculty members will get a **complete package of online instructor materials** they can use in their courses, including test banks, PowerPoint slides, flowcharts for instructional procedures, and blank data sheets.

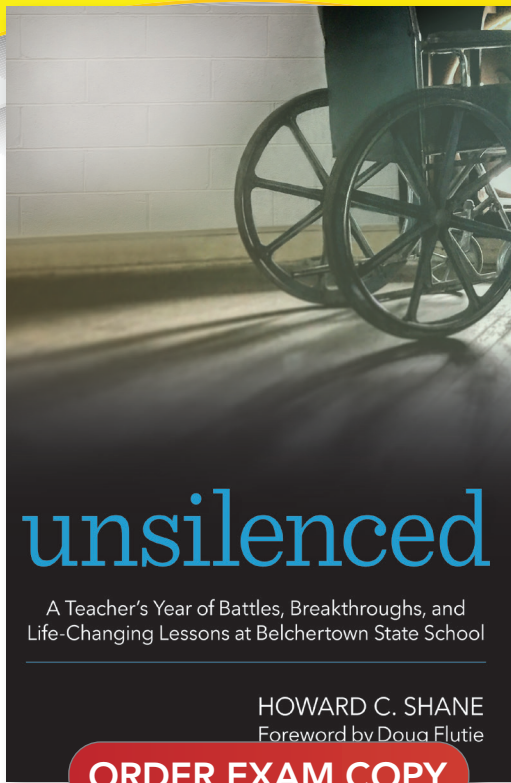
WHAT'S NEW

- Revised and updated chapters throughout, with a wealth of practical strategies
- A full package of online faculty materials
- 14 new sample lesson plans, including learning objectives, instructional contexts, materials needed, teaching procedures, data collection and maintenance guidelines, and lesson extensions and variations
- Insightful commentary from special educators in each chapter
- More on working with parents and caregivers
- Guidance in each chapter about adapting systematic instruction methods for distance learning
- New chapter on making instructional decisions and exercising leadership
- Explicit guidance on combining functional core content with standards-based instruction
- More on inclusion and culturally responsive practices
- Up-to-date research on systematic instruction



CONTENTS

1. Using Systematic Instruction When Teaching Standards in Inclusive Classrooms
2. Using Technology with Systematic Instruction
3. Involving Others in Implementing Systematic Instruction
4. Developing Data Sheets and Collecting Baseline Data
5. Using Effective Practices to Teach Learners with Moderate and Severe Disabilities
6. Applying the Principles of ABA to Teach Learners with Moderate and Severe Disabilities
7. Using Response Prompting Strategies: Graduated Guidance, Most-to-Least Prompting, and System of Least Prompts
8. Using Response Prompting Strategies: Time Delay and Simultaneous Prompting Procedures
9. Increasing the Efficiency of Instruction
10. Facilitating Maintenance and Generalization
11. Making Instructional Decisions and Exercising Leadership



"The 1970s brought about change in the way American society treated human beings who were viewed as 'deficient' because of the difference in their physical or intellectual abilities . . . in his storytelling, [Shane] allows us to remember the people who endured those experiences. When educators think inclusion in schools is not important, they need to read this book to understand WHY it is a must. "

—Carol Quirk, Ed.D., Chief Executive Officer,
Maryland Coalition for Inclusive Education, Inc. (MCIE)

Unsilenced

A Teacher's Year of Battles, Breakthroughs,
and Life-Changing Lessons at Belchertown
State School

By Howard C. Shane, Ph.D. (Boston Children's Hospital, Harvard Medical School)

For future educators and other practitioners getting ready to work with people who have disabilities, learning the history of our attitudes and actions regarding disability is a vital part of professional preparation. That's why this important and illuminating new book should be part of every recommended reading list for higher education courses on disability.

The year is 1969, and fresh-out-of-college smart-aleck Howard Shane has just landed his first teaching job—at Belchertown State School, a bleak institution where people with disabilities endure endless days of silence, tedium, and neglect.

Howard is stunned by the conditions at Belchertown and the challenges of his new job, but as he gets to know his diverse, endearing, and intelligent students, he becomes consumed with a mission: to unlock their communication skills and help them reach their full potential. Pitting his youthful idealism and passion against the rigidity of a rule-bound administrator, Howard battles his way to small joys and victories with his students—and, along the way, learns just as much as he teaches.

A stirring and spellbinding memoir from internationally renowned AAC expert Howard Shane (Boston Children's Hospital, Harvard Medical School), *Unsilenced* is a candid look at a pivotal era in disability history and a deeply personal account of how all human beings can flourish when we care for each other and fight for change. Eye-opening and unforgettable, this book is essential supplementary reading for a wide range of future professionals as they prepare to work with children and adults with disabilities.

US\$29.95 | Stock #: 55156 | November 2021 | approx. 264 pages + 8-page photo insert | paperback | ISBN 978-1-68125-515-6



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Children with Disabilities

Eighth Edition

Edited by Mark L. Batshaw, M.D. (Children's National Medical Center, George Washington University), Nancy J. Roizen, M.D. (University Hospital's Rainbow Babies and Children's Hospital in Cleveland), & Louis Pellegrino, M.D. (SUNY Upstate Medical University)

Includes a complete package of multimedia instructor materials and a test bank of more than 200 questions for faculty!

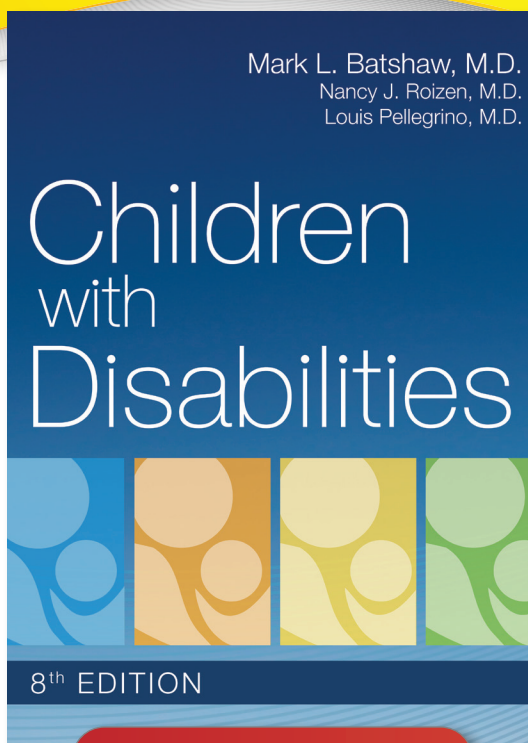
Trusted for four decades by university faculty and relied on by thousands of professionals from diverse fields, *Children with Disabilities* is the gold-standard text on working effectively with children and families. The NEW edition of this authoritative resource is an unparalleled compendium of information

about developmental, clinical, family, education, and intervention issues, from birth through adolescence. Every chapter has been meticulously peer-reviewed, and content has been updated throughout to reflect important new research and developments in diverse fields.

IN THIS EDITION:

- **Expanded focus on interdisciplinary care**, including guidance on how professionals from different fields can effectively collaborate
- **New chapters on key topics:** sleep disorders, assessment of physical disabilities, the senses, rehabilitative services, interdisciplinary care, the role of medication, and the effect of health care disparities on child outcomes
- **New Evidence-Based Practice boxes** throughout the text, for easy review of recent studies and recommended practices
- **Updated nomenclature** based on new developments in the field and recommendations from respected organizations

US\$89.95 | Stock #: 53206 | 2019 | 1000 pages | 8 1/2 x 11 | hardcover | ISBN 978-1-68125-320-6



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STUDENT-FRIENDLY FEATURES:

Chapter overviews, a helpful glossary, case studies that bring key concepts to life, thought questions, resource lists for further reading, and 200+ illustrations.

CONTENTS

I. AS LIFE BEGINS

1. The Genetics Underlying Developmental Disabilities
2. Environmental Exposures
3. Birth Defects and Prenatal Diagnosis
4. Newborn Screening
5. Premature and Small-for-Date Infants

II. THE CHILD'S BODY: PHYSIOLOGY

6. Fetal Development
7. The Senses: The World We See, Hear, and Feel
8. The Brain and Nervous System
9. Muscles, Bones, and Nerves
10. Nutrition

III. DEVELOPMENTAL ASSESSMENT

11. Child Development
12. Diagnosing Developmental Disabilities
13. Neuropsychological Assessment

IV. DEVELOPMENTAL DISABILITIES

14. Intellectual Disability
15. Down Syndrome and Fragile X Syndrome
16. Inborn Errors of Metabolism
17. Speech and Language Disorders
18. Autism Spectrum Disorder
19. Attention-Deficit/Hyperactivity Disorder
20. Specific Learning Disabilities
21. Cerebral Palsy
22. Epilepsy
23. Acquired Brain Injury
24. Developmental Disability in Chronic Disease

