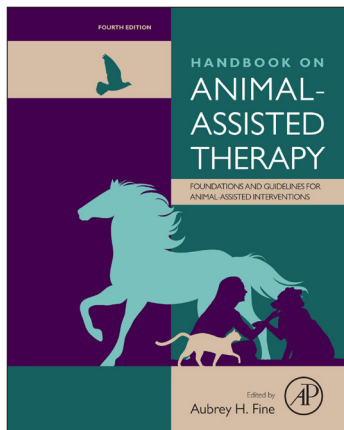
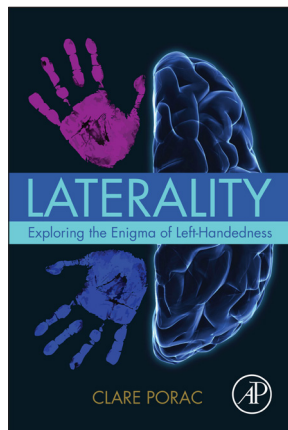
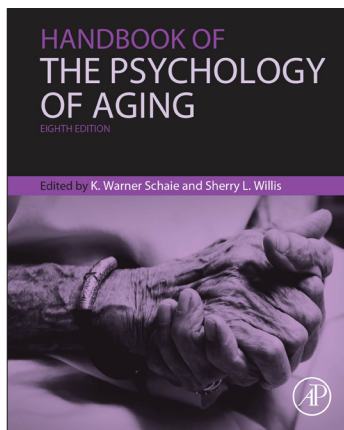
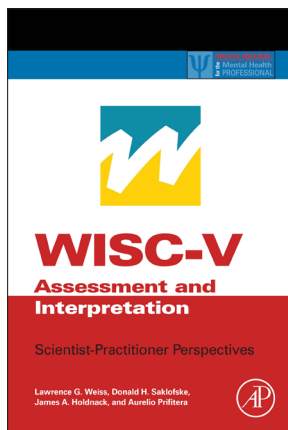




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2016 CATALOG



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ISBN: 978-0-12-805418-5

PUB DATE: April 2016

FORMAT: Paperback

PAGES: c. 160

AUDIENCE

Students and researchers across the sciences interested in improving their oral communication skills; in particular non-native English speakers

Oral Communication Skills for Scientific Presentations

William B. Krantz President's Teaching Scholar and Professor Emeritus, University of Colorado, Boulder, CO, USA; Rieveschl Ohio Eminent Scholar and Professor Emeritus, University of Cincinnati, Cincinnati, OH, USA



A practical, compact guidebook covering the 'nuts and bolts' of effective public speaking

KEY FEATURES

- Discusses best practices in putting together an effective talk
- Focuses on leveraging the speaker's existing skill sets to develop the delivery style that works best for that individual
- Features one-page quick reference guides for giving formal oral and informal poster presentations
- Addresses cross-cultural communication as well as particular concerns for non-native English speakers
- Includes a companion site with tools and video examples of formal and informal presentations for further self-guidance

DESCRIPTION

Oral Communication Skills for Scientific Presentations is intended for inexperienced speakers as well as those aspiring to improve their communication skills in making either formal or informal presentations on a technical subject. A complement to having good organization for a technical presentation is to have an effective delivery style. This book provides a template for organizing a technical talk that will include a discussion of various ways to effectively develop each part of a technical presentation.

A special feature of *Oral Communication Skills for Scientific Presentations* is the focus on making presentations to a cross-cultural audience. This relates to relatively minor considerations such as how to list the names of the co-authors on your presentation as well as to more substantive considerations such as how to handle eye contact and use humor, both of which can differ across the global spectrum of cultures. The cross-cultural focus of this book relates not only to the audience, but also to the speaker. This book also includes helpful tips for non-native English speakers.

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ISBN: 978-0-12-803749-2

PREVIOUS EDITION ISBN:
9780295977058

PUB DATE: February 2016

FORMAT: Paperback

PAGES: c. 288

AUDIENCE

Graduate student, graduate advisors, and mentors across the Sciences

Graduate Research, 4e

A Guide for Students in the Sciences

Robert V. Smith Collaborative Brain Trust University Consulting (CBT UC), Sacramento, CA, USA

Llewellyn D. Densmore Department of Biological Sciences, Texas Tech University, Lubbock, TX, USA

Edward F. Lener University Libraries, Virginia Tech, Blacksburg, VA, USA



This newly revised go-to resource is for graduate researchers at all stages of study and covers a range of topics including writing and preparation of research proposals, developing and refining teaching skills, and ethics and compliance areas such as research involving human subjects and animals

KEY FEATURES

- Discusses a broad range of topics including time management, library and literature work, and grant support
- Includes a new chapter on career planning and development with advice on careers in academia, government, and the private sector
- Contains chapters that promote the development of a varied set of communication skills
- Greatly expanded treatment of graduate study and research in international settings

DESCRIPTION

Graduate Research is an all-in-one resource for prospective and matriculated graduate students in the sciences. The newly revised edition includes updates to every chapter. *Graduate Research* covers a range of topics including writing and preparation of research proposals, developing and refining teaching skills, and ethics and compliance areas such as research involving human subjects and animals.

Graduate Research helps readers navigate the multidimensional and interdisciplinary world of scientific research and it is an invaluable resource for graduate researchers as well as those in advising or mentoring roles.

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PROFESSIONAL AND CAREER DEVELOPMENT

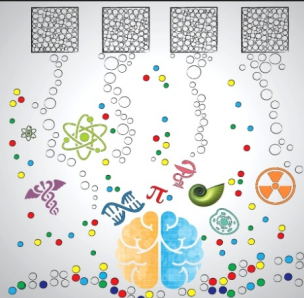
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ORAL EXAMS

PREPARING FOR AND PASSING CANDIDACY,
QUALIFYING, AND GRADUATE DEFENSES



A. LEE FOOTE



ISBN: 978-0-12-802578-9

PUB DATE: September 2015

FORMAT: Paperback

PAGES: c. 192

AUDIENCE

Graduate students, postdoctoral fellows and faculty in every discipline

Oral Exams

Preparing For and Passing Candidacy, Qualifying, and Graduate Defenses

Lee A Foote Professor and Director, Devonian Botanic Garden, University of Alberta, Edmonton, AB, Canada



This book provides students with a great resource to help them prepare for oral comprehensive and viva voce exams, and is also valuable for faculty as they prepare new questions.

KEY FEATURES

- Describes in detail the general format of oral comprehensive exams, viva voce examinations and defenses, what to expect, and what the requirements are that students need to fulfill to pass.
- Includes appendices with numerous practice questions sourced from a range of disciplines and countries for individual or group learning
- Useful for Early Career academics that are supervising, supporting, and examining PhD students

DESCRIPTION

Oral Exams: Preparing For and Passing Candidacy, Qualifying, and Graduate Defenses provides guidance on how to prepare for oral comprehensive and viva voce exams.

Topics discussed include the supervisory committee, preparing the seminar, arranging content, mental preparation, question framing, and the types of questions to expect.

At its core, the book prepares students to be the best they can be by offering insights into how to interpret and appropriately respond to explicit and implied oral comps questions.

This book benefits faculty by helping them prepare new questions, also providing tips on how to mentor their students in preparation for exams.

The training included can be used to prepare for intensive qualifying or certification exams, job interviews, and presentations.

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COMMUNICATE SCIENCE
PAPERS, PRESENTATIONS,
AND POSTERS EFFECTIVELY



GREGORY S. PATIENCE
DARIA C. BOFFITO
PAUL A. PATIENCE



ISBN: 978-0-12-801500-1

PUB DATE: August 2015

FORMAT: Paperback

PAGES: c. 264

AUDIENCE

Graduate students, research fellows, post-docs, professors, scientists and researchers in STEM fields.

Communicate Science Papers, Presentations, and Posters Effectively

Gregory S. Patience Department of Chemical Engineering, Ecole Polytechnique de Montreal, Canada

Daria C. Boffito Department of Chemical Engineering, Ecole Polytechnique de Montreal, Canada

Paul Patience Ecole Polytechnique de Montreal, Canada



The tools readers need to become better writers, presenters, and communicators

KEY FEATURES

- Covers how to accurately and clearly exhibit results, ideas, and conclusions
- Identifies phrases common in scientific literature that should never be used
- Discusses the theory of presentation, including “before and after” examples highlighting best practices
- Provides concrete, step-by-step examples on how to make camera ready graphs and tables

DESCRIPTION

Communicate Science Papers, Presentations, and Posters Effectively is a guidebook on science writing and communication that professors, students, and professionals in the STEM fields can use in a practical way. This book advocates a clear and concise writing and presenting style, enabling users to concentrate on content.

The text is useful to both native and non-native English speakers, identifying best practices for preparing graphs and tables, and offering practical guidance for writing equations. It includes content on significant figures and error bars, and provides the reader with extensive practice material consisting of both exercises and solutions.

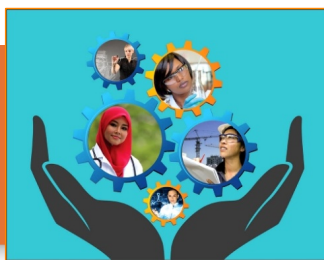
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PROFESSIONAL AND CAREER DEVELOPMENT

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Success Strategies From Women in STEM, 2e

A Portable Mentor

Edited by: **Peggy A. Pritchard** Associate Librarian, Learning and Curriculum Support Team, University of Guelph, Guelph, ON, Canada

Christine Grant PhD, Full Professor of Chemical and Biomolecular Engineering and Associate Dean of Faculty Advancement, North Carolina State University, College of Engineering, Raleigh, NC, USA



A comprehensive and accessible manual that provides valuable strategies, tools, and success tips for women pursuing and involved in STEM careers

"...we need women to fully participate in this industry...morally and ethically, it's simply the right thing to do. This book will undoubtedly help."--**Network Security, *Success Strategies from Women in STEM, Second Edition***

KEY FEATURES

- Preserves the style and tone of the first edition by bringing together mentors, trainees and early-career professionals in a series of conversations about important topics related to careers in STEM fields, such as leadership, time stress, negotiation, networking, social media and more
- Identifies strategies that can improve career success along with stories that elucidate, engage, and inspire
- Companion website provides authoritative information from successful women engaged in STEM careers, including annotated links to key organizations, associations, granting agencies, teaching support materials, and more

DESCRIPTION

Success Strategies from Women in Stem: A Portable Mentor, Second Edition, is a comprehensive and accessible manual containing career advice, mentoring support, and professional development strategies for female scientists in the STEM fields.

This updated text contains new and essential chapters on leadership and negotiation, important coverage of career management, networking, social media, communication skills, and more. The work is accompanied by a companion website that contains annotated links, a list of print and electronic resources, self-directed learning objects, frequently asked questions, and more.

With an increased focus on international relevance, this comprehensive text contains shared stories and vignettes that will help women pursuing or involved in STEM careers develop the necessary professional and personal skills to overcome obstacles to advancement.

SECOND EDITION SUCCESS STRATEGIES FROM WOMEN IN STEM A PORTABLE MENTOR

EDITED BY
PEGGY A. PRITCHARD
CHRISTINE S. GRANT



ISBN: 978-0-12-397181-4

PREVIOUS EDITION ISBN:
978-0-12-088411-7

PUB DATE: June 2015

FORMAT: Paperback

PAGES: c. 460

AUDIENCE

Women pursuing careers or involved in careers in science, technology, engineering and mathematics

LIFE SCIENCES

PROFESSIONAL AND CAREER DEVELOPMENT

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**CULTURALLY ADAPTING
PSYCHOTHERAPY FOR ASIAN
HERITAGE POPULATIONS**

AN EVIDENCE-BASED APPROACH

WEI-CHIN HWANG



ISBN: 978-0-12-417304-0

PUB DATE: June 2016

FORMAT: Hardback

PAGES: c. 280

AUDIENCE

Clinical practitioners treating Asian clients and clinical researchers interested in cultural adaptations of evidence based practice

Culturally Adapting Psychotherapy for Asian Heritage Populations

An Evidence-Based Approach

Wei-Chin Hwang Claremont McKenna College, Claremont, California, USA



As a comprehensive guide to the study of psychotherapeutic techniques in the Asian population, this book identifies the need for culturally adapted psychotherapy and how to successfully apply culturally adapted treatment protocols

KEY FEATURES

- Summarizes psychotherapy research indicating underrepresentation of ethnic minorities
- Describes the first evidence based culturally adapted treatment for Asians
- Provides concrete examples of adapted psychotherapy in practice
- Clarifies how this treatment can be further adapted to other ethnic minorities
- Highlights how this depression specific treatment can be applied to other disorders

DESCRIPTION

Culturally Adapting Psychotherapy for Asian Heritage Populations: An Evidence-Based Approach provides insights on how research on psychotherapy, an area that is most often done on non-ethnic minority populations, can be related to minority clients.

