Handbook of Accessible Achievement Tests for All Students
Bridging the Gaps Between Research, Practice, and Policy

The Handbook of Accessible Achievement Tests for All Students: Bridging the Gaps Between Research, Practice, and Policy presents a wealth of evidence-based solutions designed to move the assessment field beyond “universal” standards and policies toward practices that enhance learning and testing outcomes. Drawing on an extensive research and theoretical base as well as emerging areas of interest, the volume focuses on major policy concerns, instructional considerations, and test design issues, including: The IEP team’s role in sound assessment. The relationships among opportunity to learn, assessment, and learning outcomes. Innovations in computerized testing and the “6D” framework for standard setting. Legal issues in the assessment of special populations. Guidelines for linguistically accessible assessments. Evidence-based methods for making item modifications that increase the validity of inferences from test scores. Strategies for writing clearer test items. Methods for including student input in assessment design. Suggestions for better measurement and tests that are more inclusive.

Features
- Provides comprehensive coverage of the concept of accessibility and its application to the design and use of tests with all students
- Covers in depth the topics of test accessibility and test design
- Addresses the subject within the context of NCLB, including the modified alternate assessment amendments of April 2007, and item modification research
- Details the most current research in testing accommodations, large-scale assessment, and educational accountability.

Fields of interest
Child and School Psychology; Educational Psychology; Social Work

Target groups
Research

Type of publication
Handbook

Due April 2011

2011. 450 p. Hardcover
- approx. € 119,95 | £ 113.00
- € (D) 128,35 | € (A) 131,95 | sFr 179,50

Self-Help in Mental Health
A Critical Review

They’re fast, cheap, and promise amazing results—no wonder more people seek mental health advice from self-help books and sites rather than seeking therapy. Complicating this picture: many resources are inappropriate, ineffective, even dangerous. For the clinicians who would gladly recommend self-help for their clients, the challenge is finding reliable, evidence-based sources of help among the vast quantities available. Self-Help in Mental Health: A Critical Review guides readers through this plethora of materials, organizing it into useful order, evaluating popular approaches and trends, and recommending clinically valid, science-based resources for specific clinical and sub-clinical problems. Its authors explain how and why such methods work, offering innovative uses for self-help in prevention and promotion, therapy and rehabilitation, including strengthening therapeutic gains (akin to homework in cognitive-behavioral therapy) and encouraging self-reliance. While some may be tempted to write-off all self-help as quackery or therapy-lite, Harwood and Labate recognize the potential the self-help movement holds for countering the stigma associated with mental health treatments.

Features
- Guidelines for evaluating self-help
- Strategies for integrating self-help
- New directions in theories of self-help

Contents
Part I: Introduction to the field of self-help in mental health. - What constitutes self-help in mental health and what can be done to improve it. - The self-help movement in mental health: from passivity to interactivity. - Part II: Self-support approaches. Initiated, Guided, Maintained, and monitored by professionals (for participants). - Distance writing; helping without seeing participants. - Bibliotherapy. Online support groups and therapy. - Manuals for practitioners.

Fields of interest
Clinical Psychology; Psychotherapy; Social Work

Target groups
Research

Type of publication
Monograph

Due March 2011

2010. XXV, 312 p. Softcover
- € 69,95 | £ 62,99
- € (D) 74,95 | € (A) 76,95 | sFr 100,50

Handbook of Child and Adolescent Anxiety Disorders

Is it school refusal or separation anxiety disorder? Can preschoolers have panic attacks? Does food neophobia really exist? For readers seeking ways to improve assessment, case conceptualization, or treatment plans as well as a more general understanding of anxiety disorders among children, the Handbook of Child and Adolescent Anxiety Disorders addresses these and many other complex issues. A straightforward companion to the diagnostic manuals, this volume crosses theoretical boundaries to describe in depth the wide range of children’s anxiety disorders and to explain the developmental nuances that separate them from their adult analogues. Coverage includes: Diagnostic and etiological models of children’s anxiety disorders (i.e., genetic, cognitive-behavioral, taxonomic, neuropsychological, dimensional). Differential diagnosis guidelines for generalized anxiety disorder (GAD), phobic conditions, obsessive-compulsive disorder (OCD), and posttraumatic stress disorder (PTSD) in youth. Ancillary factors in child and adolescent anxiety (e.g., personality, temperament, parenting issues, and comorbid conditions). Psychological, pharmacological, and combined treatments for childhood anxiety disorders.

Features
- Provides a comprehensive text with the latest information on treatment, assessment, treatment augmentation, and basic science
- Addresses comorbid and complicating factors in treating children and adolescents with anxiety disorders
- Discusses cutting-edge controversies in the field of anxiety disorders, such as the placement of OCD in the DSM-V and novel augmentation approaches to behavioral therapy

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

Target groups
Research

Type of publication
Handbook

Due March 2011

2011. 750 p. Hardcover
- € 249,00 | £ 224.50
- € (D) 266,43 | € (A) 273,90 | sFr 357,00