V. ASSOCIATED DISABILITIES

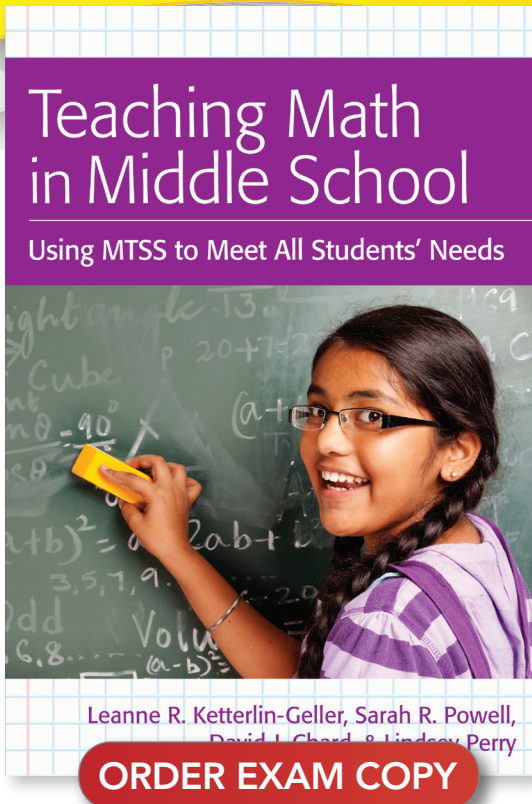
25. Visual Impairment
26. Deaf/Hard of Hearing Plus
27. Behavioral and Psychiatric Disorders
28. Sleep Disorders
29. Feeding and Its Disorders

VI. INTERVENTIONS

30. Interdisciplinary Education and Practice
31. Early Intervention Services
32. Rehabilitative Services
33. Special Education Services
34. Behavioral Therapy
35. Oral Health
36. Assistive Technology
37. Family Assistance
38. Pharmacological Therapy
39. Complementary Health Approaches

VII. OUTCOMES

40. Transition from Adolescence to Adulthood
41. Medical Home and Health Care Systems
42. Racial and Ethnic Disparities



Teaching Math in Middle School

Using MTSS to Meet All Students' Needs

By Leanne R. Ketterlin-Geller, Ph.D. (Southern Methodist University), Sarah R. Powell, Ph.D. (The University of Texas at Austin), David J. Chard, Ph.D. (Boston University), & Lindsey Perry, Ph.D. (Southern Methodist University)

Get future educators ready to make all middle schoolers confident and competent mathematicians with this accessible guide to teaching math to every learner in Grades 6-8. Focused on knocking down roadblocks to learning, this reader-friendly textbook shows teachers how to use multitiered systems of support (MTSS)—a powerful, widely adopted framework for meeting each student's individual needs. Preservice educators will learn how to deliver high-quality, evidence-based math instruction; combine instruction with meaningful assessment; and provide just-right supports that help students conquer their specific math struggles.

An essential resource for teachers in training, this book offers the in-depth knowledge and practical tools tomorrow's educators need to support every student's success in middle school math.

SELECTED CONTENTS

I. BUILDING NUMERACY IN MIDDLE SCHOOL STUDENTS

1. Laying the Foundation for Algebra
2. Supporting All Students Through Multitiered Instruction

II. DESIGNING AND DELIVERING EFFECTIVE MATHEMATICS INSTRUCTION

5. Evidence-Based Practices for Instruction and Intervention
6. Instructional Practices to Support Problem-Solving
7. Designing Interventions

III. USING DATA TO MAKE DECISIONS

9. Why Should We Assess?
11. Why Are Students Struggling? Diagnostic Assessments
12. Is the Intervention Helping? Progress Monitoring
13. Have Students Reached Their Goals? Summative Assessments

IV. IMPLEMENTING MTSS TO SUPPORT EFFECTIVE TEACHING

15. Assessing Your School's Readiness for MTSS Implementation
16. Collaboration as the Foundation for Implementing MTSS
17. Implementing MTSS: Voices from the Field

GET TEACHERS READY TO:

- **Implement MTSS to benefit all students.** Develop and use tiered supports across a whole school, promote collaboration between general and special educators, and troubleshoot an MTSS.
- **Build foundational numeracy skills.** Help students strengthen the three pillars of numeracy that build algebraic proficiency.
- **Design and deliver effective math instruction.** Use today's recommended practices to teach all students, and develop Tier 2 and Tier 3 interventions that really help struggling learners.
- **Choose and use effective supports.** Distinguish between differentiation, accommodation, and modification, and learn when and how to use them.
- **Use data to make decisions.** Learn how to select and use screeners, diagnostic assessments, progress monitoring tools, and summative assessments—and use results to shape instruction.

PRACTICAL MATERIALS: More than a dozen downloadable forms help teachers plan for MTSS and implement what they learned from the book, vignettes and sample problems model best practices, and interviews with real-life educators brim with valuable advice on implementing MTSS in math education.

US\$39.95 | Stock #: 72742 | 2019 | 288 pages | 7 x 10 | paperback | ISBN 978-1-59857-274-2

Teaching Mathematics Meaningfully

Solutions for Reaching Struggling Learners,
Second Edition

By David H. Allsopp, Ph.D. (University of South Florida),
Lou Ann H. Lovin, Ph.D. (James Madison University),
& Sarah van Ingen, Ph.D. (University of South Florida)

Unlock math concepts for struggling learners with the expanded new edition of this bestselling text! Filled with invaluable tips, tools, and research-based strategies for Grades K–12, this comprehensive resource fully prepares future teachers to demystify math for a wide range of learners, including students with learning disabilities, ADHD, and mild cognitive disabilities.

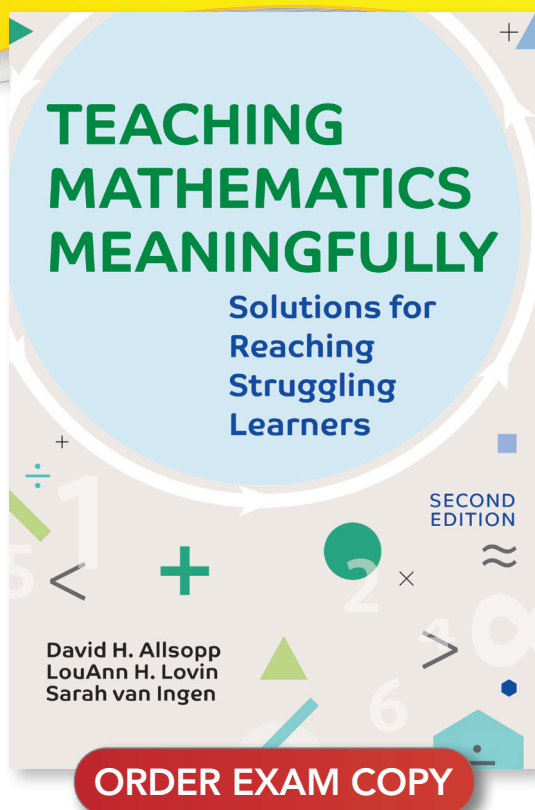
DISCOVER HOW TO:

- Uncover the **barriers** to students' math success and effectively **break them down**
- Teach the **big ideas** of math and link them to **Common Core State Standards**
- Plan and implement **student-centered instruction** that responds to each learner's individual needs
- Apply teaching practices for struggling learners within a **multi-tiered system of supports (MTSS)**
- Align instructional approaches with **NCTM Teaching Practices**
- Select **assessment practices** appropriate for struggling students

PRACTICAL MATERIALS: More than a dozen Take Action activities, reproducible planning forms (available in the book and online), and an in-depth case study that walks readers through the Teaching Mathematics Meaningfully process.

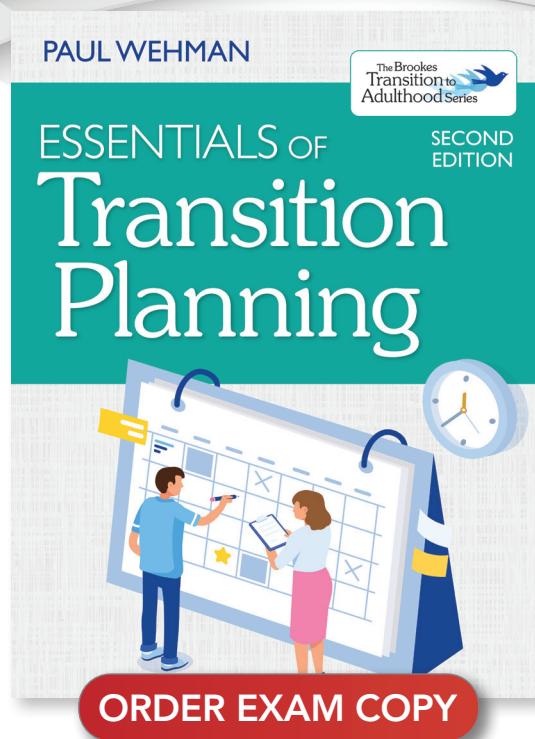
IN THIS EDITION:

- An updated framework that makes the Teaching Mathematics Meaningfully process clearer and easier
- A clear and convenient summary of each step in the process
- A framework now aligned with Common Core State Standards
- Incorporation of the most current research and recommended practices
- Special focus on response to intervention/multi-tiered systems
- Take Action Activities for application of the concepts and framework
- More information on learning trajectories in mathematics