The book's author, Dr. Hwang, developed the first evidence based culturally adapted treatment for Asian populations which is comprehensively discussed in this book, including treatments for depression that are complemented with concrete examples throughout the book. In addition, the book further discusses how culturally adaptive techniques can be applied for treatment of other disorders in other ethnic populations.

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COVER IMAGE
FORTHCOMING

ISBN: 978-0-12-800105-9

PUB DATE: June 2016

FORMAT: Hardback

PAGES: c. 710

AUDIENCE

researchers in clinical psychiatry looking at the etiology, genetics, and treatment of neuropsychiatric disorders, neuroscientists interested in neuropsychiatric disorders and the genetics of brain circuitry, genetics and genomics researchers.

Genomics, Circuits, and Pathways in Clinical Neuropsychiatry

Edited by: **Thomas Lehner** National Institutes of Mental Health, Rockville, MD, USA

Bruce L. Miller San Francisco School of Medicine, University of California at San Francisco, CA, USA

Matthew W. State University of California at San Francisco, San Francisco, CA, USA



As a comprehensive review of everything known to date on the genetics and genomics of neuropsychiatric disorders, including the interdisciplinary aspects surrounding the brain and new discoveries regarding autism, epilepsy, intellectual disability, language impairment, disorders of attention, schizophrenia, and bipolar disorder, this book will be a valuable resource for those in psychiatry, the neurosciences, and genetics

KEY FEATURES

- Provides interdisciplinary appeal in psychiatry, neuroscience, and genetics
- Identifies key concepts, methods, and findings
- Includes coverage of multiple disorders from autism to schizophrenia
- Reviews specific genes associated with disorders
- Discusses the genetic architecture of those genes
- Explains how phenotypic heterogeneity results in different symptomology
- Clarifies the promise of these findings for future treatment

DESCRIPTION

Genomics, Circuits, and Pathways in Clinical Neuropsychiatry comprehensively examines the existing knowledge surrounding the genetics and genomics of psychiatric disorders, thoroughly consolidating discoveries on specific genes associated with disorders, the genetic architecture of those genes, and how phenotypic heterogeneity and polymorphism explains differences in symptoms.

The book critically examines the promise and limitations of these discoveries toward treatment, and to the interdisciplinary nature of understanding brain and behavior. Coverage includes new discoveries regarding autism, epilepsy, intellectual disability, language impairment, disorders of attention, schizophrenia, and bipolar disorder.

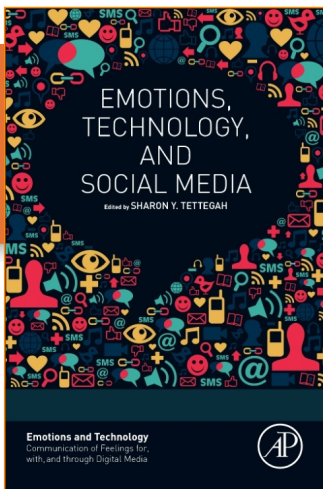
Users will find a key focus on emerging concepts, challenges, findings, and methods in genetics, genomics, brain circuitry, and related neurobiology of psychiatric disorders, with crossover information that will appeal to researchers in psychiatry, neuroscience, and genetics.

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ISBN: 978-0-12-801857-6

PUB DATE: June 2016

FORMAT: Paperback

PAGES: c. 200

AUDIENCE

Psychology faculty, researchers, and clinicians in cognition, emotion, informatics, education, and technology. Depts of informatics, communication, and computer science.

Emotions, Technology, and Social Media

Edited by: **Sharon Tettegah** College of Education, University of Nevada, Las Vegas, Beckman Institute for Advanced Science and Technology, National Center for Supercomputing Applications affiliate, University of Illinois, IL, USA



This fascinating volume is essential reading for anyone interested in exploring human emotions and behaviors in response to digital technology, using the social media realm as a laboratory to investigate the psychology behind the expression of feelings and emotions in the online culture

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Discusses the significant relationships between Web 2.0 technologies and learning traits
- Presents studies about Facebook usage and individual emotional states
- Investigates the shared emotions in the construction of “cyberculture”
- Shows the extent to which scientists use social media in their work, and the ways in which they use the social media
- Analyzes the consequences of the online disinhibition effect
- Examines YouTube as a source of opinions and discussions which can be used to track the emotions evoked by videos and the emotions expressed through textual comments
- Details how Reddit users’ media choices are emotionally useful and gratifying in the “memeplex”
- Links social interaction and the emotional life with that of digital devices and resources

DESCRIPTION

Emotions, Technology, and Social Media discusses the ways the social media sphere uses emotion and technology, and how each of these has become part of the digital culture. The book explores this expression within a psychological theoretical framework, addressing feelings about social media, and its role in education and knowledge generation. The second section investigates the expression of feelings within social media spaces, while subsequent sections adopt a paradigm of active audience consumption to use social media to express feelings and maintain social connectivity.

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Procrastination, Health, and Well-Being

Edited by
Fuschia M. Sirois
Timothy A. Pychyl



ISBN: 978-0-12-802862-9

PUB DATE: June 2016

FORMAT: Hardback

PAGES: c. 305

AUDIENCE

Researchers and students in the areas of personality, social, developmental, educational, and cognitive psychology. Secondary markets include related disciplines such as social work, public health, and nursing.

Procrastination, Health, and Well-Being

Edited by: **Fuschia M Sirois** Department of Psychology, Bishop's University, Sherbrooke, Quebec, Canada

Timothy A Pychyl Director, Centre for Initiatives in Education & Associate Professor, Department of Psychology, Carleton University, Ottawa, Canada



Examines how procrastination relates to health and well-being, and the potential implications of this form of self-regulation failure for physical and psychological health

KEY FEATURES

- Reviews interdisciplinary research on procrastination
- Conceptualizes procrastination as an issue of self-regulation, not time management
- Discusses the public and private health implications of procrastination
- Explores the guilt and shame that often accompany procrastination
- Identifies the stress and chronic health conditions associated with procrastination

DESCRIPTION

Research on procrastination has grown exponentially in recent years, focusing on the correlates and consequences, and finding that procrastination is an issue of self-regulation failure—not simply a time management problem as often presumed. This failure is a risk factor not only for poor mental health, but also poor physical health and other aspects of well-being. This book brings together new and established researchers and theorists to make important connections between procrastination and health.

The first section introduces and overviews current conceptualization and measurement perspectives on procrastination, and the philosophical view of how procrastination may compromise health and well-being. Next the book focuses on current theory and research highlighting the issues and implications of procrastination for physical health and health behaviors, while the third part presents current perspectives on the interrelationships between procrastination and psychological well-being, ending with potential areas for future research in the growing field of procrastination, health, and well-being.

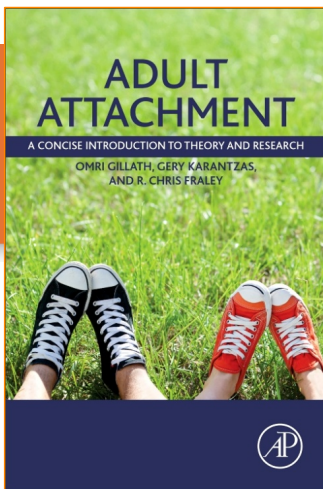
The implications of this common, self-defeating delay are important for educators, health-care professionals as well as everyone who struggles to be more successful in their goal pursuit.

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ISBN: 978-0-12-420020-3

PUB DATE: April 2016

FORMAT: Paperback

PAGES: c. 322

AUDIENCE

Students embarking on research into attachment, academics interested in close relationships from disciplines such as psychology, communication studies, and sociology, and clinicians who want to use attachment theory as a framework for therapy.

Adult Attachment

A Concise Introduction to Theory and Research

Omri Gillath Department of Psychology, University of Kansas, Lawrence, KS, USA

Karantzias School of Psychology, Deakin University, Burwood, Victoria, Australia

R. Chris Fraley Department of Psychology, University of Illinois, Champaign, IL, USA



As a highly accessible reference on attachment theory that poses commonly asked questions from novices in the field, this book provides and addresses questions using different types and levels of analysis, including species, individual, and relationship levels, working models of attachment, attachment functions and hierarchies, and more

KEY FEATURES

- Uses a question-and-answer format to address the most important topics within attachment theory
- Presents information in a simple, easy-to-understand way to ensure accessibility for novices in the field of attachment
- Covers the main concepts and issues that relate to attachment theory, thus ensuring readers develop a strong foundation in attachment theory that they can then apply to the study of relationships
- Addresses future directions in the field of attachment theory
- Concisely covers material, ensuring scholars and professionals can quickly get up-to-speed with the most recent research

DESCRIPTION

Adult Attachment: A Concise Introduction to Theory and Research is an easy-to-read and highly accessible reference on attachment that deals with many of the key concepts and topics studied within attachment theory. This book is comprised of a series of chapters framed by common questions that are typically asked by novices entering the field of attachment. The content of each chapter focuses on answering this overarching question.

Topics on the development of attachment are covered from different levels of analysis, including species, individual, and relationship levels, working models of attachment, attachment functions and hierarchies, attachment stability and change over time and across situations, relationship contexts, the cognitive underpinnings of attachment and its activation of enhancement via priming, the interplay between the attachment behavioral system and other behavioral systems, the effects of context on attachment, the contribution of physiology/neurology and genetics to attachment, the associations/differences between attachment and temperament, the conceptualization and measurement of attachment, and the association between attachment and psychopathology/therapy.

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WOMEN AND POSITIVE AGING

An International Perspective



Lisa Hollis-Sawyer
Amanda Dykema-Engblade



ISBN: 978-0-12-420136-1

PUB DATE: April 2016

FORMAT: Hardback

PAGES: c. 326

AUDIENCE

Upper-level undergraduate and graduate students in gerontology, psychology, and healthy aging courses.

Women and Positive Aging

An International Perspective

Lisa Hollis-Sawyer Department of Psychology, Northeastern Illinois University, Chicago, IL USA

Amanda Dykema-Engblade Department of Psychology, Northeastern Illinois University, Chicago, IL USA



This insightful book surveys the latest international research in the fields of psychology, gerontology, and gender studies related to the aging issues faced by women from different cohorts, backgrounds, and life situations, and contains an emphasis on the positive aging perspective in gerontology research, including theory, practical applications, case studies, and associated intervention strategies

KEY FEATURES

- Examines a comprehensive range of issues for aging women
- Details current research trends
- Encompasses a holistic model of women's aging
- Ranges from physical and mental health in response to aging changes, to social relationships and sexuality
- Presents a "how to put research into practice" section in each chapter
- Focuses on topical issues that are relevant to women wanting to optimize their life outcomes as they live, on average, longer than ever before

DESCRIPTION

Women and Positive Aging: An International Perspective presents the noted research in the fields of psychology, gerontology, and gender studies, reflecting the increasingly popular and pervasive positive aging issues of women in today's society from different cohorts, backgrounds, and life situations.

Each section describes a bridge between the theoretical aspects and practical applications of the theory that is consistent with the scientist-practitioner training model in psychology, including case studies and associated intervention strategies with older women in each chapter. In addition to incorporating current research on aging women's issues, each section provides the reader with background about the topic to give context and perspective.

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Alzheimer's Disease: Life Course Perspectives on Risk Reduction

Amy R. Borenstein
James A. Mortimer



ISBN: 978-0-12-804538-1

PUB DATE: February 2016

FORMAT: Hardback

PAGES: c. 436

AUDIENCE

Researchers, clinicians, and students in psychology, gerontology, public health, and epidemiology who work with an Alzheimer's/dementia population.

Alzheimer's Disease

Life Course Perspectives on Risk Reduction

Amy Borenstein Department of Epidemiology and Biostatistics, College of Public Health, University of South Florida, Tampa, FL, USA

James Mortimer Department of Epidemiology and Biostatistics, College of Public Health, University of South Florida, Tampa, FL, USA



This reference distills a large body of knowledge about the distribution and causes of Alzheimer's disease in human populations using a lifecourse approach that explains how the disease is defined and its progression, along with its risk and protective factors

KEY FEATURES

- Reviews the current science surrounding Alzheimer's disease
- Provides a primer of foundational knowledge on the disease's epidemiology and biostatistics
- Utilizes a life-course approach, providing a novel and integrated view of the evolution of this illness from genes to brain reserve
- Uses the 'threshold model'—a theory first described by Dr. Mortimer and widely accepted today—which incorporates the idea of risk factors for the pathology and expression of the disease
- Proposes that improving brain health through modifiable behaviors can delay disease onset until a later age
- Examines the future of prevention of Alzheimer's disease, a subject of great current interest

DESCRIPTION

Alzheimer's Disease: Lifecourse Perspectives on Risk Reduction summarizes the growing body of knowledge on the distribution and causes of Alzheimer's disease (AD) in human populations, providing the reader with knowledge on how we define the disease and what its risk and protective factors are in the context of a life-course approach.

