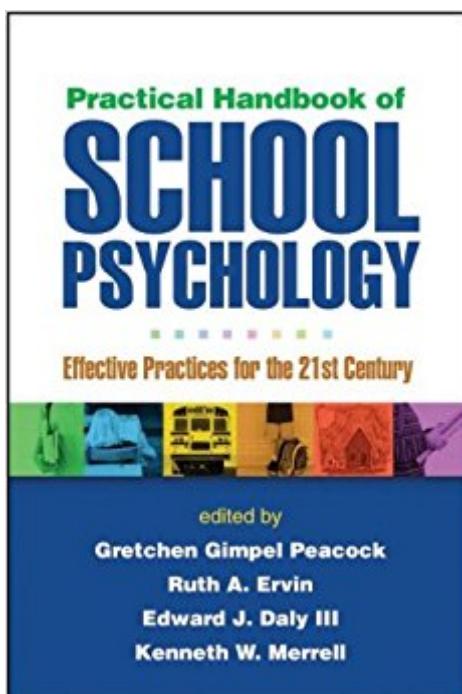


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# Practical Handbook Of School Psychology: Effective Practices For The 21st Century



## **Synopsis**

This authoritative guide addresses all aspects of school psychology practice in a response-to-intervention (RTI) framework. Thirty-four focused chapters present effective methods for problem-solving-based assessment, instruction, and intervention. Specific guidelines are provided for promoting success in core academic domains--reading, writing, and math--and supporting students' positive behavior and social-emotional functioning. The book also describes ways to team with teachers and parents to develop collaborative solutions and overcome obstacles. Grounded in research, this is an indispensable resource for daily practice and an invaluable text for school psychology training programs.

## **Book Information**

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## **Customer Reviews**

"This comprehensive book applies the problem-solving model to both academic and social-emotional problems. The authors address topics that are highly relevant for school psychologists who are moving beyond the traditional assessment role, and I was impressed with the breadth and scope of their treatment. The style is concise, capturing the essence of what practitioners need to know and do. The book is appropriate for both graduate students and professionals. Sections and chapters are well organized, making it easy to pinpoint specific topics during practicum and internship classes."--Ellie L. Young, PhD, Department of Counseling Psychology and Special Education, Brigham Young University "The editors have brought together some of the field's best authors to produce a unique resource that will meet the needs of both

experienced practitioners and those new to the profession. The Handbook will be especially important for practitioners in the midst of shifting their practice to support response to intervention in general and special education--the consistent problem-solving focus is exactly what is needed."--Michael Vanderwood, PhD, Graduate School of Education, University of California, Riverside"The volume offers a wealth of evidence-based strategies for working with children exhibiting a wide range of academic and behavioral problems. Readers will greatly appreciate the practicality and clarity of the problem-solving procedures provided throughout the chapters. Graduate students and practitioners will find themselves frequently consulting this excellent handbook for guidance on both assessment and intervention."--George Bear, PhD, School Psychology Program, University of Delaware"This text is that rarest of finds--a compilation of highly readable, informative, and practical chapters written by recognized experts. The challenge for me as an instructor has been to decide which of the 34 chapters to exclude from my syllabus; our solution was to assign it in multiple courses! I truly feel this is one of the best texts available on the market."--Kathy McNamara, PhD, Professor and Chair, Department of Psychology, Cleveland State University"The Practical Handbook of School Psychology (PHSP) is a reference that should be in the hands of every school psychologist....It is practical in the sense that it is loaded with useful information about adopting and implementing a problem-solving approach to RTI, from basic concerns to advanced technical features. It is revolutionary in its implications for general education through its documentation of the effectiveness of school-wide, evidence-based practices. PHSP is an edited text. This might turn some people against it, but it should not. The chapters are better organized and integrated than most edited books, so that the volume holds together well as a single work....This book will provide background for those who have only an introductory knowledge of RTI and the problem-solving model. It will provide a stimulating integration of knowledge for those who are more familiar with the RTI/problem-solving process. It will be a welcomed text for school psychology trainers who have previously had to draw from multiple and diverse reference sources to cover such a broad range of material." (NASP CommuniquÃ© 2012-07-22)"An impressive resource on applied research in a small but important field....Highly recommended. Graduate students, researchers, faculty, and professionals." (Choice 2010-03-03)

Gretchen Gimpel Peacock, PhD is Professor and Department Head of Psychology at Utah State University. She served as program director of the School Psychology Program from 1997 to 2009. Her research, publications, and professional presentations focus on child behavior problems and associated family issues, as well as professional issues in school psychology. She serves on the

editorial advisory boards of several school psychology and related journals. Dr. Gimpel Peacock is coauthor of *School Psychology for the Twenty-First Century*, Second Edition, and *Emotional and Behavioral Problems of Young Children*, Second Edition, and coeditor of *Practical Handbook of School Psychology*, among other books. Ruth A. Ervin, PhD, is Associate Professor at the University of British Columbia. Dr. Ervin's research addresses the research-to-practice needs of local school districts and promotes a preventative and problem-solving approach to addressing the academic and emotional-behavioral needs of children and adolescents. Edward J. Daly III, PhD, is Professor of Educational (School) Psychology at the University of Nebraska-Lincoln. Dr. Daly's research and publications are in the areas of developing functional assessment methods for reading problems and the measurement and evaluation of academic and behavioral interventions. Kenneth W. Merrell, PhD, until his death in 2011, was Professor of School Psychology and Director of the Oregon Resiliency Project at the University of Oregon. For 25 years, Dr. Merrell's influential teaching and research focused on social-emotional assessment and intervention for at-risk children and adolescents and social-emotional learning in schools. He published over 90 peer-reviewed journal articles; several books and nationally normed assessment instruments; and the Strong Kids programs, a comprehensive social and emotional learning curriculum. Dr. Merrell was a Fellow of the Division of School Psychology (Division 16) and the Society for Clinical Child and Adolescent Psychology (Division 53) of the American Psychological Association. He received the Senior Scientist Award from Division 16, the Division's highest honor for excellence in science.

Excelente...

I highly recomend this book for school psychologists and ambitious teachers. It's practical and easy to read. It has been very helpful to my at least working as an psychologist in school for kids 6 to 16 years old in Iceland. Worth every penny :)

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