CONTENTS

1. Critical Components of Meaningful and Effective Mathematics Instruction for Students with Disabilities and Other Struggling Learners
- I. IDENTIFY AND UNDERSTAND THE MATHEMATICS**
2. The Big Ideas in Mathematics and Why They Are Important
3. Children's Mathematics: Learning Trajectories
- II. LEARNING THE NEEDS OF YOUR STUDENTS AND THE IMPORTANCE OF CONTINUOUS ASSESSMENT**
4. Barriers to Mathematical Success for Students with Disabilities and Other Struggling Learners
5. Math Assessment and Struggling Learners
- III. PLAN AND IMPLEMENT RESPONSIVE INSTRUCTION**
6. Making Flexible Instructional Decisions: A Continuum of Instructional Choices for Struggling Learners
7. Essential Instructional Approaches for Struggling Learners in Mathematics
8. Changing Expectations for Struggling Learners: Integrating the Essential Instructional Approaches with the NCTM Mathematics Teaching Practices
9. Mathematics MTSS/RTI and Research on Mathematics Instruction for Struggling Learners
10. How to Intensify Assessment and Essential Instructional Approaches Within MTSS/RTI
11. Intensifying Math Instruction Across Tiers within MTSS: Evaluating System-Wide Use of MTSS
- IV. BRINGING IT ALL TOGETHER**
12. The Teaching Mathematics Meaningfully Process
- APPENDICES**
- A. Take Action Activities
- B. ARC Assessment Planning Form
- C. Peer-Tutoring Activity
- D. Using a Think-Aloud
- E. Case Study



Essentials of Transition Planning

Second Edition

By Paul Wehman, Ph.D. (Virginia Commonwealth University),
with invited contributors

"An exceptional resource that includes valuable and practical transition planning strategies, along with anecdotes that clearly illustrate their application."

—Richard Luecking, Ed.D., University of Maryland

All the essentials of transition planning are at your students' fingertips in the second edition of this popular textbook, a one-stop guide to helping young people live fulfilling adult lives beyond the classroom. Renowned expert Paul Wehman and a select group of contributors introduce future professionals to all the fundamentals of transition planning, offering fast facts, vivid examples, realistic case studies, and checklists and tools for putting a plan into action.

Expanded and updated with the very latest on new legislation, funding sources, and other timely topics, this reader-friendly resource will help current and future professionals prepare young people to lead successful, self-determined adult lives in their communities.

WHAT'S NEW:

- Guidance on the Workforce Innovation and Opportunity Act (WIOA) and its implications for transition and employment
- All-new chapter on customized employment
- In-depth coverage of funding sources available today due to new legislation
- More emphasis on involving students and families in transition planning as early as middle school
- New information on working with minority populations
- Cutting-edge case studies that reflect the current state of transition services
- More on employment goals and postsecondary education goals
- New evidence-based practices for students with complex support needs
- Downloadable sample syllabi

PRACTICAL MATERIALS: Transition Planning Checklist • A Checklist for Inclusive Schooling • Career and Vocational Transition Worksheet • Postsecondary Education Transition Worksheet • Social Competencies Worksheet • Dos and Don'ts of Transition IEP Implementation • and more

CONTENTS

1. Introduction to Transition Planning
2. Individual and Community Transition Planning: Focus on Inclusion
3. Developing the Transition Curriculum
4. Planning for the Future: One Student at a Time
5. Writing the Transition Individualized Education Program
6. Implementing the Transition Individualized Education Program
7. Understanding the Different Pathways to Competitive Employment from School
8. Customized Employment
9. Funding Transition Programs: Toward a Seamless Transition from School into Adulthood

The Way to Work

How to Facilitate Work Experiences for Youth in Transition, *Second Edition*

By Richard G. Luecking, Ed.D. (University of Maryland, College Park),
with invited contributors

"An excellent and comprehensive overview of history, legislation, and practical information related to the employment of persons with disabilities."

—Gary Greene, Ph.D., Professor Emeritus of Special Education,
California State University, Long Beach

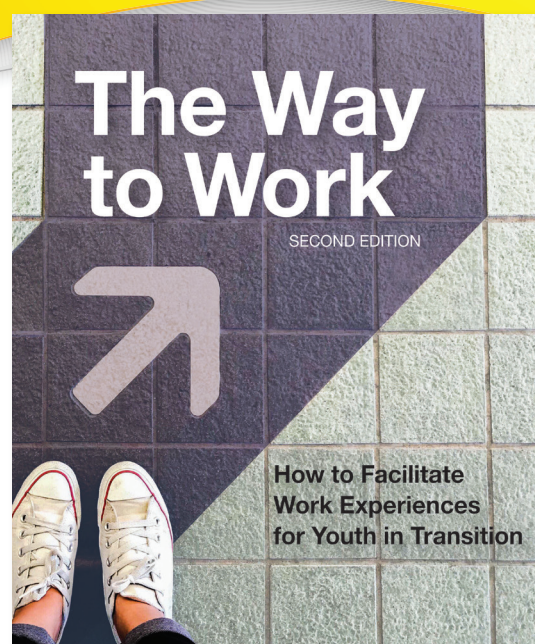
Informed by the author's three decades of experience, the new second edition of this bestselling text is a complete, up-to-date guide to facilitating individualized, person-centered work experiences for high school students and young adults with a range of disabilities. The first book that clearly explains how to effectively apply the requirements of Workforce Innovation and Opportunity Act (WIOA), *The Way to Work* gives future professionals the knowledge they need to adhere to the new rules and leverage new opportunities to benefit youth in transition. They'll also get the latest on critical topics covered in the first edition, from determining student strengths and needs to recruiting employer partners and designing positive work experiences.

GET NEW GUIDANCE ON HOW TO:

- Navigate the newest federal legislation on transition to work
- Apply principles of the latest transition models
- Plan workplace accommodations with employer participation
- Address recent wage regulations
- Involve families in planning work experiences

SUPPORT THE WHOLE EMPLOYMENT PROCESS: Assess students' strengths, needs, and interests • Recruit employer partners • Design work experiences that benefit both employer and employee • Help students decide when and how to disclose a disability • Promote students' social skills • Guide students in advocating for work accommodations • Facilitate workplace mentorship • Collaborate with families and professionals to support the work experience

PRACTICAL MATERIALS: Future professionals will get materials they can use in the field, including planning organizers, interview guides, worksheets, and other downloadable forms to help them put recommended strategies into practice.



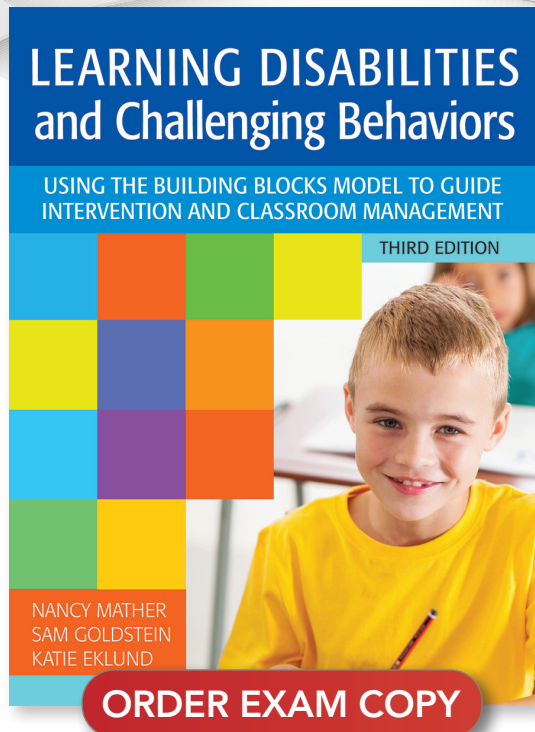
Richard G. Luecking

Forewords by Mary E. Morningstar and Madeleine Will

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CONTENTS

1. Recognizing Work Experiences as Indispensable Educational Tools
2. Setting the Stage for Quality Work Experiences
3. Planning for Work Experiences
4. Navigating Work Experience and Disability Disclosure
5. Supporting Families to Support Work Experience
6. Finding Workplace Partners: Strategies for Recruiting Employers
7. Retaining Workplace Partners: Strategies for Ensuring Effective Employer Participation
8. Supporting Youth in the Workplace
9. Facilitating Workplace Mentorship for Youth Workers



Learning Disabilities and Challenging Behaviors

Using the Building Blocks Model to Guide Intervention and Classroom Management, *Third Edition*

By Nancy Mather, Ph.D., (University of Arizona),
Sam Goldstein, Ph.D., (University of Utah),
Katie Eklund, Ph.D. (University of Arizona)

"An in-depth yet practical treatment of the complex learning, behavior, and social-emotional needs of students with disabilities and how to help them to take ownership of their learning and school success."