At the conclusion of the book, the reader will understand why Alzheimer's disease likely begins at conception, then progresses through early-life and adult risk factors that ultimately impact the balance between pathologic insults in the brain and the ability of the brain to modify disease symptoms. In contrast to edited volumes that may have little cohesion, this book focuses on an integrated life-course approach to the epidemiology of dementia, in particular, Alzheimer's disease.

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Computer-Assisted and Web-Based Innovations in Psychology, Special Education, and Health

Edited by
James K. Luiselli and Aaron J. Fischer



ISBN: 978-0-12-802075-3

PUB DATE: February 2016

FORMAT: Hardback

PAGES: c. 390

AUDIENCE

Researchers and practitioners in cognitive, developmental, and educational psychology, and secondarily, in related disciplines such as psychiatry, social work, and behavior analysis.

Computer-Assisted and Web-Based Innovations in Psychology, Special Education, and Health

Edited by: **James K. Luiselli** Clinical Solutions, Inc. and North East Educational and Developmental Support Center, Tewksbury, MA, USA

Aaron J. Fischer Department of Educational Psychology, University of Utah, Salt Lake City, UT USA



This practical guide summarizes the most recent applications, innovations, and technology advances in education and psychology research and practice by utilizing a multidisciplinary perspective that covers a range of conditions where cutting-edge technologies like virtual reality therapy are increasingly successful and accepted

KEY FEATURES

- Reviews thoroughly the extant literature
- Categorizes the most salient areas of research and practice
- Comments on future inquiry and application given current technological trends
- Cites appropriate product information and related websites

DESCRIPTION

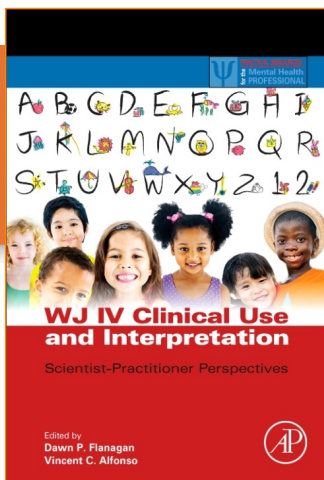
Computer-Assisted and Web-Based Innovations in Psychology, Special Education, and Health summarizes from a multidisciplinary perspective the most recent applications, innovations, and technology advances in education and psychology research and practice. The first section addresses education and clinical intervention, focusing on specific strategies, such as virtual reality therapy, and conditions such as substance use and addictions. The middle section concentrates on intellectual and developmental disabilities, where technology has increasing acceptance and success. The last portion of the book focuses on service, training, and supervision via technology, data management, professional standards, and regulatory guidelines.

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ISBN: 978-0-12-802076-0

PUB DATE: February 2016

FORMAT: Hardback

PAGES: c. 418

AUDIENCE

clinical and school psychologists
testing cognitive abilities in children
and adults

WJ IV Clinical Use and Interpretation

Scientist-Practitioner Perspectives

Edited by: **Dawn P Flanagan** Department of Psychology, St. John's
University, Jamaica, NY USA

Vincent C Alfonso School of Education, Gonzaga University, Spokane, WA
USA



This useful guide provides helpful interpretative information to clinical practitioners using the *Woodcock-Johnson, Fourth Edition (WJ IV)* diagnostic test, also reviewing the background, content, and organization of the test to provide users with best practices for interpreting scores and discussing the use of the WJ IV with individuals from different cultural and language backgrounds

KEY FEATURES

- Discusses the organization and content of all three batteries in the WJ-IV
- Reviews best practices for score interpretation
- Covers psychometric properties and predictive validity
- Explores clinical information that can be extracted from 60 individual subtests
- Includes diagnostic utility for learning disabilities, giftedness, and non-English speaking populations

DESCRIPTION

WJ IV Clinical Use and Interpretation: Scientist-Practitioner Perspectives provides clinical use and interpretive information for clinical practitioners using the *Woodcock-Johnson, Fourth Edition (WJ IV)*. The book discusses how the cognitive, achievement, and oral language batteries are organized, a description of their specific content, a brief review of their psychometric properties, and best practices in interpreting scores on the WJ IV.

Coverage includes the predictive validity of its lower order factors and the clinical information that can be derived from its 60 individual subtests. Part II of this book describes the clinical and diagnostic utility of the WJ IV with young children for diagnosing learning disabilities in both school age and adult populations, and for identifying gifted and talented individuals.

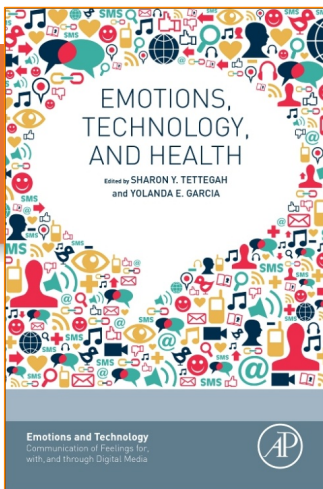
Additionally, the book discusses the use of the WJ IV with individuals whose culture and language backgrounds differ from those who are native English speakers and who were born and raised in mainstream US culture.

PSYCHOLOGY

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ISBN: 978-0-12-801737-1

PUB DATE: January 2016

FORMAT: Paperback

PAGES: c. 230

AUDIENCE

Psychology faculty, researchers, and clinicians in cognition, emotion, informatics, education, computer science, technology, and healthcare. (Specific sub-disciplines of medicine such as nursing, gerontology, etc, will serve as a secondary audience.)

Emotions, Technology, and Health

Edited by: **Sharon Tettegah** College of Education, University of Nevada, Las Vegas, Beckman Institute for Advanced Science and Technology, National Center for Supercomputing Applications affiliate, University of Illinois, IL, USA

Yolanda E Garcia Educational Psychology, Northern Arizona University, AZ, USA



Explores how healthcare consumers interact with health-related technology, how technology mediates interpersonal interactions, and the effectiveness of technology in gathering health-related information

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Shows how information on the internet significantly affects the medical decision-making process for many consumers
- Describes current applications of social computing and quick access to mental health information on portable electronic devices
- Discusses how cyber-communication may both impair and enhance one's sense of humanity
- Details the role of visual media in mediating emotion and memory of time

DESCRIPTION

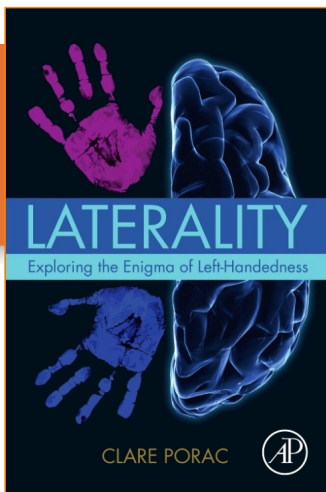
Emotions, Technology, and Health examines how healthcare consumers interact with health technology, how this technology mediates interpersonal interactions, and the effectiveness of technology in gathering health-related information in various situations. The first section discusses the use of technology to monitor patients' emotional responses to illness and its treatment, as well as the role of technology in meeting the fundamental human need for information. Section Two describes the use of technology in mediating emotions within and between individuals, and addresses the implications for the design and use of devices that gather behavioral health data and contribute to healthcare interventions. The final section assesses different situations in which technology is a key component of the health intervention—such as tablet use in educating elementary school students with social skills difficulty, physical activity monitoring for children at risk for obesity, and teleconferencing for older adults at risk of social isolation.

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ISBN: 978-0-12-801239-0

PUB DATE: December 2015

FORMAT: Paperback

PAGES: c. 220

AUDIENCE

Researchers in cognitive psych,
neuropsych, motor control

Laterality

Exploring the Enigma of Left-Handedness

Clare Porac Professor of Psychology, Pennsylvania State University, Erie,
Pennsylvania, USA



A comprehensive overview of scientific research on laterality that not only tells us what is true, but also debunks commonly held misperceptions about laterality

KEY FEATURES

- Summarizes scientific research on laterality
- Separates fact from fiction in common beliefs about laterality
- Includes illustrative interviews with left-handers

DESCRIPTION

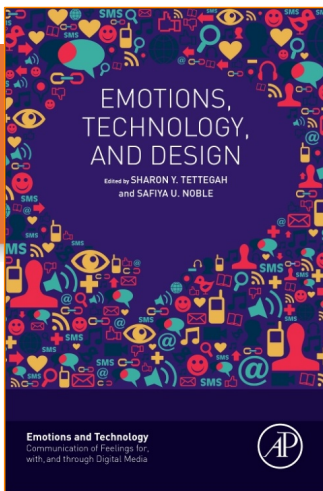
Eleven percent of the world's population are left handed. What makes a person left handed? Is there anything else different about a left hander in their brain or personality? This book summarizes scientific studies on handedness, sorting the fact from fiction in commonly held beliefs about handedness, drawing from neuroscience and psychological studies. Readers will understand how handedness develops in the brain, how malleable it is, how different cultures treat left-handedness, and the extent to which handedness is or is not associated with other differences in the brain and personality.

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ISBN: 978-0-12-801872-9

PUB DATE: January 2016

FORMAT: Paperback

PAGES: c. 248

AUDIENCE

Psychology faculty, researchers, and clinicians in cognition, emotion, and technology. Depts. of design, informatics, and computer science.

Emotions, Technology, and Design

Edited by: **Sharon Tettegah** College of Education, University of Nevada, Las Vegas, Beckman Institute for Advanced Science and Technology, National Center for Supercomputing Applications affiliate, University of Illinois, IL, USA

Safiya Noble Department of Information Studies, Graduate School of Education and Information Studies, UCLA, CA, USA



Presents research on the emotional relationship between the design of technology and the users of that technology

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Discusses the role of culture, trust, and identity in empathetic technology
- Presents a framework for using sound to elicit positive emotional responses
- Details the emotional use of color in design
- Explores the use of emoticons, earcons, and tactons
- Addresses the emotional design specific to agent-based environments

DESCRIPTION

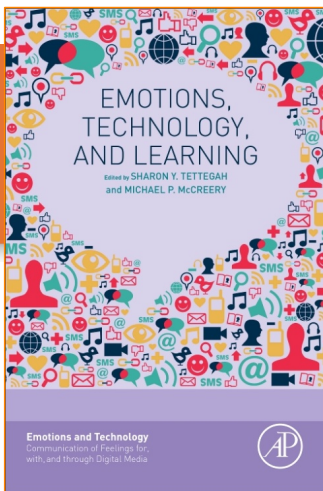
Emotional design explicitly addresses the emotional relationship between the objects and the subjects of design—in this book, the objects are technologies, and the subjects are technology users. The first section delves into the philosophy and theory of emotional design to provide a foundation for the rest of the book, which goes on to discuss emotional design principles, the design and use of emoticons, and then intelligent agents in a variety of settings. A conclusion chapter covers future research and directions. *Emotions, Technology, and Design* provides a thorough look at how technology design affects emotions and how to use that understanding to in practical applications.

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ISBN: 978-0-12-800649-8

PUB DATE: November 2015

FORMAT: Paperback

PAGES: c. 300

AUDIENCE

Psychology faculty, researchers, and clinicians in education, development, social, cognition, emotion, and technology. Also of interest to those in education, design, informatics, and computer science.

Emotions, Technology, and Learning

Edited by: **Sharon Y. Tettegah** University of Illinois at Urbana Champaign, IL, USA

Michael P. McCreery Department of Teaching & Learning, University of Nevada, Las Vegas, NV, USA



This text addresses the relationship between emotions and learning as facilitated by technology

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Provides a deeper theoretical and empirical perspective of emotion and learning
- Discusses how blended and online learning impact our ability to share emotion or learn emotion
- Explores how students learn emotion, share emotion, and how it impacts their ability to learn
- Examines how teachers learn emotion, share, emotion, and how it impacts their ability to teach through technology
- Addresses student diversity

DESCRIPTION

Research suggests two important roles of emotion related to learning and technology. First, emotion can be the key factor that is being learned or taught through technological means. Second, emotional responses with and through technology can alter what is being learned or how the content is learned. The goal of this volume is to compile and synthesize research that addresses these two perspectives by focusing on the relationship between emotion and learning as facilitated by technology. The book is divided into four sections to represent the specific interest related to emotion and learning: Theory and Overview of Emotions and Learning; Emotions and Learning Online; Technology for Emotional Pedagogy with Students; and Technology of Emotional Pedagogy with Teachers.

