J. Garbarino, Loyola University, Chicago, IL, USA

**The Positive Psychology of Personal Transformation**
Leveraging Resilience for Life Change

Given the current climate of economic and environmental uncertainty, it is all too easy for individuals to feel hopeless about their lives and indifferent to the problems of others. But according to leading psychologist, James Garbarino, this is the peak time for people to enhance their optimism, empathy, and emotional responsiveness. In his important new book, The Positive Psychology of Personal Transformation, Dr. Garbarino reveals the social basis for moral development in adversity, and the mental and physical benefits of psychological and spiritual growth. Drawing widely on his years as a healing professional and own experience of personal crisis as well as on decades of resilience and happiness literature, the author traces the evolution of the moral sense that affects all human relationships, including the one with the Earth itself. In these compelling pages, Dr. Garbarino: Examines how humans’ deep bonds with dogs can model positive human relationships.

**Features**
- Explores the intersection of positive psychology and spiritual development
- Analyzes the implications of Buddhist psychology on issues of self, attachment, and consciousness
- Reconceptualizes trauma in light of positive psychology
- Examines the costs/benefits of obliviousness versus awareness
- Describes issues of human potential using autobiographical examples from an “extraordinary life”

**From the contents**
Preface... Acknowledgments... Walking With Hope and Dharma: Are Dogs Enlightened? Are Humans?- The Costs and Benefits of Obliviousness- Growing Up in the 1950s- Ten Bad Things That Almost Happened, And Many More That Did: Getting to the Other Side of Trauma.- What is the Opposite of Trauma? The Power of Transformational Grace.- Can There Ever Be Enough Me?

**Fields of interest**
Positive Psychology; Quality of Life Research; Community and Environmental Psychology

**Target groups**
Research

**Type of publication**
Monograph

**Due January 2011**

L. Cena, A. Imbasciati, Università di Brescia, Italy; F. Baldoni, Università di Bologna, Italy (Eds.)

**La Relazione Genitore-bambino**
Dalla Psicoanalisi Infantile a nuove Prospettive Evoluzionistiche dell’attaccamento

In queste ultime decadi è avvenuta un’integrazione tra psicoanalisi infantile, interventi clinico-sperimentali derivati dalle teorie dell’attaccamento e neuroscienze, che ha prodotto una scoperta fondamentale: la maturazione neuropsichica, nel suo aspetto di sviluppo mentale e di strutturazione cerebrale, dipende dal tipo di relazione madre/feto/neonato/bambino e poi madre/padre/bambino. La relazione comporta una comunicazione continuativa, costituita da messaggi non verbali, emessi e recepiti, codificati e decodificati in maniera automatica e inconsapevole. In questo modo, il neonato-bambino impara a strutturare la sua funzionalità cerebrale: ciò può avvenire sia in senso positivo sia patogenetico, a seconda del tipo di relazione. Da tale scoperta discende l’importanza di tutte le procedure psicologiche che possano diagnosticare le relazioni a rischio e proporre interventi atti a prevenire future anomalie psiciche e/o a migliorare la maturazione neuropsichica dei bambini.

**Features**
- Presentazione chiara dei più attuali modelli di intervento
- Contributo originale della ricerca americana Patricia Crittenden
- Un capitolo sulle esperienze cliniche

**Contents**

**Fields of interest**
Psicologia clinica;

**Target groups**
Upper undergraduate

**Type of publication**
Monograph

**Due March 2011**

G. L. Macklem, Massachusetts School of Professional Psychology, Boston, MA, USA

**Evidence-Based School Mental Health Services**
Affect Education, Emotion Regulation Training, and Cognitive Behavioral Therapy

The challenges of providing mental health services to school children are numerous and diverse, ranging from staffing shortages to insufficient funding to family resistance to administrative indifference. Yet with the U.S. Surgeon General estimating that approximately 20% of young people display signs of psychological problems, the need for such services—particularly for interventions that not only address mental health issues but also reinforce protective factors—is considerable. Evidence-Based School Mental Health Services offers readers an innovative, best-practices approach to providing effective mental health services at school. The author draws on the widely used and effective three-tiered public health model to create a school-based system that addresses the emotional and behavioral needs of students most at risk for experiencing, or showing strong signs and symptoms of, emotional problems or disabilities.

**Features**
- Examines research supporting evidence-based school mental health interventions
- Examines school mental health services in the context of the three-tiered model
- Explores affect education and emotion regulation training—combined with CBT—to strengthen the effectiveness of school-based interventions

**From the contents**
Preface... Acknowledgements... List of Tables... Specific Group Activities and Exercises... The Challenge of Providing Mental Health Services in Schools... Evidence-based Tier 1, Tier 2 and Tier 3 Mental Health Interventions in Schools... Strengthening School-Counseling Interventions... Affect Education at Tiers 1, 2, and 3... Importance of Emotion Regulation Training for Children and Adolescents.

**Fields of interest**
Child and School Psychology; Pediatrics; Social Work

**Target groups**
Research

**Type of publication**
Monograph

**Due March 2011**
Handbook of Identity Theory and Research

Identity is one of the most extensively studied constructs in the social sciences. Yet, despite the wealth of findings across many disciplines, identity researchers remain divided over such enduring fundamental questions as: What exactly is identity, and how do identity processes function? Do people have a single identity or multiple identities? Is identity individually or collectively oriented? Personally or socially constructed? Stable or constantly in flux? The Handbook of Identity Theory and Research offers the rare opportunity to address the questions and reconcile these seeming contradictions, bringing unity and clarity to a diverse and fragmented literature. This exhaustive reference work emphasizes the depth and complexity of identity processes and domains and presents perspectives from many different theoretical schools and empirical approaches.

Features
- Is the only handbook in which the different streams of identity theory and research are brought together in one concise resource
- Offers 40 chapters written by recognized experts in their respective fields, examining the most cutting-edge identity theory, research, and applications available
- Addresses all the various currents in identity from a global perspective

Fields of interest
Personality and Social Psychology; Child and School Psychology; Sociology

Target groups
Research

Type of publication
Handbook

Resilience in Deaf Children
Adaptation Through Emerging Adulthood

Historically, the diagnosis of deafness in a child has been closely associated with profound disability, including such typical outcomes as unmet potential and a life of isolation. A major shift away from this negative view has led to improved prospects for deaf children. Resilience in Deaf Children emphasizes not only the capability of deaf individuals to withstand adversity, but also their positive adaptation through interactions with parents, peers, school, and community. In this engaging volume, leading researchers and professionals pay particular attention to such issues as attachment, self-concept, and social competence, which are crucial to the development of all young people. In addition, the volume offers strategies for family members, professionals, and others for promoting the well-being of deaf children and youth. Coverage includes: Attachment formation among deaf infants and their primary caregivers. Deaf parents as sources of positive development and resilience for deaf infants.

Features
- Is the first book of its kind to comprehensively address positive adaptation from birth to emerging adulthood among the D/deaf and hard of hearing
- Is the first edited volume that addresses both theory and empirical research
- Is authored by leading experts in the field, both hearing and deaf, and their contributions respond to a growing information need among scholars for a book on this topic

Fields of interest
Child and School Psychology; Education (general); Social Work

Target groups
Research

Type of publication
Contributed volume