—David Allsopp, Ph.D., University of South Florida

CONTENTS

I. INTRODUCTION

1. The Building Blocks of Learning
Appendix: Building Blocks Questionnaire
2. Theoretical Foundations
3. The Learning Environment

II. FOUNDATIONAL BLOCKS

4. Self-Regulation
5. Behavior
6. Emotions
Appendix A: Anxiety Disorders
Appendix B: Depressive Disorders
Appendix C: Disorders of Trauma and Stress
7. Strategies to Promote Resilience with Robert Brooks

III. PROCESSING BLOCKS

8. Learning Disabilities and the Processing Blocks
Appendix A: Phonological Awareness Skills Screener (Pass)
Appendix B: The Relationship between Speech Sounds and Spelling Development
9. Instruction for the Processing Blocks
Appendix: Fry's 600 Instant Words

IV. CONCEPTUAL BLOCKS

10. The Conceptual Blocks
Appendix A: Additional Strategies for Test Taking
Appendix B: Instructional Accommodations Survey
Appendix C: iPad Apps for Visual Imagery, Note-Taking, Time Management, and Test Taking Instruction
11. Instruction for the Conceptual Blocks
Appendix A: Synonyms for Words that Children Commonly Use in Writing
Appendix B: iPad Apps for Reading, Spelling, and Writing Instruction

V. CONCLUSION

12. The Classroom Environment as a Microcosm of the World

Why do students in Grades K–12 struggle with social and academic skills, and how can teachers help them develop the competence and confidence they need to succeed? Teach practical answers with the new edition of this bestselling text, a staple of teacher training since 2001. It's structured like the popular previous editions: a detailed questionnaire pinpoints each student's individual strengths and needs, and an updated version of the highly effective Building Blocks model helps educators target 12 school success factors with proven strategies and guidelines they can use right away.

HELP STUDENTS MASTER 12 BUILDING BLOCKS OF LEARNING:

- | | |
|-------------------|---------------------------|
| • Self-Regulation | • Memory |
| • Behavior | • Motor |
| • Emotions | • Automaticity/Efficiency |
| • Resilience | • Verbal |
| • Phonological | • Nonverbal |
| • Orthographic | • Executive Functions |

IN THIS EDITION:

In-depth information on today's most critical topics, including school climate, multi-tiered systems of support (MTSS), positive behavior interventions and supports (PBIS), social emotional learning, and student—teacher interactions.

US\$64.95 | Stock #: 78362 | 2015 | 568 pages | 8.5 x 11 | paperback | ISBN: 978-1-59857-836-2

Planning the Transition to Employment

By Wendy S. Parent-Johnson, Ph.D. (University of Arizona),
 Laura Owens, Ph.D. (University of Wisconsin–Milwaukee),
 & Richard Parent-Johnson, Ph.D. (University of South Dakota)

"An outstanding handbook on how to transition from school into employment."

—Paul Wehman, Ph.D., Virginia Commonwealth University, Richmond

"Reflects optimism for employment outcomes for students with disabilities as well as the importance of student-centered approaches . . . full of practical strategies."

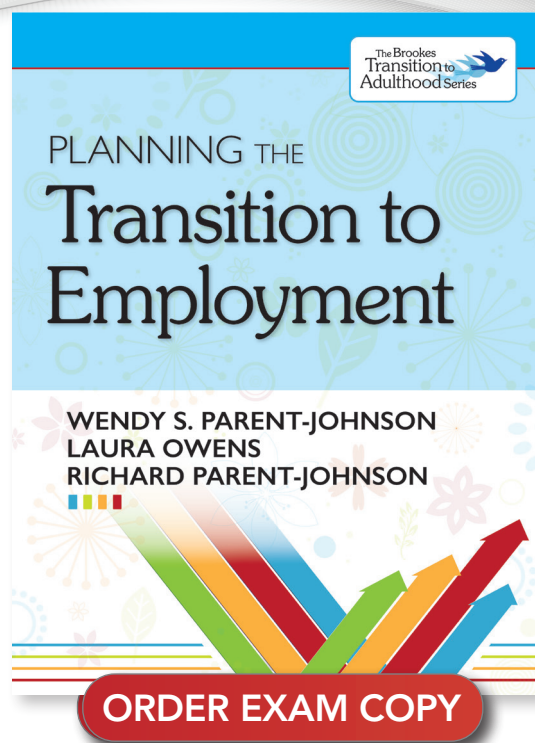
—Richard Luecking, Ed.D., Center for Transition and Career Innovation,
University of Maryland

With this practical text, you'll prepare future professionals to get students with disabilities ready for integrated, competitive employment in the real world. Developed by a team of respected experts, this book embraces the "Employment First" approach to career planning, which emphasizes integrated, competitive employment as the first and preferred option for all people, regardless of disability.

PREPARE PROFESSIONALS TO:

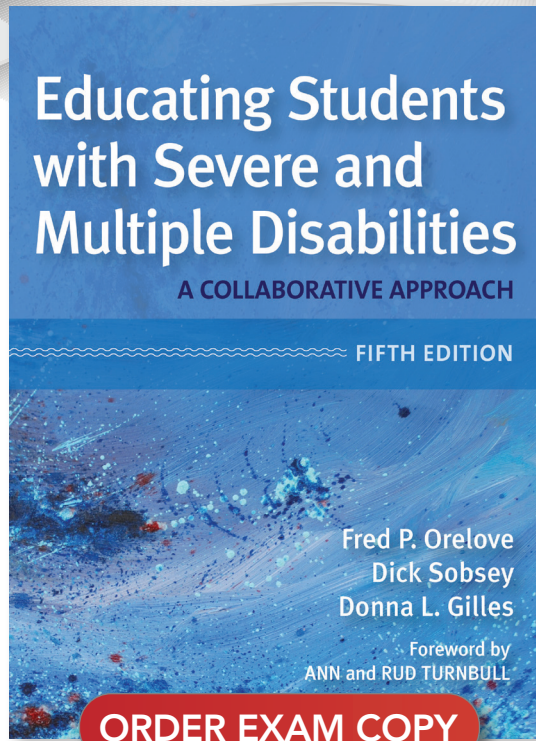
- Put together a "collective impact team" to support students' transition to employment
- Apply four recommended practices to help students achieve good employment outcomes
- Implement a person-centered planning process that puts the student in the driver's seat
- Help students identify their passions, interests, and learning styles
- Support students in exploring careers using online tools and internship opportunities
- Facilitate successful collaboration with adult services agencies
- Work with local business community to connect students with potential employers
- Provide students with the supports they need for success on the job

PRACTICAL MATERIALS: Case studies illustrate how to solve common obstacles to finding and keeping a job, and more than a dozen tools and forms—including the ITAP, the Job Observation Assessment Form, and a sample Employment Proposal—will help professionals in their future careers.



CONTENTS

1. Getting Started
2. Strategies to Facilitate Effective Transitions
3. Planning for Employment: Person-Centered Planning and Adult Agency Involvement
4. Developing Skills, Identifying Passions, and Exploring Careers
5. Developing Employer Relationships to Create Job Opportunities
6. Providing Training and Supports While in School and After
7. Ways to Overcome the "Yeah, But..." Syndrome



Educating Students with Severe and Multiple Disabilities

A Collaborative Approach, *Fifth Edition*

Edited by Fred P. Orelove, Ph.D. (Virginia Commonwealth University), Dick Sobsey, Ed.D. (University of Alberta), and Donna L. Gilles, Ed.D. (Virginia Commonwealth University)

A cornerstone of special education training for nearly 30 years, this is the definitive textbook for preparing educators, counselors, and other related services professionals to teach children with severe and multiple disabilities in inclusive settings. Now in a revised, thoroughly updated, and streamlined fifth edition, this bestselling volume gives current and future educators the research and practical strategies they need to ensure the best learning outcomes for their students. Presenting a team-based, collaborative approach to education, this comprehensive text includes valuable contributions from respected experts in diverse fields, including fresh voices in special education, physical therapy, occupational therapy, communication, counseling, and pediatrics.

CONTENTS

1. Designing Collaborative Educational Services
2. Partnering with Parents and Families
3. Educating Students with Physical Disabilities
4. Educating Students with Sensory Disabilities
5. Educating Children with Special Health Care Needs
6. Integrating Health Care in Education Programs
7. Teaching Communication Skills
8. Nutrition and Mealtime Considerations
9. Designing and Adapting the Curriculum
10. Instructing Students with Severe and Multiple Disabilities in Inclusive Classrooms
11. Creating Educational Adaptations, Accommodations, and Modifications
12. Alternate Assessments for Students with Severe and Multiple Disabilities
13. Transition to Adulthood for Youth with Severe and Multiple Disabilities

IN THIS EDITION:

- New chapters on topics essential to effective practice, such as teaching strategies and transition to adulthood
- Updates based on the latest developments in special education
- Cutting-edge information on assistive technology and understanding challenging behaviors infused throughout the book
- New student-friendly features that enhance learning, such as chapter objectives, key terms, reflection questions, and challenging activities
- Engaging and instructive case stories at the start of each chapter
- New online course materials, including slides that outline key ideas to remember
- Helpful new chapter organization that introduces readers to the diverse needs of students with severe and multiple disabilities and follows up with practical teaching strategies

SELECTED TOPICS COVERED: adaptations, accommodations, and modifications • alternate assessments • assistive technology • collaborative learning strategies • communication skills • curriculum design • IEPs • instructional planning • integration of health care and education programs • nutrition and mealtime considerations • partnerships with parents and families • physical disabilities • sensory disabilities • special health care needs • transition to adulthood

US\$69.95 | Stock #: 76542 | 2017 | 552 pages | 7 x 10 | paperback | ISBN 978-1-59857-654-2

Comprehensive Literacy for All

Teaching Children with Significant Disabilities to Read and Write

By Karen Erickson, Ph.D. (University of North Carolina at Chapel Hill), & David Koppenhaver, Ph.D. (Appalachian State University)

Literacy improves lives—and with the right instruction and supports, all students can learn to read and write. That's the core belief behind this student-friendly textbook, an essential guide to providing comprehensive, high-quality literacy instruction to students with significant disabilities.