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DOMAIN SPECIFICITY OF CREATIVITY



John Baer

ISBN: 978-0-12-799962-3

PUB DATE: November 2015

FORMAT: Hardback

PAGES: c. 196

AUDIENCE

Psych researchers in creativity/personality, also cognitive psych, social psych, educational psych.

Domain Specificity of Creativity

John Baer Rider University, Lawrenceville, NJ, USA



This book brings readers a review of the research that speaks to whether creativity is something general like intelligence that can be applied across domains or whether it is a domain specific skill

A Volume in the Explorations in Creativity Research Series.

KEY FEATURES

- Summarizes research regarding domain specificity in creativity
- Outlines implications of these findings for creativity theory, testing, and teaching
- Identifies unanswered questions and new research opportunities

DESCRIPTION

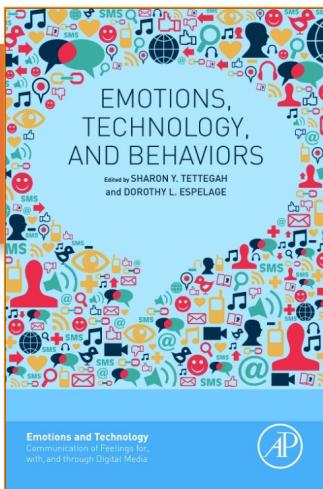
Recent research findings have challenged the idea that creativity is domain-general. **Domain Specificity of Creativity** brings together the research information on domain specificity in creativity -- both the research that supports it and answers to research arguments that might seem to challenge it. The implications for domain specificity affect how we move forward with theories of creativity, testing for creativity, and teaching for creativity. The book outlines what these changes are and how creativity research and applications of that research will change in light of these new findings.

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ISBN: 978-0-12-801873-6

PUB DATE: October 2015

FORMAT: Paperback

PAGES: c. 220

AUDIENCE

Psychology faculty, researchers and clinicians in cognition, emotion, informatics, education, and technology. Depts of informatics and computer science.

Emotions, Technology, and Behaviors

Edited by: **Sharon Y. Tettegah** University of Illinois at Urbana Champaign, IL, USA

Dorothy L. Espelage Department of Educational Psychology, University of Illinois at Urbana-Champaign, IL, USA



Detailed examination of the way our emotions and behavior engage with technology

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Reviews the intersection between emotional contagion and emotional socialization theory in virtual interactions
- Examines cross-cultural communicative feedback
- Discusses the multi-dimensions of trust in technology
- Covers "digilante" rhetoric and its emotional appeal
- Devotes an entire section to cyberbullying

DESCRIPTION

Exploring the connections between technology, emotions, and behaviors is increasingly important as we spend more and more time online and in digital environments. *Technology, Emotions, and Behavior* explains the role of technology in the evolution of both emotions and behaviors, and their interaction with each other. It discusses emotion modeling, distraction, and contagion as related to digital narrative and virtual spaces. It examines issues of trust and technology, behaviors used by individuals who are cut off from technology, and how individuals use technology to cope after disasters such as Hurricane Sandy. *Technology, Emotions and Behaviors* ends by exploring the construct of empathy and perspective-taking through online videos and socially shared activities. Practitioners and researchers will find this text useful in their work.

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Biomechanics and Motor Control

Defining Central Concepts

Mark L. Latash

and
Vladimir M. Zatsiorsky



Biomechanics and Motor Control

Defining Central Concepts

Mark L. Latash Department of Kinesiology, The Pennsylvania State University, University Park, PA, USA

Vladimir Zatsiorsky Department of Kinesiology, The Pennsylvania State University, University Park, PA, USA

This book provides a unifying reference work that compares the terms and concepts in different fields related to biomechanics and motor control to identify where people are talking about similar concepts, and where there is confusion. It is organized to cover smaller concepts within the context of larger concepts.

KEY FEATURES

- Presents a unified approach to an interdisciplinary, fragmented area
- Defines key terms for understanding
- Identifies key theories, concepts, and applications across theoretical perspectives
- Provides historical context for definitions and theory evolution

DESCRIPTION

Biomechanics and Motor Control: Defining Central Concepts provides a thorough update to the rapidly evolving fields of biomechanics of human motion and motor control with research published in biology, psychology, physics, medicine, physical therapy, robotics, and engineering consistently breaking new ground.

This book clarifies the meaning of the most frequently used terms, and consists of four parts, with part one covering biomechanical concepts, including joint torques, stiffness and stiffness-like measures, viscosity, damping and impedance, and mechanical work and energy. Other sections deal with neurophysiological concepts used in motor control, such as muscle tone, reflex, pre-programmed reactions, efferent copy, and central pattern generator, and central motor control concepts, including redundancy and abundance, synergy, equilibrium-point hypothesis, and motor program, and posture and prehension from the field of motor behavior.

The book is organized to cover smaller concepts within the context of larger concepts. For example, internal models are covered in the chapter on motor programs. Major concepts are not only defined, but given context as to how research came to use the term in this manner.

ISBN: 978-0-12-800384-8

PUB DATE: October 2015

FORMAT: Hardback

PAGES: c. 410

AUDIENCE

Researchers in cognitive psychology (including motor control), Secondary audience in kinesiology, physiology, robotics.

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Development of Mathematical Cognition

Neural Substrates and Genetic Influences

VOLUME 2



Edited by
Daniel B. Berch
David C. Geary
Kathleen Mann Koepke



ISBN: 978-0-12-801871-2

PUB DATE: October 2015

FORMAT: Hardback

PAGES: c. 386

AUDIENCE

Academics/researchers, graduate and undergraduate students specializing in the following disciplines: cognitive psychology; infant cognition; cognitive neuroscience; behavioral genetics; educational psychology; early childhood education; and special education.

Development of Mathematical Cognition

Neural Substrates and Genetic Influences

Edited by: **Daniel B. Berch** University of Virginia, Charlottesville, VA, USA

David C. Geary University of Missouri, Columbia, MO, USA

Kathleen Mann Koepke National Institute of Child Health & Human Development, NIH, Rockville, MD, USA



A helpful review of how contemporary brain imaging techniques and genetic methods can inform our understanding of mathematical cognitive development and ways to improve it.

A Volume in the Mathematical Cognition and Learning (Print) Series.

KEY FEATURES

- Provides details about new progress made in the study of neural correlates of numerical and arithmetic cognition
- Addresses recent work in quantitative and molecular genetics
- Works to improve instruction in numerical, arithmetical, and algebraic thinking and learning
- Informs policy to help increase the level of mathematical proficiency among the general public

DESCRIPTION

Development of Mathematical Cognition: Neural Substrates and Genetic Influences reviews advances in extant imaging modalities and the application of brain stimulation techniques for improving mathematical learning. It goes on to explore the role genetics and environmental influences have in the development of math abilities and disabilities.

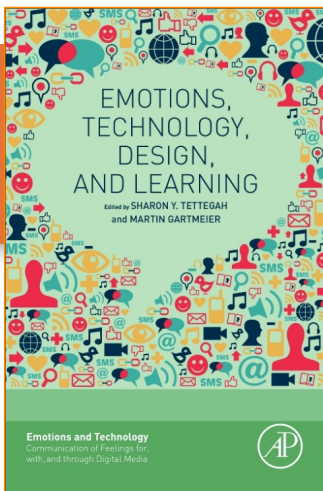
Focusing on the neural substrates and genetic factors associated with both the typical and atypical development of mathematical thinking and learning, this second volume in the *Mathematical Cognition and Learning* series integrates the latest in innovative measures and methodological advances from the top researchers in the field.

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ISBN: 978-0-12-801856-9

PUB DATE: October 2015

FORMAT: Paperback

PAGES: c. 308

AUDIENCE

Psychology faculty, researchers, and clinicians in cognition, emotion, informatics, education, and technology. Depts. of education, informatics, and computer science.

Emotions, Technology, Design, and Learning

Edited by: **Sharon Y. Tettegah** University of Illinois at Urbana Champaign, IL, USA

Martin Gartmeier Department of Empirical Educational Research, Technical University Munich, Germany



This book addresses the relationship between emotion and learning as facilitated by technology design and provides an update on how technology can alter not only what is being learned, but also how the content is being learned

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Addresses the emotional design specific to agent-based learning environments
- Discusses the use of emoticons in online learning, providing an historical overview of animated pedagogical agents
- Includes evidence-based insights on how to properly use agents in virtual learning environments
- Focuses on the development of a proper architecture to be able to have and express emotions
- Reviews the literature in the field of advanced agent-based learning environments
- Explores how educational robotic activities can divert students' emotions from internal to external

DESCRIPTION

Emotions, Technology, Design, and Learning provides an update to the topic of emotional responses and how technology can alter what is being learned and how the content is learned.

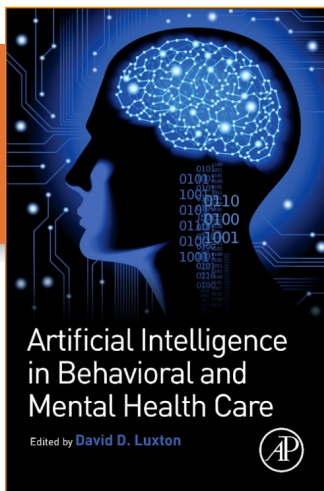
The design of that technology is inherently linked to those emotional responses. This text addresses emotional design and pedagogical agents, and the emotions they generate. Topics include design features such as emoticons, speech recognition, virtual avatars, robotics, and adaptive computer technologies, all as relating to the emotional responses from virtual learning.

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ISBN: 978-0-12-420248-1

PUB DATE: October 2015

FORMAT: Hardback

PAGES: c. 294

AUDIENCE

Clinical practitioners, developers of AI technologies (AI scientists, programmers, engineers, etc.).
Researchers in human-computer interaction.

Artificial Intelligence in Behavioral and Mental Health Care

Edited by: **David D. Luxton** Naval Health Research Center, San Diego, CA, USA and Affiliate Associate Professor, University of Washington School of Medicine, Seattle, WA, USA



This book provides a comprehensive review of artificial intelligence applications to clinical practice, with each chapter presenting a technical description of the advance, a review of application in clinical practice, and empirical data on clinical efficacy.

KEY FEATURES

- Summarizes AI advances for use in mental health practice
- Includes advances in AI based decision-making and consultation
- Describes AI applications for assessment and treatment
- Details AI advances in robots for clinical settings
- Provides empirical data on clinical efficacy
- Explores practical issues of use in clinical settings

DESCRIPTION

Artificial Intelligence in Behavioral and Mental Health Care summarizes recent advances in artificial intelligence as it applies to mental health clinical practice. Each chapter provides a technical description of the advance, review of application in clinical practice, and empirical data on clinical efficacy.

In addition, each chapter includes a discussion of practical issues in clinical settings, ethical considerations, and limitations of use. The book encompasses AI based advances in decision-making, in assessment and treatment, in providing education to clients, robot assisted task completion, and the use of AI for research and data gathering.

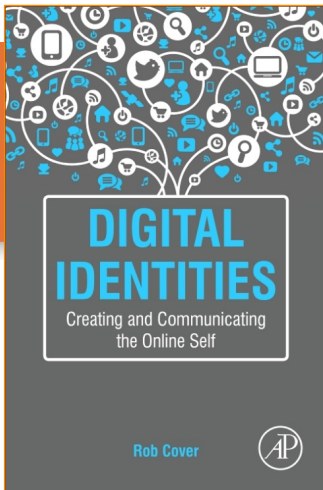
This book will be of use to mental health practitioners interested in learning about, or incorporating AI advances into their practice and for researchers interested in a comprehensive review of these advances in one source.

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ISBN: 978-0-12-420083-8

PUB DATE: September 2015

FORMAT: Paperback

PAGES: c. 304

AUDIENCE

Researchers and graduate students in psychology, digital humanities, media and communications studies, and sociology who deal with issues of identity.

Digital Identities

Creating and Communicating the Online Self

Rob Cover Discipline Chair, Media and Communication Associate
Professor, School of Social Sciences, The University of Western Australia



Examines shifts in how identities are created, expressed, affected, and communicated since the advent of the digital era

KEY FEATURES

- Makes accessible complex theories of identity from the perspective of today's contemporary, digital media environment
- Examines how digital media has added to the complexity of identity
- Takes readers through examples of online identity such as in interactive sites and social networking
- Explores implications of inter-cultural access that emerges from globalization and world-wide networking

DESCRIPTION

Online Identities: Creating and Communicating the Online Self presents a critical investigation of the ways in which representations of identities have shifted since the advent of digital communications technologies. Critical studies over the past century have pointed to the multifaceted nature of identity, with a number of different theories and approaches used to explain how everyday people have a sense of themselves, their behaviors, desires, and representations.

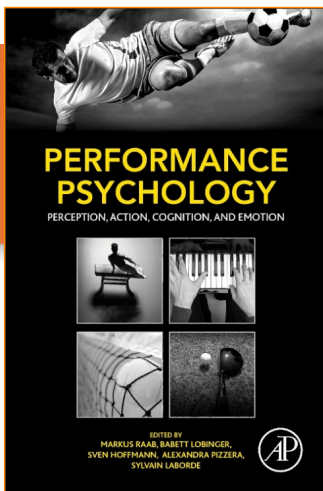
In the era of interactive, digital, and networked media and communication, identity can be understood as even more complex, with digital users arguably playing a more extensive role in fashioning their own self-representations online, as well as making use of the capacity to co-create common and group narratives of identity through interactivity and the proliferation of audio-visual user-generated content online.

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ISBN: 978-0-12-803377-7

PUB DATE: September 2015

FORMAT: Hardback

PAGES: c. 348

AUDIENCE

Researchers in performance and sport psychology, cognitive psychology, motor control and behavior

Performance Psychology

Perception, Action, Cognition, and Emotion

Edited by: **Markus Raab** Institute of Psychology, German Sport University Cologne, Cologne, Germany

Babett Lobinger Institute of Psychology, German Sport University Cologne, Cologne, Germany

Sven Hoffmann Institute of Psychology, German Sport University Cologne, Cologne, Germany

Alexandra Pizzera Institute of Psychology, German Sport University Cologne, Cologne, Germany

Sylvain Laborde Institute of Psychology, German Sport University Cologne, Cologne, Germany



An integrative overview of what influences peak and nonpeak performance in sports, music, the arts, and other applied settings

KEY FEATURES

- Integrates research findings found across domains in performance psychology
- Includes research from sports, music, the arts, and other applied settings
- Identifies conflicts between cognition, action, perception, and emotion
- Explores influences on both individual and group/team performance
- Investigates what impacts peak performance and error production

DESCRIPTION

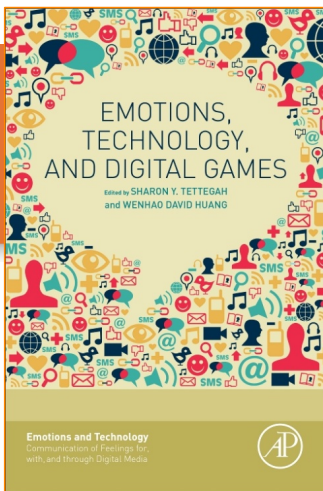
This book integrates findings from across domains in performance psychology to focus on core research on what influences peak and non-peak performance. The book explores basic and applied research identifying cognition-action interactions, perception-cognition interactions, emotion-cognition interactions, and perception-action interactions. The book explores performance in sports, music, and the arts both for individuals and teams/groups, looking at the influence of cognition, perception, personality, motivation and drive, attention, stress, coaching, and age. This comprehensive work includes contributions from the US, UK, Canada, Germany, and Australia.

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ISBN: 978-0-12-801738-8

PUB DATE: September 2015

FORMAT: Paperback

PAGES: c. 342

AUDIENCE

Psychology faculty, researchers and clinicians in cognition, emotion, informatics, education, and technology. Depts of informatics and computer science. Depts of education.

Emotions, Technology, and Digital Games

Edited by: **Sharon Tettegah** College of Education, University of Nevada, Las Vegas, Beckman Institute for Advanced Science and Technology, National Center for Supercomputing Applications affiliate, University of Illinois, IL, USA

Wen-Hao Huang Education Policy, Organization, and Leadership, University of Illinois at Urbana-Champaign, IL, USA



This book explores the need for people to experience enjoyment, excitement, anxiety, anger, frustration, and many other emotions, providing essential information on why it is necessary to have a greater understanding of the power these emotions have on players, and how they affect players during, and after, a game.

A Volume in the Emotions and Technology Series.

KEY FEATURES

- Details how games affect emotions—both during and after play
- Describes how we can manage a player's affective reactions
- Applies the emotional affect to making games more immersive
- Examines game-based learning and education
- Identifies which components of online games support socio-emotional development
- Discusses the impact of game-based emotions beyond the context of games

DESCRIPTION

Emotions, Technology, and Digital Games explores the need for people to experience enjoyment, excitement, anxiety, anger, frustration, and many other emotions. The book provides essential information on why it is necessary to have a greater understanding of the power these emotions have on players, and how they affect players during, and after, a game.

This book takes this understanding and shows how it can be used in practical ways, including the design of video games for teaching and learning, creating tools to measure social and emotional development of children, determining how empathy-related thought processes affect ethical decision-making, and examining how the fictional world of game play can influence and shape real-life experiences.

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HANDBOOK OF THE PSYCHOLOGY OF AGING

EIGHTH EDITION

Edited by K. Warner Schaie and Sherry L. Willis



ISBN: 978-0-12-411469-2

PREVIOUS EDITION ISBN:
9780123808820

PUB DATE: October 2015

FORMAT: Paperback

PAGES: c. 526

AUDIENCE

Clinicians, researchers, and students in psychology, gerontology, psychiatry, and other related health care professions tasked with caring for the aging population.

Handbook of the Psychology of Aging, 8e

Edited by: *K Warner Schaie* University of Washington, Seattle, WA, USA
Sherry Willis University of Washington, Seattle, WA, USA



This updated eighth edition of the most comprehensive text available on the effect of age on psychological processes such as language, cognition, perception, motor control, and social relations provides an important summary of the way the aging process is important to many features of our daily lives, from the workplace and family to public policy matters

A Volume in the Handbooks of Aging Series.

KEY FEATURES

- Tackles the biological and environmental influences on behavior as well as the reciprocal interface between changes in the brain and behavior during the course of the adult life span
- Covers the key areas in psychological gerontology research in one volume
- Explains how the role of behavior is organized and how it changes over time
- Completely revised from the previous edition
- New chapter on gender and aging process

DESCRIPTION

Handbook of the Psychology of Aging, Eighth Edition, tackles the biological and environmental influences on behavior as well as the reciprocal interface between changes in the brain and behavior during the course of the adult life span.

The psychology of aging is important to many features of daily life, from workplace and the family, to public policy matters. It is complex, and new questions are continually raised about how behavior changes with age.

Providing perspectives on the behavioral science of aging for diverse disciplines, the handbook explains how the role of behavior is organized and how it changes over time. Along with parallel advances in research methodology, it explicates in great detail patterns and sub-patterns of behavior over the lifespan, and how they are affected by biological, health, and social interactions.

New topics to the eighth edition include preclinical neuropathology, audition and language comprehension in adult aging, cognitive interventions and neural processes, social interrelations, age differences in the connection of mood and cognition, cross-cultural issues, financial decision-making and capacity, technology, gaming, social networking, and more.

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HANDBOOK OF THE BIOLOGY OF AGING

EIGHTH EDITION

Edited by Matt R. Kaerberlein and George M. Martin



ISBN: 978-0-12-411596-5

PREVIOUS EDITION ISBN:
9780123786388

PUB DATE: October 2015

FORMAT: Paperback

PAGES: c. 560

AUDIENCE

Clinicians, researchers, and students in gerontology, developmental psychology, psychiatry, biology, and other related health care professions tasked with caring for the aging population

Handbook of the Biology of Aging, 8e

Edited by: **Matt Kaerberlein** University of Washington, Seattle, WA, USA
George Martin University of Washington, Seattle, WA, USA



The eighth edition of this very successful handbook on how basic aging processes and medical physiology affect biological systems includes new discussions of a variety of topics, including longevity pathways and interventions that modulate aging, innovative new tools that facilitate systems-level approaches to aging research and more

A Volume in the Handbooks of Aging Series.

KEY FEATURES

- Covers the key areas in biological gerontology research in one volume, with an 80% update from the previous edition
- Edited by Matt Kaerberlein and George Martin, highly respected voices and researchers within the biology of aging discipline
- Assists basic researchers in keeping abreast of research and clinical findings outside their subdiscipline
- Presents information that will help medical, behavioral, and social gerontologists in understanding what basic scientists and clinicians are discovering
- New chapters on genetics, evolutionary biology, bone aging, and epigenetic control
- Provides a close examination of the diverse research being conducted today in the study of the biology of aging, detailing recent breakthroughs and potential new directions

DESCRIPTION

Handbook of the Biology of Aging, Eighth Edition, provides readers with an update on the rapid progress in the research of aging. It is a comprehensive synthesis and review of the latest and most important advances and themes in modern biogerontology, and focuses on the trend of 'big data' approaches in the biological sciences, presenting new strategies to analyze, interpret, and understand the enormous amounts of information being generated through DNA sequencing, transcriptomic, proteomic, and the metabolomics methodologies applied to aging related problems.

The book includes discussions on longevity pathways and interventions that modulate aging, innovative new tools that facilitate systems-level approaches to aging research, the mTOR pathway and its importance in age-related phenotypes, new strategies to pharmacologically modulate the mTOR pathway to delay aging, the importance of sirtuins and the hypoxic response in aging, and how various pathways interact within the context of aging as a complex genetic trait, amongst others.

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HANDBOOK OF AGING AND THE SOCIAL SCIENCES

EIGHTH EDITION

Edited by Linda K. George and Kenneth F. Ferraro



ISBN: 978-0-12-417235-7

PREVIOUS EDITION ISBN:

978-0-12-380880-6

PUB DATE: October 2015

FORMAT: Paperback

PAGES: c. 534

AUDIENCE

Clinicians, researchers, and students in gerontology, developmental psychology, psychiatry, biology, and other related health care professions tasked with caring for the aging population.

Handbook of Aging and the Social Sciences, 8e

Edited by: **Linda George** Duke University, Durham, NC, USA

Kenneth Ferraro Purdue University, West Lafayette, IN, USA



This updated edition presents the latest research available on aging individuals, populations, and the dynamic culmination of the life course, providing a comprehensive synthesis and review of the latest research findings in the social sciences of aging that is of particular interest to scientists and researchers in a broad array of specialties

A Volume in the Handbooks of Aging Series.

KEY FEATURES

- Covers the key areas in sociological gerontology research in one volume, with an 80% update of the material
- Headed up by returning editor Linda K. George, and new editor Kenneth Ferraro, highly respected voices and researchers within the sociology of aging discipline
- Assists basic researchers in keeping abreast of research and clinical findings
- Includes theory and methods, aging and social structure, social factors and social institutions, and aging and society
- Serves as a useful resource—an inspiration to those searching for ways to contribute to the aging enterprise, and a tribute to the rich bodies of scholarship that comprise aging research in the social sciences

DESCRIPTION

Handbook of Aging and the Social Sciences, Eighth Edition, presents the extraordinary growth of research on aging individuals, populations, and the dynamic culmination of the life course, providing a comprehensive synthesis and review of the latest research findings in the social sciences of aging.

As the complexities of population dynamics, cohort succession, and policy changes modify the world and its inhabitants in ways that must be vigilantly monitored so that aging research remains relevant and accurate, this completely revised edition not only includes the foundational, classic themes of aging research, but also a rich array of emerging topics and perspectives that advance the field in exciting ways.

New topics include families, immigration, social factors, and cognition, caregiving, neighborhoods, and built environments, natural disasters, religion and health, and sexual behavior, amongst others.

PSYCHOLOGY

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NEUROECONOMICS OF PROSOCIAL BEHAVIOR

THE COMPASSIONATE EGOIST



Carolyn Declerck
and Christophe Boone



ISBN: 978-0-12-801303-8

PUB DATE: September 2015

FORMAT: Paperback

PAGES: c. 174

AUDIENCE

Cognitive, developmental, and social psychologists, as well as neuroscientists, and behavioral economists.

Neuroeconomics of Prosocial Behavior

The Compassionate Egoist

Carolyn Declerck Faculty of Applied Economics, University of Antwerp, Antwerp, Belgium

Christophe Boone Faculty of Applied Economics, University of Antwerp, Antwerp, Belgium



Summarizes recent research in neuroeconomics to explain how and why a person can sometimes be generous, helpful, and cooperative, yet other times behave in a self-interested and/or exploitative manner.