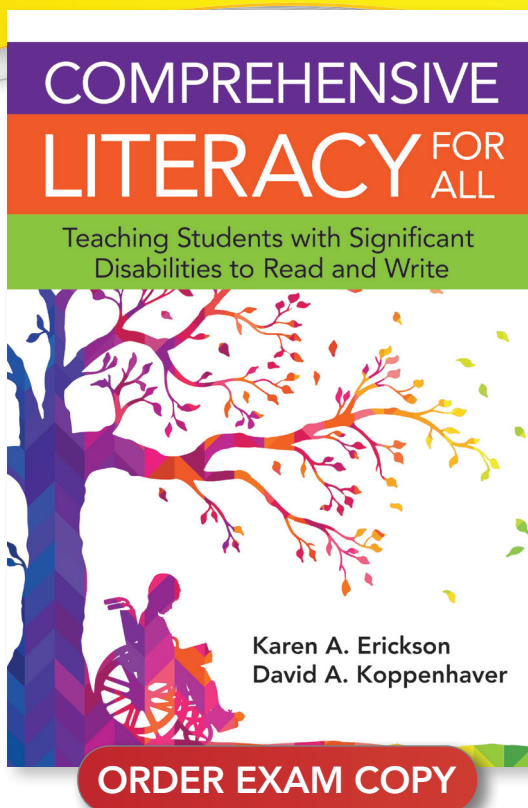
Drawing on decades of classroom experience, the authors present their own innovative model for teaching students with a wide range of significant disabilities to read and write print in grades preK–12 and beyond. Foundational teaching principles blend with concrete strategies, step-by-step guidance, and specific activities, making this textbook a complete blueprint for helping students acquire critical literacy skills they'll use inside and outside the classroom.

An ideal text for courses that cover literacy and significant disabilities, this book will help future educators ensure that all students have the reading and writing skills they need to unlock new opportunities and reach their potential.

PRESERVICE EDUCATORS WILL:

- Discover 10 success factors for helping students with significant disabilities become literate
- Prepare to teach emergent readers and writers skillfully, with evidence-based strategies for shared and independent reading, early writing instruction, and alphabetic and phonological awareness
- Learn how to help students acquire conventional literacy skills, with adaptable strategies for teaching reading comprehension, vocabulary, writing, decoding, and spelling
- Get ready to organize and deliver comprehensive literacy instruction in a variety of settings, both inside and outside of school
- See how to use assistive technology effectively to support reading, writing, and communication
- Learn tips on how to engage and motivate students and make literacy instruction meaningful to their everyday lives

PRACTICAL MATERIALS: Sample teaching scenarios and dialogues, how-to strategies, and downloadable resources, including sample lessons, a quick-guide to key literacy terms, lesson sequences, and flowcharts to guide instruction.



CONTENTS

- I. CORE UNDERSTANDINGS**
 1. All Children Can Learn to Read and Write: A Theoretical Rationale
 2. Establishing the Environment for Successful Literacy Learning
- II. BUILDING A FOUNDATION**
 3. Alphabet Knowledge and Phonological Awareness
 4. Emergent Reading
 5. Emergent Writing
- III. LEARNING TO READ AND WRITE**
 6. Comprehensive Literacy Instruction: A Research-Based Framework
 7. Reading Comprehension and Vocabulary Instruction
 8. Self-Directed Reading: Supporting Motivation and Fluency
 9. Writing
 10. Decoding, Word Identification, and Spelling
- IV. IMPLEMENTATION**
 11. Using Assistive Technology Effectively to Support Literacy
 12. Organizing and Delivering Effective Instruction

LAUNCHING A CAREER IN SPECIAL EDUCATION

YOUR ACTION PLAN FOR SUCCESS



Elizabeth A. Potts
Lori A. Howard

Foreword by Kristin L. Saveski

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Launching a Career in Special Education

Your Action Plan for Success

By Elizabeth A. Potts, Ph.D., (University of Virginia) & Lori A. Howard, Ph.D. (Marshall University)

For new special educators, navigating the first few years on the job can be a complex challenge. Prepare your students for their future career with this positive and practical resource, a friendly guide to successfully applying knowledge from teacher prep programs to real-world classrooms.

Developed by two special education experts with decades of experience, this book gives future teachers a complete action plan for on-the-job success—from managing everyday details like paperwork and classroom routines to mastering big-picture strategies for behavior management, collaboration, and assessment. Potts and Howard speak directly to your students, talking them step by step through key procedures, addressing common questions and concerns, and giving them sound advice they can use for their whole career. Throughout the book, relatable quotes from new and seasoned educators offer real-world perspectives on the joys and challenges of teaching. An important supplemental textbook for the next generation of special educators!

PREPARE TEACHERS TO:

- Set up a classroom
- Craft IEPs that reflect the student's and family's needs and goals
- Plan differentiated lessons that address IEP goals
- Find, use, and evaluate evidence-based practices
- Choose or develop classroom assessments that are reliable and valid
- Use positive strategies to reduce challenging behavior
- Prepare themselves and their students for a classroom observation
- Demonstrate professionalism in everything from attire to online conduct
- Collaborate effectively with other teachers, paraprofessionals, administrators, and support staff

PRACTICAL MATERIALS: In each chapter, **Planning Timeline** boxes highlight which tasks to do when; **Special Topics** boxes guide readers through key issues related to ethics, co-teaching, and English language learners; and **Reflection** boxes offer activities and checklists to help your students apply what they learn.

CONTENTS

- I. INTRODUCTION**
 1. Getting Started
- II. THE DAILY WORK OF A TEACHER**
 2. Understanding Inclusion
 3. Lesson Planning
 4. Research-Based Interventions
 5. Classroom Assessment
 6. Classroom Management
 7. Behavior Management
- III. BEYOND INSTRUCTION**
 8. IEP: The Legal Document
 9. Classroom Observations
- IV. WORKING AS A PROFESSIONAL WITHIN A SCHOOL**
 10. Cooperating Teacher: Your New Best Friend and Mentor
 11. Professionalism
 12. Co-Teaching
 13. Communicating with Others
 14. Teaching as a Career

A Comprehensive Guide to Intellectual and Developmental Disabilities

Second Edition

Edited by Michael L. Wehmeyer, Ph.D., Ivan Brown, Ph.D., Maire Percy, Ph.D., Karrie A. Shogren, Ph.D., & Wai Lun Alan Fung, M.D., Sc.D.

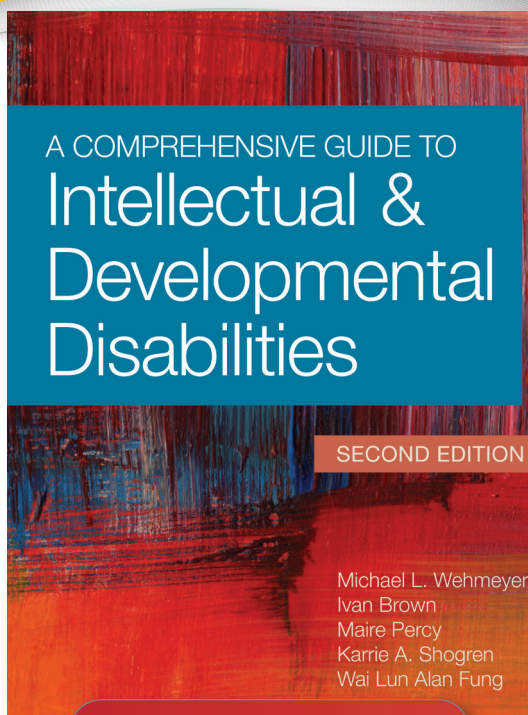
The trusted core disability textbook gets a comprehensive update in this second edition, now thoroughly revised to include all the critical topics today's professionals need to know about as they work with people who have disabilities. Brought to you by a new team of world-renowned experts and contributors, this volume fully prepares future educators, social workers, researchers, and clinicians to provide the best services and supports to children and adults across the life span. Tomorrow's professionals will discover what to do and how to do it as they prepare for their important work, and they'll refer to this user-friendly compendium year after year for information, insights, and answers. A cornerstone text for any course focused on developmental disabilities.

THE IDEAL CORE TEXT FOR DEVELOPMENTAL DISABILITY COURSES:

- **Broad and deep**, with thorough, up-to-date information on intervention, education, family roles, health issues, specific disabilities, and much more
- **Life-span-focused**, with topics ranging from genetics and development to aging issues
- **Multidisciplinary**, blending research and personal experiences of more than 70 esteemed authors from diverse fields
- **Immediately applicable**, presenting both the facts and practical, real-world advice on meeting the individual needs of people with disabilities
- **Student-friendly**, with learning objectives, instructive case stories, stimulating questions for reflection, and key Internet resources

SELECTED TOPICS COVERED: assessment and diagnosis • behavior and mental health • brain plasticity • cerebral palsy • decision-making and consent • direct support professionals • Down syndrome • early development and intervention • education • employment • epilepsy • fetal alcohol spectrum disorder • fragile X syndrome • gender issues in developmental disabilities • international human rights • nutritional considerations • parenting • physical health • service systems and approaches • transition from school to adult life

US\$99.95 | Stock #: 76023 | 2017 | 784 pages | 8 1/2 x 11 | hardcover | ISBN 978-1-59857-602-3



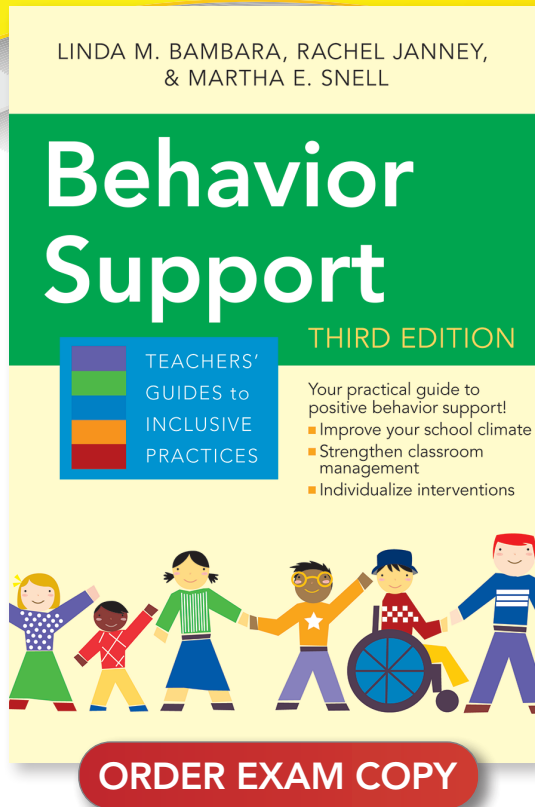
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CONTENTS

- I. INTELLECTUAL AND DEVELOPMENTAL DISABILITIES IN TODAY'S CONTEXT
- II. HUMAN DEVELOPMENT
- III. ETIOLOGY AND CONDITIONS
- IV. SUPPORT AND INTERVENTION
- V. INTELLECTUAL AND DEVELOPMENTAL DISABILITIES THROUGH THE LIFE SPAN
- VI. HEALTH
- VII. THE FUTURE

IN THIS EDITION:

- New co-editors and contributors
- New and extensively updated chapters on critical topics, including AAC and technology, autism spectrum disorder, advocacy and self-advocacy, communication challenges, family issues, human development and genetics, legal and ethical considerations, and psychopharmacology



Behavior Support

Fourth Edition

By Linda Bambara, Ed.D. (Lehigh University), Rachel Janney, Ph.D. (independent scholar and consultant), Martha E. Snell, Ph.D., (University of Virginia), with invited contributors

"A great resource for teachers and colleagues who are invested in effectively educating students with learning and behavior problems in inclusive settings."

—Tim Knoster, Bloomsburg University

The revised and expanded edition of a popular book trusted in classrooms across the country, *Behavior Support* is your students' guide to implementing effective positive behavior support (PBS)—both in the classroom and across an entire school. Future teachers will get explicit, strategies for implementing the three tiers of PBS: universal, school-wide interventions; selected interventions with students exhibiting risk behaviors; and specialized interventions with students who need intensive, individualized help. Packed with strategies, forms, and up-to-date research on multi-tiered systems of support, this practical text will help tomorrow's teachers support positive changes in students' behavior.

STRATEGIES FOR HELPING STUDENTS:

- Stop challenging behavior before it starts
- Improve communication, social, and self-control skills
- Form positive, respectful relationships with classmates, teachers, and other community members
- Take a more active part in their school, classroom, and community

IN THIS EDITION:

More research and strategies on key topics, including bullying prevention, safe and responsive school climates, functional assessment, and individual student interventions. You'll also get more explicit step-by-step instructions, new case examples, tips on sustaining PBS, redesigned forms, and focusing questions for each chapter that highlight key takeaways.

US\$34.95 | Stock #: 78867 | 2015 | 224 pages | 7 x 10 | paperback | ISBN: 978-1-59857-886-7

SELECTED CONTENTS

POSITIVE BEHAVIOR SUPPORT

1. Three-tiered Model of School-wide Systems for Student Support
3. Core Features and Principles of Positive Behavior Support
4. Positive Behavior Support Teams

SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT

6. A Safe and Responsive School Climate
7. School-wide Unified Discipline Approach
8. Active Development of Social and Emotional Competencies
9. Bully Prevention in Positive Behavior Support

CLASS-WIDE AND SELECTED INTERVENTIONS

11. Class-wide Interventions
12. Team Facilitation of Selected Interventions
13. Identifying Students of Selected Interventions
14. Matching Identified Students with Selected Interventions: Simple Functional Behavioral Assessment
15. Adopting and Implementing Selected Intervention
16. Monitoring, Evaluating, and Sustaining Selected Interventions

INDIVIDUALIZED POSITIVE BEHAVIOR SUPPORT: CONDUCTING A FUNCTIONAL BEHAVIORAL ASSESSMENT

18. 1: Identify the Problem(s) and Decide on Priorities
19. 2: Plan and Conduct the Functional Behavioral Assessment (FBA)

DESIGNING, USING, AND EVALUATING

INDIVIDUALIZED POSITIVE BEHAVIOR SUPPORTS

20. 3: Design an Individualized Positive Behavior Support Plan
 21. 4: Implement, Monitor, and Evaluate the Positive Behavior Support Plan
- Appendix A: Blank Forms
Appendix B: Resources on Behavioral Support

Modifying Schoolwork

Third Edition

By Rachel Janney, Ph.D. (independent scholar and consultant),
Martha E. Snell, Ph.D. (University of Virginia)

"A significant addition to the field's research-based inclusive education resources. It provides practical strategies, . . . for school personnel and educators who want to make inclusive education a reality rather than just an ideal."

—Martha Thurlow, Director of the National Center on Educational Outcomes

Your students will keep and use this quick, practical, ready-to-use guidance on teaching all students—and making appropriate modifications for kids who need extra support. This third edition of the bestselling book in the Teachers' Guides to Inclusive Practices series gives future teachers a clear and concrete plan for K-12 inclusion. Packed with field-tested strategies, case studies, and planning tools, this hands-on guide will show preservice teachers how to deliver effective universal instruction in core content areas and create customized adaptations and flexible supports for students with diverse needs and abilities. The next generation of teachers will learn what really works in inclusion, and they'll discover how to seamlessly weave in modifications while encouraging each student's sense of belonging.

IN THIS EDITION:

- Practical guidance on implementing Universal Design for Learning
- Content aligns clearly with an RTI framework, with strategies spanning from whole-class instruction to highly individualized adaptations
- More on working with students with significant disabilities and complex learning needs—one of the biggest challenges of inclusion
- Easy-to-print forms that help teachers plan individualized supports and adaptations, available at www.brookespublishing.com
- Helpful "focusing questions" at the start of each chapter—perfect for preservice study and teacher book club discussions
- New stories from teachers and parents that spotlight real-world challenges and successes

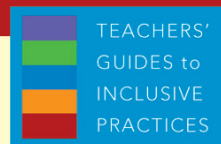
INCLUDES PRINTABLE PLANNING TOOLS:

- Team Roles and Responsibilities Checklist
- Program-at-a-Glance
- Student Profile
- General Assessment of Classroom Activities
- Program Planning Matrix
- Individualized Adaptations and Support Plan

RACHEL JANNEY & MARTHA E. SNELL

Modifying Schoolwork

THIRD EDITION



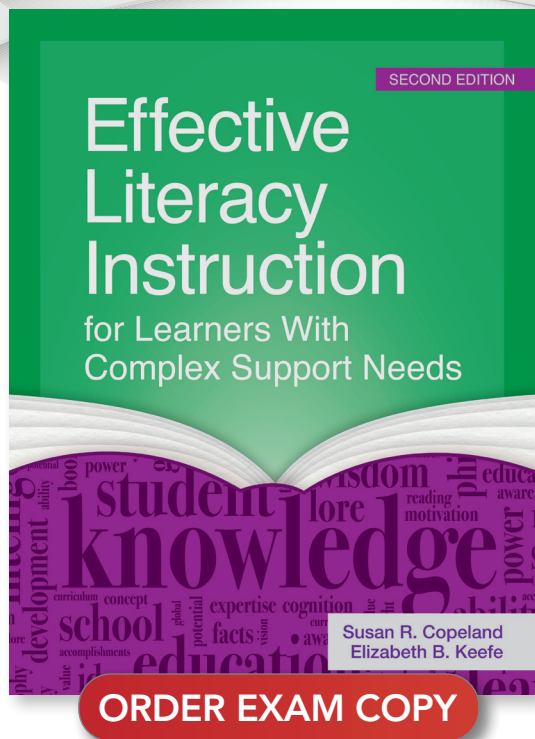
Meet all students' needs through
 ■ inclusive teaching
 ■ individualized adaptations
 ■ flexible supports



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CONTENTS

1. Inclusive Education: The Big Picture
2. Curricular and Instructional Practices that Promote the Inclusion and Success of All Students
3. A Model for Creating Individualized Adaptations and Supports
4. Planning, Implementing, and Evaluating Individualized Adaptations and Supports for Students with Extensive Needs
5. Including All Students in Instruction in Core Curriculum Areas
Appendix A: Blank Forms
Appendix B: Resources on Creating Effective Inclusive Schools and Designing Schoolwork for Inclusive Classrooms



Effective Literacy Instruction for Learners with Complex Support Needs

Second Edition

Edited by Susan R. Copeland, Ph.D., BCBAD (University of New Mexico), & Elizabeth B. Keefe, Ph.D. (University of New Mexico)

What are today's best methods for teaching literacy skills to students with complex support needs—including autism, intellectual disability, and multiple disabilities? This comprehensive guidebook has up-to-date, evidence-based answers for pre- and in-service educators.