KEY FEATURES

Explores:

- Individual differences in prosocial behavior
- The development of prosocial behavior
- How a personal neural signature forms that facilitates or hampers cooperation

Includes:

- Game theory research
- Neuroimaging studies
- Research in traditional cognitive psychology

DESCRIPTION

This summary of recent research in neuroeconomics aims to explain how and why a person can sometimes be generous, helpful, and cooperative, yet other times behave in a self-interested and/or exploitative manner. The book explains a dual process of analysis measuring immediate needs of the individual, relative to long term gains possible through prosocial behavior (e.g. synergy, accumulating profits, (in)direct reciprocity) with the output further mitigated by the motivation of the individual at that moment and any special circumstances of the environment. Ultimately it can be shown that prosocial behavior can be economically rational. Yet even when individuals are intrinsically motivated to act prosocially, they are also able to reverse this behavior when they sense it is no longer adaptive.

The book will further explore individual differences in prosocial behavior, the development of prosocial behavior, and how a personal neural signature forms that facilitates or hampers cooperation. The book includes game theory research, neuroimaging studies, and research in traditional cognitive psychology to better understand human decision-making re prosocial behavior. This will be of interest to cognitive, developmental, and social psychologists, as well as neuroscientists, and behavioral economists.

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EVOLUTION OF VULNERABILITY

IMPLICATIONS FOR SEX DIFFERENCES
IN HEALTH AND DEVELOPMENT



DAVID C. GEARY



ISBN: 978-0-12-801562-9

PUB DATE: August 2015

FORMAT: Paperback

PAGES: c. 434

AUDIENCE

Evolutionary psychologists,
biologists, public health
professionals (researchers and
policy makers)

Evolution of Vulnerability

Implications for Sex Differences in Health and Development

David C. Geary University of Missouri, Columbia, MO, USA



Frames the evolution of sex-specific, condition-dependent traits in ways that will help researchers better understand, predict, and prevent human vulnerabilities

KEY FEATURES

- Describes evolved sex differences, providing predictions on the traits that will show sex-specific vulnerabilities
- Presents an extensive review of condition-dependent traits in non-human species, greatly expanding existing reviews published in scientific journals, and more critically, extending these to humans
- Applies condition-dependent traits to humans to identify children, adolescents, or populations at risk for poor long-term outcomes

DESCRIPTION

Biologists have known for decades that many traits involved in competition for mates or other resources and that influence mate choice are exaggerated, and their expression is influenced by the individuals' ability to tolerate a variety of environmental and social stressors. ***Evolution of Vulnerability*** applies this concept of heightened sensitivity to humans for a host of physical, social, psychological, cognitive, and brain traits. By reframing the issue entirely, renowned evolutionary psychologist David C. Geary demonstrates this principle can be used to identify children, adolescents, or populations at risk for poor long-term outcomes and identify specific traits in each sex and at different points in development that are most easily disrupted by exposure to stressors.

Evolution of Vulnerability begins by reviewing the expansive literature on traits predicted to show sex-specific sensitivity to environmental and social stressors, and details the implications for better assessing and understanding the consequences of exposure to these stressors. Next, the book reviews sexual selection—mate competition and choice—and the mechanisms involved in the evolution of condition dependent traits and the stressors that can undermine their development and expression, such as poor early nutrition and health, parasites, social stress, and exposure to man-made toxins. Then it reviews condition dependent traits (physical, behavioral, cognitive, and brain) in birds, fish, insects, and mammals to demonstrate the ubiquity of these traits in nature. The focus then turns to humans and covers sex-specific vulnerabilities in children and adults for physical traits, social behavior, psychological wellbeing, and brain and cognitive traits. The sensitivity of these traits is related to exposure to parasites, poor nutrition, social maltreatment, environmental toxins, chemotherapy, and Alzheimer's disease, among others. The book concludes with an implications chapter that outlines how to better assess vulnerabilities in children and adults and how to more fully understand how, why, and when in development some types of environmental and social stressors are particularly harmful to humans.

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Edited by Garo P. Green and James C. Kaufman



ISBN: 978-0-12-801462-2

PUB DATE: September 2015

FORMAT: Hardback

PAGES: c. 312

AUDIENCE

researchers in cognitive psychology, social psychology, and educational psychology

Video Games and Creativity

Edited by: **Garo Green** Videogameresearch.com, Rancho Mirage, CA, USA
James C. Kaufman Neag School of Education, University of Connecticut,
 Storrs, CT, USA



Reviews what research on the development, play, and use of video games in education can tell us on the nature of creativity

A Volume in the Explorations in Creativity Research Series.

KEY FEATURES

- Summarizes research relating to creativity and video games
- Incorporates creativity research on both game design and game play
- Discusses physical design, game mechanics, coding, and more
- Investigates how video games may encourage creative problem solving
- Highlights applications of video games for educational purposes

DESCRIPTION

Video games have become an increasingly ubiquitous part of society due to the proliferation and use of mobile devices. **Video Games and Creativity** explores research on the relationship between video games and creativity with regard to play, learning, and game design. It answers such questions as:

- Can video games be used to develop or enhance creativity?
- Is there a place for video games in the classroom?
- What types of creativity are needed to develop video games?

While video games can be sources of entertainment, the role of video games in the classroom has emerged as an important component of improving the education system. The research and development of game-based learning has revealed the power of using games to teach and promote learning. In parallel, the role and importance of creativity in everyday life has been identified as a requisite skill for success.

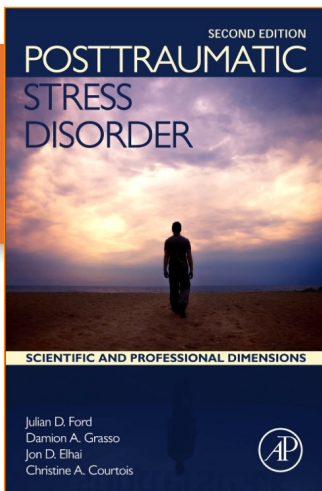
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ISBN: 978-0-12-801288-8

PREVIOUS EDITION ISBN:
9780123744623

PUB DATE: August 2015

FORMAT: Hardback

PAGES: c. 604

AUDIENCE

Clinical psychologists

Posttraumatic Stress Disorder, 2e

Scientific and Professional Dimensions

Julian D. Ford University of Connecticut Health Center, Farmington, CT, USA

Damian J. Grasso University of Connecticut Health Center, Farmington, CT, USA

Jon D. Elhai University of Toledo, Toledo, OH, USA

Christine A. Courtois Private Practice, Washington, DC, USA



An overview of current research and clinical practice in assessment, treatment, and prevention of PTSD

KEY FEATURES

- Synthesizes research and clinical developments on PTSD
- Highlights key controversies, issues, and developments in the field
- Provides case studies for better understanding of clinical care
- Encompasses DSM-5 and ICD-11 major revisions to PTSD symptoms
- Includes new coverage of neurobiology and genetics of PTSD
- Includes advances in prevention and treatment of PTSD
- Includes new coverage of forensic issues related to PTSD

DESCRIPTION

This comprehensive overview of research and clinical practice in PTSD includes new insights into assessment with regard to DSM-5 and ICD-11, discussion of ongoing controversies in the field as to what constitutes safe and effective care, and new research as to assessment, diagnosis, treatment, and prevention of PTSD. The second edition includes new coverage of the neurobiology of PTSD, PTSD in special populations, and forensic issues relating to PTSD.

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MOTIVATION FOR LEARNING AND PERFORMANCE

BOBBY HOFFMAN



ISBN: 978-0-12-800779-2

PUB DATE: July 2015

FORMAT: Hardback

PAGES: c. 410

AUDIENCE

Graduate courses in motivation and performance, researchers in cognitive psychology, applied psychology, and sports psychology

Motivation for Learning and Performance

Bobby Hoffman University of Central Florida, College of Education,
Orlando, Florida, USA



Outlines 50 key motivation principles based on the latest scientific evidence from the disciplines of psychology, education, business, athletics, and neurology

KEY FEATURES

- Considers motivation for both learning and performance
- Identifies 50 foundational principles relating to motivation
- Provides research evidence supporting the foundational principles
- Includes interviews from famous individuals, identifying what motivated them and why
- Includes research from psychology, education, neuroscience, business, and sports
- see: www.elsevier.com/9780128007792 for supplementary materials

DESCRIPTION

Designed for educators, researchers, practitioners, or anyone interested in maximizing human potential, *Motivation for Learning and Performance* outlines 50 key motivation principles based on the latest scientific evidence from the disciplines of psychology, education, business, athletics, and neurology. Using a highly applied and conversational style, the book is designed to inform the reader about how to diagnosis, analyze, and mediate learning and performance challenges influenced by motivation.

The book features chapters on the biopsychology of motivation, how motivation changes across the lifespan, and the important influence of culture on motivated behavior. Three chapters are devoted to practical strategies and the implementation of motivational change. Special sections are included on enhancing motivation at work, in the classroom, in competitive environments, and during online education.

Hoffman employs the innovative approach of using his interviews with "real" people including many notable personalities across diverse cultures and disciplines to illustrate motivated behavior. For example, readers will learn what motivated the colossal investment fraud masterminded by **Bernie Madoff**, the intimate thoughts of former NFL superstar **Nick Lowery** when he missed a field goal, and the joys and tribulations of Emmy-nominated "Curb your Enthusiasm" actress **Cheryl Hines**.

The book provides a practical, applied, and multi-disciplinary resource for anyone interested in motivation and performance, but especially for university students at the graduate or undergraduate level studying education, psychology, business, leadership, hospitality, sports management, or military science. Additionally, the writing style and eclectic nature of the text will appeal to readers of non-fiction who can use the book to gain self-awareness to enhance performance of themselves or others.

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ANIMAL CREATIVITY AND INNOVATION



Edited by
Allison B. Kaufman
and James C. Kaufman



ISBN: 978-0-12-800648-1

PUB DATE: July 2015

FORMAT: Hardback

PAGES: c. 516

AUDIENCE

Creativity researchers in cognitive psychology, cognitive psychologists, animal cognition specialists, animal behaviorists

Animal Creativity and Innovation

Edited by: **Allison B. Kaufman** Department of Ecology and Evolutionary Biology, The University of Connecticut, Storrs, CT, USA and Lutz Children's Museum, Manchester, CT, USA

James C. Kaufman Neag School of Education, University of Connecticut, Storrs, CT, USA



A comprehensive review of what we know about animal creativity and how research findings inform our understanding of human creativity

A Volume in the Explorations in Creativity Research Series.

"The book contains some excellent material written by some very fine scientists... I, for one, learned a lot and profited from my reading... The book should be of interest to comparative psychologists, students of human innovation and creativity, and others with a general interest in these topics.... I recommend it to the reader who can profit from its excellent chapters."

PsycCRITIQUES

December 14, 2015, Vol. 60, No. 50, Article 1

KEY FEATURES

- Compares theory and research on animal and human creativity
- Defines and differentiates creativity from play
- Reviews applied creativity in tool use and social dynamics
- Includes examples of animal creativity in multiple species

DESCRIPTION

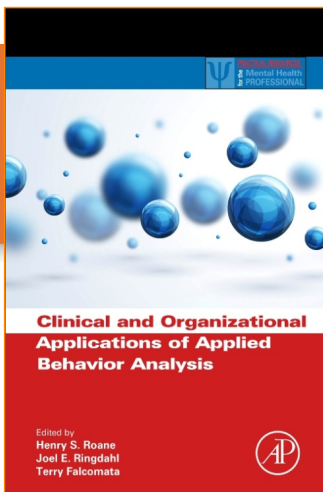
Animal Creativity and Innovation explores theories and research on animal innovation and creativity, comparing and contrasting it with theory and research on human creativity and innovation. In doing so, it encompasses findings from psychology, biology, neuroscience, engineering, business, ecology, and education. The book includes examples of animal innovation in parrots, dogs, marine mammals, insects, and primates, exploring parallels from creative play in children. The book defines creativity, differentiating it from play, and looks at evolutionary models and neurological constructs. The book further explores applied aspects of animal innovation and creativity including tool use and group dynamics, as well as barriers to creativity. The final chapters look into how creative behavior may be taught or trained. Each chapter is followed by a commentary for integration of thoughts and ideas between animal and human research, behavioral and cognitive research, and theory and observation in real life.

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ISBN: 978-0-12-420249-8

PUB DATE: June 2015

FORMAT: Hardback

PAGES: c. 662

AUDIENCE

Practitioners, researchers, and educators of behavior analysis (psychology), specifically those with BCBA-D certification or those working toward it. Could be used in introductory courses to ABA in psychology and special education programs.