Developed by Copeland and Keefe, the experts behind the landmark book *Effective Literacy Instruction for Students with Moderate or Severe Disabilities*, this thoroughly reimagined follow-up reflects 10 years of ground-breaking research and advances in the field. You'll discover current recommended practices on critical topics, including how to build vocabulary, increase word recognition, enhance fluency, address cultural and linguistic diversity, and use academic standards when designing instruction. You'll also get the guidance you need to put theory into practice: lesson planning strategies, practical examples, and case studies that bring key principles of instruction to life.

Whether used as a text for teachers in training or a guide for practicing educators, this book will help teachers of Grades K–12 increase access to literacy and prepare all learners for successful communication, employment, and community life.

IN THIS EDITION:

- New section on literacy as a human right for all learners (the “why” of instruction)
- Chapters on how to design engaging learning environments
- Cutting-edge guidance on today's assistive technology and augmentative and alternative communication
- A dedicated chapter on how to use national and state standards in designing instruction
- Recommendations for adapting books and other materials to increase all learners' access
- Chapters on combining literacy and the arts to enhance student engagement
- More on literacy beyond high school, including community-based learning opportunities

CONTENTS

I. THE FOUNDATIONS OF LITERACY AS A HUMAN RIGHT

1. Literacy for All
2. Developing Language and Communication
3. Addressing Cultural and Linguistic Diversity in Language and Literacy Instruction
4. Inclusive Literacy Instruction: State and National Standards and Beyond
5. Creating Accessible, Rich and Engaging Literacy Environments

II. EVIDENCE-BASED COMPREHENSIVE LITERACY INSTRUCTION

6. Getting the Point: Comprehension Instruction
7. A Broader Approach to Fluency
8. Words, Glorious Words!
9. What's the Word? Word Recognition Instruction
10. Conveying Your Message: Writing Instruction
11. Organizing Effective Literacy Instruction: A Framework for Planning

III. CREATING OPPORTUNITY AND ACCESS TO LITERACY IN SCHOOL AND BEYOND

12. Adapting Books and Other Literacy Genres
13. Beyond the Common Core: Art, Music, And Creativity in Literacy Learning
14. Literacy Beyond High School
15. Where Do We Go from Here?

Design and Deliver

Planning and Teaching Using Universal Design for Learning, *Second Edition*

By Loui Lord Nelson, Ph.D. (Educational Consultant and Owner, The UDL Approach)

"Snaps and crackles with ideas... and magically draws you into the profound belief that all students can become expert learners."

—Dr. Ron B. Rogers, Director of the UDL Center at OCALI

Universal Design for Learning (UDL) is the best way to teach all students effectively and break down barriers to learning—but how can future teachers get started with UDL when they enter the classroom? The answers are in the second edition of this bestselling, teacher-trusted primer, created by internationally recognized UDL expert Loui Lord Nelson.

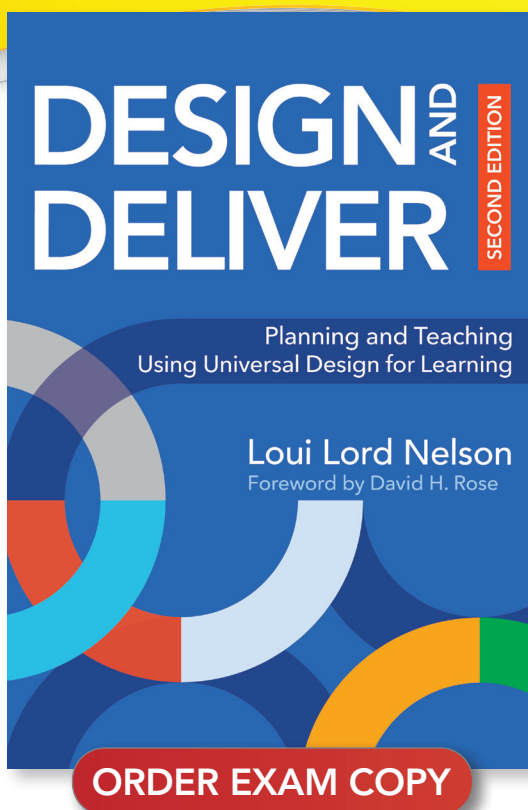
Thoroughly updated to reflect new research and developments in the field of UDL, this text gives tomorrow's K–12 teachers a reader-friendly UDL introduction and a practical framework for implementation, with guidelines and checkpoints for designing effective, barrier-free lesson plans and learning environments. Your students will learn how to use the three core principles of UDL—Engagement, Representation, and Action & Expression—to present information in multiple ways and ensure access for all learners. Throughout the book, detailed examples, stories, illustrations, teacher reflections, and activities reinforce UDL principles and help teachers put them into practice in both virtual and in-person settings.

WHAT'S NEW:

- Key insights from the latest neuroscience research
- Useful stories and practical tips from teachers implementing UDL
- Technology bytes: timely tips and ideas on how to enhance online learning with UDL
- Expert guidance on current topics, including culturally responsive teaching, urban education, and a focus on the expert learner
- "Ponder this" prompts throughout the book to help readers consider new ideas and discover additional resources
- End-of-chapter "check-ins" that help readers apply what they've learned

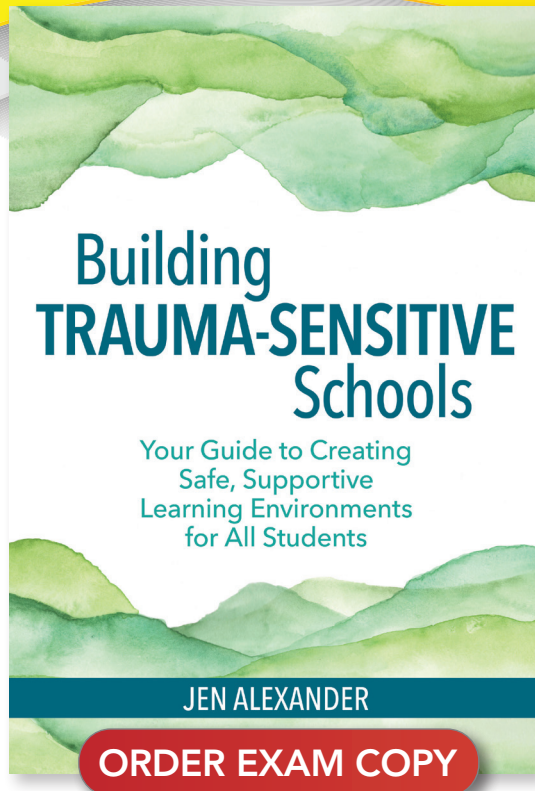
ONLINE MATERIALS: Designing instruction with UDL is easier than ever with these online resources, available as printable downloads: CAST UDL Guidelines; an Identifying Your Resources chart; a UDL design cycle graphic; a UDL lesson plan flowchart; and classroom resource mapping charts for elementary, middle, and high school teachers.

NEW



CONTENTS

- I. **INTRODUCING UNIVERSAL DESIGN FOR LEARNING**
 1. Introducing Universal Design for Learning
 2. The Must-Knows of the UDL Framework
- II. **THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING**
 3. Engagement
 4. Representation
 5. Action and Expression
- III. **FROM PLANNING TO PRACTICE**
 6. The Learning Environment
 7. The Goal and the Lesson



Building Trauma-Sensitive Schools

Your Guide to Creating Safe, Supportive Learning Environments for All Students

By Jen Alexander, M.A., NCC, SB-RPT

"You need this book—even if you already have a full shelf. Packed with stories, wisdom, and practical tools, this is a resource you'll come back to over and over again for ideas, support, and encouragement."

—Jody McVittie, Executive Director, Sound Discipline

In the United States, at least one in four youth experiences trauma severe enough to negatively affect their school success.* Get future educators ready to support students with this ideal supplemental textbook, a reader-friendly springboard for building responsive, trauma-sensitive preK–12 schools. Drawing on her experience as a school counselor, trainer, and mother, Jen Alexander delivers a **comprehensive framework for building a supportive school environment** that helps all students thrive. Your students will start with an evidence-based introduction to the impact of trauma on a child's development, attachment, and behavior. Then they'll get an effective **multi-tier system of support** (MTSS) for developing a trauma-sensitive learning environment, including both universal strategies (Tier 1) and more intensive interventions (Tier 2 and Tier 3) for students who need more support.

PREPARE EDUCATORS TO:

- **Make five key shifts in the way they view and approach students**, so that they're better equipped to provide support
- **Implement universal instructional strategies** that foster safety, connection, regulation, and learning
- **Use special supports and coaching** when universal strategies aren't enough
- **Collaborate effectively with families** and colleagues to meet each student's needs
- Incorporate **restorative discipline practices** that focus on restitution, not retribution
- Create a **personalized self-care plan** to reduce the effects of job-related stress

PRACTICAL MATERIALS: Creative activities for teachers, powerful case stories, sample dialogues and scripts, reflection and brainstorming worksheets, downloadable forms, a sample syllabus, and handouts for use in the classroom.

CONTENTS

I. UNDERSTANDING TRAUMA

1. Trauma and Its Effects
2. The Role of Attachment in Development
3. Trauma's Impact on Youth at School

II. BUILDING TRAUMA-SENSITIVE SCHOOLS

4. The Trauma-Sensitive School Framework
5. Paradigm Shifts
6. Essentials of Trauma-Sensitive Schools

III. IMPLEMENTING TRAUMA-SENSITIVE STRATEGIES

7. Universal Strategies for Trauma-Sensitive Schools
8. Supplemental and Intensive Trauma-Sensitive Interventions
9. The PACE Approach to Working With Traumatized Students
10. Trauma-Sensitive Discipline Practices
11. Self-Care for Educators

Pivotal Response Treatment for Autism Spectrum Disorders, *Second Edition*

Edited by Robert L. Koegel, Ph.D. (Stanford University School of Medicine), & Lynn Kern Koegel, Ph.D. (Stanford University School of Medicine), with invited contributors

The pioneering experts behind Pivotal Response Treatment have created a comprehensive modern guide to this highly respected, research-based approach, completely reworked and revised for a new generation of therapists and educators. Strengthened with new research and more step-by-step guidance, this bestselling PRT text is now reorganized to support children on their whole developmental trajectory, from infancy through adulthood. New and revised chapters cover critical topics—including assessment and self-management—and the book's down-to-earth, accessible style ensures that your students can grasp PRT principles and apply them effectively.

With this proven approach backed by more than 25 years of research, future professionals will be ready to support children with autism as they enjoy more positive interactions, more effective communication, and higher academic achievement.

USE THE PROVEN PRT APPROACH TO:

- Advance children's communication and language skills
- Aid early identification and intervention
- Improve children's motivation and performance in school
- Foster friendships with peers during play dates and other social interactions
- Increase positive behavior by combining functional assessment and self-management strategies
- Decrease disruptive behavior
- Help young adults make a smooth transition to college, career, and community life

PRACTICAL MATERIALS:

Each chapter features learning goals, key insights to remember, and helpful study questions (also available online to download and print).

WHAT'S NEW:

New and completely reworked chapters on working with infants and toddlers, linking strengths-based assessment to treatment planning, improving adolescents' communication and social skills, teaching parents how to implement PRT, combining functional behavioral assessment and self-management strategies, helping young adults succeed in college and the workplace.

PIVOTAL RESPONSE TREATMENT

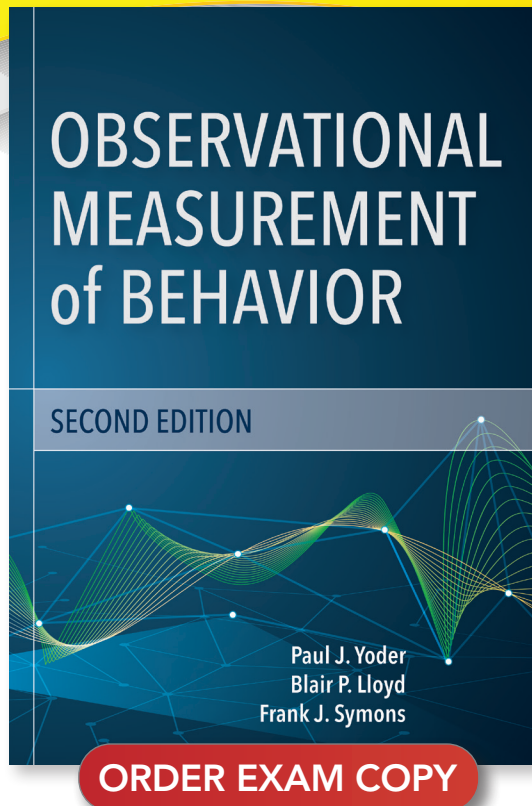
FOR **AUTISM
SPECTRUM
DISORDERS**
SECOND EDITION

ROBERT L. KOEGEL
LYNN KERN KOEGEL

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CONTENTS

- I. **OVERVIEW: PIVOTAL RESPONSE TREATMENT IN CONTEXT**
 1. The History and Basic Components of Pivotal Response Treatment
 2. Assessment, Feedback, and Treatment Planning
 3. Ecocultural Theory and Cultural Diversity
- II. **BEGINNING STAGES: EARLY INTERVENTION**
 4. Intervention for Infants and Young Toddlers
 5. Teaching First Words
 6. Expanding Friendship Opportunities for Children with ASD
- III. **CHILDHOOD: TREATMENT OPTIONS AT HOME AND AT SCHOOL**
 7. Parent Education in Pivotal Response Treatment
 8. Inclusive Education
 9. Motivational Academics
- IV. **ADOLESCENCE AND YOUNG ADULTHOOD: MOVING TOWARD INDEPENDENCE**
 10. Functional Behavior Assessment and Self-Management
 11. Improving Communication Skills in Adolescents and Adults with ASD
 12. Improving Socialization in Adolescents and Adults with ASD
- V. **ADULTHOOD: HIGHER EDUCATION AND EMPLOYMENT**
 13. Improving Outcomes in Higher Education for Adults with ASD
 14. Supporting Individuals with ASD in Employment Settings



Observational Measurement of Behavior

Second Edition

By Paul J. Yoder, Ph.D. (Vanderbilt University), Blair P. Lloyd, Ph.D., BCBA-D (Vanderbilt University), & Frank J. Symons, Ph.D. (University of Minnesota)

An essential textbook for anyone preparing to be a researcher, this comprehensive volume introduces graduate students to key principles of **observational measurement of behavior**. Based on a course the highly respected authors taught at Vanderbilt University and the University of Minnesota, this text delves deeply into a highly effective approach to observational measurement: **systematic observation**.

Students will master both the theoretical principles of systematic observation and recommended research methods and techniques. They'll learn from practical examples that illustrate complex concepts, clear explanations of recommended research methods, definitions of key terms, and exercises and assignments that help them practice putting principles into action. Online companion materials include two six-month licenses for proprietary observational software that students can use to complete the exercises and assignments in this book.

Ideal for use in research methodology courses in diverse fields—including special education, communication sciences, psychology, and social work—this fundamental graduate text will prepare future researchers to skillfully collect, summarize, and communicate their observations of children's behavior.

STUDENTS WILL:

- Fully understand key methods of observational research and measurement
- Get comprehensive information on both foundational and advanced topics
- Learn from real-world examples based on the authors' experience
- Apply specific recommendations for effective techniques and best practices

ONLINE COMPANION MATERIALS: To enhance their courses, instructors will get a full package of online materials, including two six-month licenses for observational software, a media file students can use to practice coding behaviors, a suggested schedule for a semester-long course, exercises for students, and assignments with corresponding grading rubrics.

US\$59.95 | Stock #: 52469 | 2018 | 272 pages | 7 x 10 | paperback | ISBN 978-1-68125-246-9

CONTENTS

I. FOUNDATIONAL TOPICS

1. Introduction to Systematic Observation and Measurement Contexts
2. Validation of Observational Variables
3. Estimating Stable Measures of Generalized Person Characteristics Through Systematic Observation
4. Designing or Adapting Coding Manuals
5. Coding
6. Common Metrics of Observational Variables
7. Observer Training and Preventing Observer Drift
8. Interobserver Reliability of Observational Variables

II. ADVANCED TOPICS

9. Introduction to Sequential Analysis
10. Research Questions Involving Sequential Associations
11. Generalizability Theory

III. PUTTING IT ALL TOGETHER

12. Summary of Recommendations for Best Practices in Observational Measurement



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GET COMPANION MATERIALS

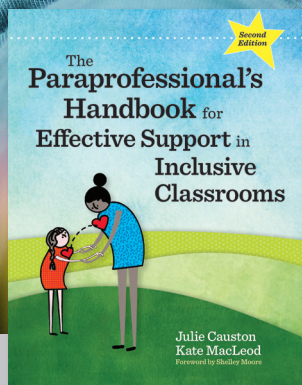
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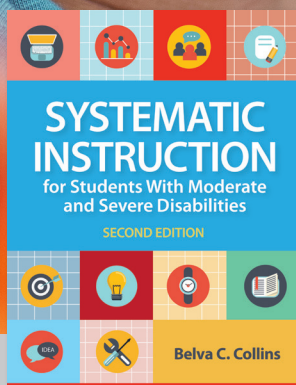


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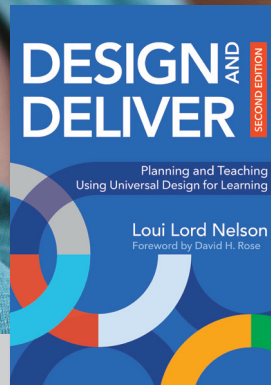
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