Clinical and Organizational Applications of Applied Behavior Analysis

Edited by: **Henry Roane** Department of Pediatrics, Upstate Medical University, Syracuse, NY, USA

Joel E. Ringdahl Rehabilitation Institute, Southern Illinois University, Carbondale, IL, USA

Terry Falcomata Department of Special Education, The University of Texas at Austin, Austin, TX, USA



Comprehensive reference of current evidence-based practices in the application of ABA principles across a range of clinical contexts and applications

A Volume in the Practical Resources for the Mental Health Professional Series.

KEY FEATURES

- Reviews current evidence-based practices to provide a comprehensive guide to the application of ABA principles across a range of clinical contexts and applications
- Divides clinical applications into three sections for ease-of-use: child, adult, and broad-based health
- Explores the breadth of ABA-based treatment beyond autism and developmental disorders
- Draws upon a range of subject-matter experts who have clinical and research experience across multiple uses of ABA

DESCRIPTION

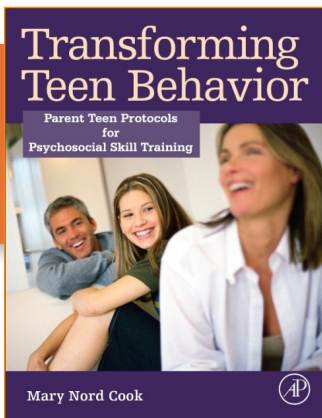
Applied behavior analysts use applied research to create and implement effective evidence-based procedures in schools, homes, and the community, which have proved effective in addressing behaviors associated with autism and other developmental disorders. The principles underlying this therapeutic approach have been increasingly effective when applied to other populations, settings, and behaviors. *Clinical and Organizational Applications of Applied Behavior Analysis* explores data-based decision-making in depth to inform treatment selection for behavior change across various populations and contexts. Each chapter addresses considerations related to data collection, single-case research design methodology, objective decision-making, and visual inspection of data. The authors reference a range of published research methods in the area of applied behavior analysis (ABA) as it has been applied to specific topics, as well as utilizing their own clinical work by providing numerous case examples.

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ISBN: 978-0-12-803357-9

PUB DATE: June 2015

FORMAT: Paperback

PAGES: c. 272

AUDIENCE

clinical psychologists and mental health workers dealing with adolescents

Transforming Teen Behavior

Parent-Teen Protocols for Psychosocial Skills Training

Mary Nord Cook Children's Hospital Colorado, Aurora, CO, USA



A how-to set of protocols for clinicians to use in helping parents and teens work together to transform difficult teenage behavior

KEY FEATURES

- Useful for teens with varied clinical presentations
- Evidence-based program with efficacy data included
- Explicit, user-friendly protocols, for easy implementation
- Appropriate for use by varied provider types in varied settings
- Includes activities, patient handouts, and identifies structured format and delivery

DESCRIPTION

Transforming Teen Behavior: Parent-Teen Protocols for Psychosocial Skills Training is a clinician's guide for treating teens exhibiting emotional and behavioral disturbances. Unlike other protocols, the program involves both parents and teens together, is intended for use by varied provider types of differing training and experience, and is modular in nature to allow flexibility of service. This protocol is well-established, standardized, evidence-based, and interdisciplinary. There are 6 modules outlining parent training techniques and 6 parallel and complementary modules outlining psychosocial skills training techniques for teens. The program is unique in its level of parent involvement and the degree to which it is explicit, structured, and standardized. Developed at Children's Hospital Colorado (CHCO), and in use for 8+years, the book summarizes outcome data indicating significant, positive treatment effects.

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Person-Centered Communication with Older Adults

The Professional Provider's Guide



Timothy A. Storlie



ISBN: 978-0-12-420132-3

PUB DATE: June 2015

FORMAT: Hardback

PAGES: c. 196

AUDIENCE

Aging services healthcare providers including psychologists, physicians, social workers, nurses, rehab and occupational therapists, etc, as well as instructors and students in similar fields.

Person-Centered Communication with Older Adults

The Professional Provider's Guide

Timothy Storlie Private Practice, Vancouver, WA, USA



Practical framework for effective communication with older adults for health care providers

KEY FEATURES

- Presents a conceptual framework for understanding respect-based, person-centered communication
- Teaches specific communication skills to aging services providers and educators to assist in effectively communicating with older adults
- Includes numerous case studies to help in identifying common problematic situations and describing practical ways to integrate positive communication
- One of the first books to integrate scientific, evidence-based findings with a personal approach that includes important new information on neurocardiology

DESCRIPTION

Providers serving older adults face a growing problem. Older adults are becoming increasingly dissatisfied with service quality citing deficits in provider communication and relationship skills. The author argues this dissatisfaction is largely related to three widespread issues: ageism, use of professional jargon, and age-related changes in the older adult. To address these concerns, Dr. Storlie advocates adoption of an evidence-based, person-centered approach to communication. The benefits of person-centered communication are many. They can increase older adult satisfaction with provider services, enhance mutual respect and understanding, improve accuracy of information exchanged, positively impact service outcomes, increase compliance with provider recommendations, and reduce the frustration and stress often experienced by both provider and older adult.

Rare to this genre, readers are introduced to several under-explored topics within the field of communication, along with methods for applying concepts from research findings into these topics to enhance the quality of interpersonal communication. Topics include the role of mental imagery in the communication process, the influence of neurocardiology on relationships, and controversial findings from research into quantum physics. The book concludes by highlighting progress made in narrowing the interpersonal communication gap and forecasts how communications-oriented technological advances might improve quality of life for 21st century older adults and the providers who serve them.

Utilizing interdisciplinary case studies to illustrate common problematic situations, this book provides detailed exercises that explain how providers can integrate person-centered communication into their practices to improve provider-older adult interactions. Written in a style designed to maximize learning, it helps providers find the information they need, understand what they read, and apply what they've learned to improve professional communication.

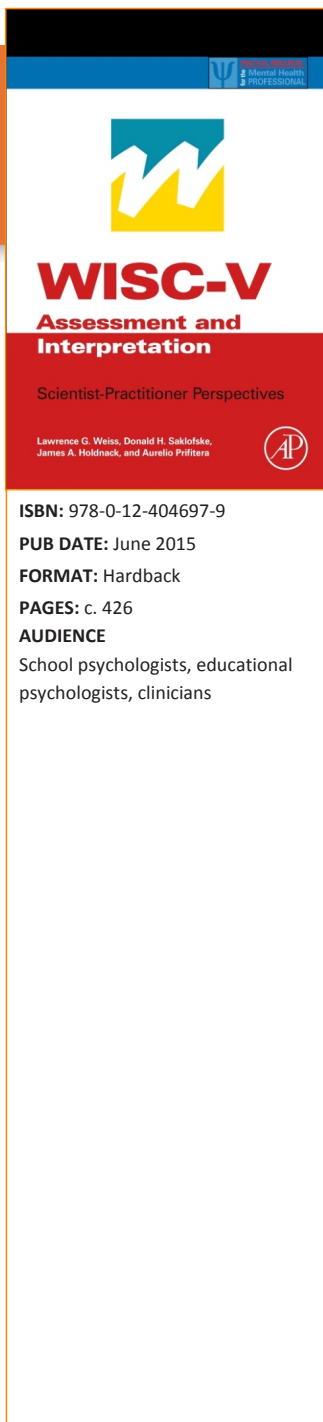
Person-Centered Communication with Older Adults is an essential guide for today's healthcare professionals and other aging-services providers, and also for the educators who help to prepare the providers of tomorrow.

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WISC-V Assessment and Interpretation

Scientist-Practitioner Perspectives

Lawrence G. Weiss Pearson Assessment, San Antonio, TX, USA

Donald H. Saklofske University of Western Ontario, Ontario, Canada

James A. Holdnack Pearson Assessment, San Antonio, TX, USA

Aurelio Prifitera Pearson Assessment, San Antonio, TX, USA



The only book describing the clinical use and interpretation of the new WISC-V test

A Volume in the Practical Resources for the Mental Health Professional Series.

KEY FEATURES

- Authored by the creators of the WISC-V
- Describes the new subtests, revised test structure, and test extensions
- Advises clinicians on test selection and custom tailoring of assessment measures
- Provides best practice recommendations for accurate administration and scoring
- Addresses electronic administration via tablets and comparison to print scores
- Reviews social/contextual factors for understanding racial/ethnic differences
- Translates scores to predict behaviors and identify child strengths and weaknesses
- Suggests interventions, accommodations, and instructional strategies for low scorers

DESCRIPTION

The Wechsler Intelligence Scale is the most widely used intelligence test for children worldwide. WISC-V introduces new subtests, composite scores, process scores, error scores, and scaled scores as a more complex and accurate means of assessing cognitive abilities. **WISC-V Assessment and Interpretation** provides practical information for clinicians on selection of subtest measures, administration, and interpretation.

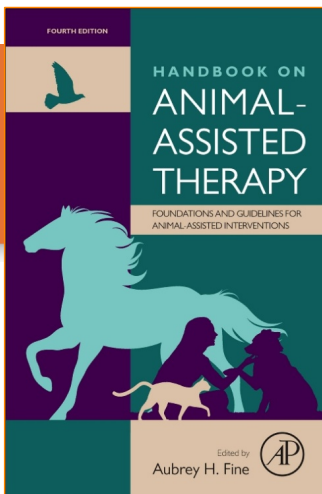
New subtests are described along with tips for accurate administration and scoring. Full Scale IQ is identified as important for predicting relevant behaviors, and primary index scores for characterizing the child's strengths and weaknesses. Classroom indicators of low scores on each of these abilities are identified, with suggested interventions, accommodations, and instructional strategies for low scorers. Coverage includes ethnic differences for the Full Scale IQ and each primary index score, along with evidence of the profound influence of parental attitudes and expectations. Several other societal and contextual factors relevant to understanding racial/ethnic differences are presented. Two chapters review use of the WISC-V for identifying learning disabilities, testing of individuals with dyslexia, and best-practice recommendations to ensure accurate diagnosis and intervention. Concluding chapters describe advances in the Q-interactive system platform allowing administration of the WISC-V on iPads and other tablets and how clinicians can tailor assessment using select WISC-V subtests and features.

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ISBN: 978-0-12-801292-5

PREVIOUS EDITION ISBN:
978-0-12-381453-1

PUB DATE: June 2015

FORMAT: Hardback

PAGES: c. 430

AUDIENCE

Clinical psychologists

Handbook on Animal-Assisted Therapy, 4e *Foundations and Guidelines for Animal-Assisted Interventions*

Edited by: **Aubrey H. Fine** Cal State Polytechnic University, Pomona, CA, USA



As the standard, go-to reference in the field of animal-assisted therapy, this book can be used to treat a wide variety of disorders in many patient populations.

KEY FEATURES

- Summarizes efficacy research on AAT
- Identifies how to design and implement animal assisted interventions
- Provides methods, standards, and guidelines for AAT
- Discusses AAT for children, the elderly, and special populations
- Describes AAT use in different settings
- Includes 11 new chapters and 40% new material

DESCRIPTION

In the 15 years since the first edition of *Handbook on Animal-Assisted Therapy* published, the field has changed considerably. The fourth edition of the Handbook highlights advances in the field, with 11 new chapters and over 40% new material. In reading this book, therapists will discover the benefits of incorporating animal-assisted therapy (AAT) into their practices, best practices in animal-assisted intervention, how to design and implement animal-assisted interventions, and the efficacy of AAT with different disorders and patient populations. Coverage includes the use of AAT with children, the elderly, those receiving palliative care, as well as people with chronic disorders, AIDS, trauma, and autistic spectrum disorders. Additional chapters cover techniques for working with families, in juvenile and criminal justice systems, and in colleges and universities.

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FAMILY CAREGIVING IN THE NEW NORMAL

Edited by Joseph L. Gaugler and Robert L. Kane



ISBN: 978-0-12-417046-9

PUB DATE: May 2015

FORMAT: Paperback

PAGES: c. 390

AUDIENCE

Clinical providers who work with and treat family caregivers, academic audiences in gerontology, psychology, health demography, health services research/public health, nursing, and social work, as well as policymakers, health systems and businesses who provide care to families of older adults.

Family Caregiving in the New Normal

Edited by: **Joseph Gaugler** University of Minnesota, Minneapolis, MN, USA
Robert L. Kane University of Minnesota, Minneapolis, MN, USA



Provides a roadmap of the current challenges and possible future solutions in family caregiving for policymakers and clinicians who work with caregivers

KEY FEATURES

- Provides a concise "roadmap" of the demographic, economic, health trends, and policy challenges facing family caregivers
- Presents potential solutions to caregiving so that scientists, policymakers, and clinical providers can best meet the needs of families and communities in the upcoming decades
- Includes in-depth, diverse stories of caregivers of persons with different diseases who share perspectives
- Covers person-centered care approaches to family caregiving that summarize effective community-based services of psychosocial intervention models
- Examines how existing efficacious models can more effectively reach and serve individual families

DESCRIPTION

Family Caregiving in the New Normal discusses how the drastic economic changes that have occurred over the past few years have precipitated a new conversation on how family care for older adults will evolve in the future.

This text summarizes the challenges and potential solutions scientists, policy makers, and clinical providers must address as they grapple with these changes, with a primary focus given to the elements that may impact how family caregiving is organized and addressed in subsequent decades, including sociodemographic trends like divorce, increased participation of women in the workforce, geographic mobility, fewer children in post-baby boom families, chronic illness trends, economic stressors, and the current policy environment.

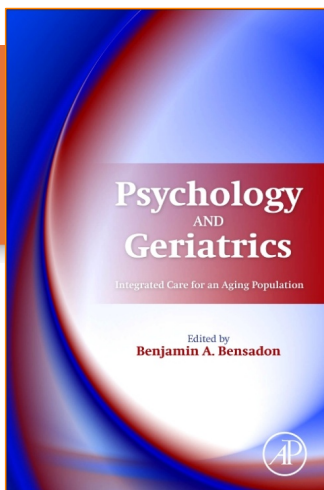
A section on the support of caregivers includes technology-based solutions that examine existing models, personal health records, and mobile applications, big data issues, decision-making support, person-centered approaches, crowd-sourced caregiving such as blogs and personal websites that have galvanized caregivers, and new methods to combine paid and unpaid forms of care.

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ISBN: 978-0-12-420123-1

PUB DATE: April 2015

FORMAT: Hardback

PAGES: c. 252

AUDIENCE

Psychologists, gerontologists, and physicians in aging-related disciplines.

Psychology and Geriatrics

Integrated Care for an Aging Population

Edited by: **Benjamin Bensadon** Florida Atlantic University, Charles E. Schmidt College of Medicine, Boca Raton, FL, USA



Instructive resource to help incorporate psychological knowledge and insight into medical training and care of geriatric patients, as well as detailing how psychologists can assume a more integrated role.

KEY FEATURES

- Illustrates why and how psychologists must assume a more integrated role in meeting the health care needs of older patients
- Confronts emotionally laden topics such as cognitively impaired driving, caregiver burden, end-of-life communication, suicide, and systemic issues such as bias, payment, and the culture of medicine
- Challenges decades-long barriers to integration, from both physician and psychologist perspectives, suggesting how they can finally be overcome
- Provides an innovative, practical response to academic medicine's growing emphasis on psychological and behavioral science
- Demonstrates how health care reform creates a behavioral health niche that clinical psychologists are uniquely qualified to fill

DESCRIPTION

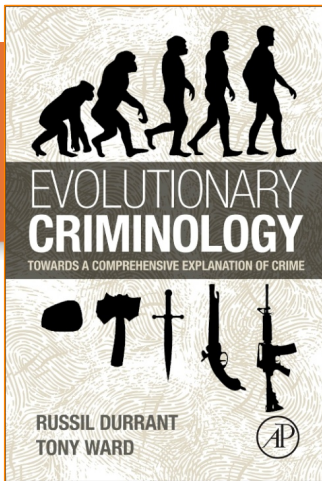
Psychology and Geriatrics demonstrates the value of integrating psychological knowledge and insight with medical training and geriatric care. Leading physician and geropsychologist contributors come together to share their collective wisdom about topics that are as emotionally uncomfortable as they are universally relevant. As the world struggles to respond to unprecedented gains in life expectancy and an explosion of new retirees living with chronic health conditions, this collaboration could not be more timely. This exceptional resource is, itself, evidence that physicians and psychologists can work together to optimize truly patient-centered geriatric care. Here at last is a scientifically rigorous, evidence-based response to the aging mind and body from those most expertly trained.

PSYCHOLOGY

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ISBN: 978-0-12-397937-7

PUB DATE: March 2015

FORMAT: Hardback

PAGES: c. 334

AUDIENCE

Researchers and graduate students in Forensic Psychology, Evolutionary Psychology, Forensic Science, and Criminology.

Evolutionary Criminology

Towards a Comprehensive Explanation of Crime

Russil Durrant Victoria University of Wellington, School of Social and Cultural Studies, Wellington, New Zealand

Tony Ward Victoria University of Wellington, School of Psychology, Wellington, New Zealand



The first and only book applying evolutionary psychology/biology principles to understanding criminal behavior

KEY FEATURES

- Reviews how evolutionary findings improve our understanding of crime and punishment
- Examines motivations to offend, and to punish norm violators
- Articulates evolutionary explanations for adolescent crime increase
- Identifies how this knowledge can aid in crime prevention and reduction, and in offender rehabilitation

DESCRIPTION

In our attempts to understand crime, researchers typically focus on proximate factors such as the psychology of offenders, their developmental history, and the social structure in which they are embedded. While these factors are important, they don't tell the whole story. ***Evolutionary Criminology: Towards a Comprehensive Explanation of Crime*** explores how evolutionary biology adds to our understanding of why crime is committed, by whom, and our response to norm violations. This understanding is important both for a better understanding of what precipitates crime and to guide approaches for effectively managing criminal behavior.

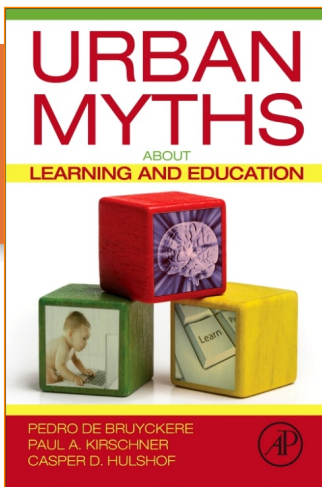
This book is divided into three parts. Part I reviews evolutionary biology concepts important for understanding human behavior, including crime. Part II focuses on theoretical approaches to explaining crime, including the evolution of cooperation, and the evolutionary history and function of violent crime, drug use, property offending, and white collar crime. The developmental origins of criminal behavior are described to account for the increase in offending during adolescence and early adulthood as well as to explain why some offenders are more likely to desist than others. Proximal causes of crime are examined, as well as cultural and structural processes influencing crime. Part III considers human motivation to punish norm violators and what this means for the development of a criminal justice system. This section also considers how an evolutionary approach contributes to our understanding of crime prevention and reduction. The section closes with an evolutionary approach to understanding offender rehabilitation and reintegration.

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ISBN: 978-0-12-801537-7

PUB DATE: March 2015

FORMAT: Paperback

PAGES: c. 212

AUDIENCE

Researchers in educational and cognitive psychology, and teacher education programs

Urban Myths about Learning and Education

Pedro De Bruyckere Antwerp University, Antwerpen, Belgium
Paul A. Kirschner Welten Institute, Open University of The Netherlands
Casper D. Hulshof Utrecht University, Utrecht, The Netherlands



A succinct summary of common myths about learning and education, and what the reality is per research findings

"...provides useful summaries of a wide array of issues that the authors believe are myths."--

PsycCRITIQUES, *Urban Myths About Learning and Education*

"A marvelous compendium of plausible-sounding ideas about education that have seeped into popular culture, but have little or no scientific support. Carefully documented yet a pleasure to read, this book should be required reading in all teacher training programs." -Daniel T. Willingham, Professor, University of Virginia

KEY FEATURES

- Debunks common myths about learning and education
- Provides empirical research on the facts relating to the myths
- Utilizes light-hearted, approachable language for easy reading

DESCRIPTION

Many things people commonly believe to be true about education are not supported by scientific evidence. *Urban Myths about Learning and Education* examines commonly held incorrect beliefs and then provides the truth of what research has shown. Each chapter examines a different myth, with sections on learning, the brain, technology, and educational policy. A final section discusses why these myths are so persistent. Written in an engaging style, the book separates fact from fiction regarding learning and education.

Recognize any of these myths?

- People have different styles of learning
- Boys are naturally better at mathematics than girls
- We only use 10% of our brains
- The left half of the brain is analytical, the right half is creative
- Men have a different kind of brain from women
- We can learn while we are asleep
- Babies become smarter if they listen to classical music

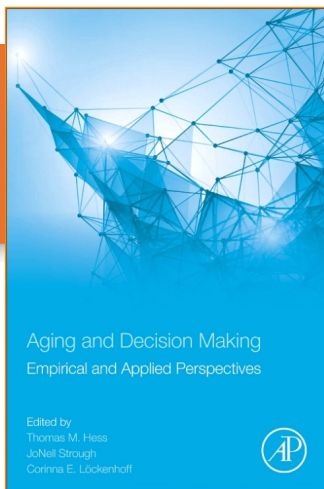
These myths and more are systematically debunked, with useful correct information about the topic in question.

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Aging and Decision Making
Empirical and Applied Perspectives

Edited by
Thomas M. Hess
JoNell Strough
Corinna E. Lockenhoff



ISBN: 978-0-12-417148-0

PUB DATE: February 2015

FORMAT: Paperback

PAGES: c. 404

AUDIENCE

Researchers and students in the behavioral and social sciences—including psychology, human development, gerontology, decision science, and behavioral and cognitive neuroscience. Second audience includes practitioners working with older adults in clinical, service, and applied settings involving concrete life decisions.

Aging and Decision Making

Empirical and Applied Perspectives

Edited by: **Thomas M. Hess** North Carolina State University, Raleigh, NC, USA

JoNell Strough West Virginia University, Department of Psychology, Morgantown, WV, USA

Corinna Lockenhoff Cornell University, Department of Human Development, Ithaca, NY, USA



Reviews theoretical, empirical, and applied perspectives relevant to understanding the impact of aging on decision-making

KEY FEATURES

- Divided into four dominant approaches that characterize the current state of decision-making science and aging neuroscience
- Explores the impact of aging on the linkages between cortical structures/functions and the behavioral indices of decision-making
- Examines the themes associated with behavioral approaches that attempt integrations of methods, models, and theories of general decision-making with those derived from the study of aging
- Details the changes in underlying competencies in later life and the two prevailing themes that have emerged—one, the general individual differences perspective, and two, a more clinical focus

DESCRIPTION

Decisions large and small play a fundamental role in shaping life course trajectories of health and well-being: decisions draw upon an individual's capacity for self-regulation and self-control, their ability to keep long-term goals in mind, and their willingness to place appropriate value on their future well-being. *Aging and Decision Making* addresses the specific cognitive and affective processes that account for age-related changes in decision making, targeting interventions to compensate for vulnerabilities and leverage strengths in the aging individual.

This book focuses on four dominant approaches that characterize the current state of decision-making science and aging - neuroscience, behavioral mechanisms, competence models, and applied perspectives. Underscoring that choice is a ubiquitous component of everyday functioning, *Aging and Decision Making* examines the implications of how we invest our limited social, temporal, psychological, financial, and physical resources, and lays essential groundwork for the design of decision supportive interventions for adaptive aging that take into account individual capacities and context variables.

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CREATIVITY IN ENGINEERING

Novel Solutions to Complex Problems



David H. Cropley



ISBN: 978-0-12-800225-4

PUB DATE: January 2015

FORMAT: Hardback

PAGES: c. 326

AUDIENCE

Personality and cognitive
psychologists interested in creativity

Creativity in Engineering

Novel Solutions to Complex Problems

David H Cropley University of South Australia, School of Engineering,
South Australia



Provides a comprehensive overview on creativity using the 4P approach (people, product, process, and place) and how each of these is critical in fostering new advancements for novel, effective, and practical solutions in engineering and other fields

A Volume in the Explorations in Creativity Research Series.

KEY FEATURES

- Discusses the 4P's of Creativity: Person, Product, Process, and Place
- Provides tactics and tools that will help users foster creativity in engineering environments
- Identifies how creativity results in innovative new solutions to problems
- Applies creativity research and knowledge to the engineering space

DESCRIPTION

Creativity is like an iceberg - the resulting new idea, or novel solution is only 10% of the effort. The other 90% is the complex interplay of thinking skills and strategies, personal and motivational properties that activate these skills and strategies, and the social and organizational factors of the environment that influence the creative process. ***Creativity in Engineering*** focuses on the Process, Person, Product, and Place to understand when and why creativity happens in the engineering environment and how it can be further encouraged.

Special Features:

- Applies findings in creativity research to the engineering arena
- Defines engineering creativity and differentiates it from innovation
- Discusses personality and motivational factors that impact creativity
- Clarifies the role of creativity in the design process
- Details the impact of thinking skills and strategies in creativity
- Identifies the role the organization and environment plays in encouraging creativity

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CLINICAL TRIAL DESIGN CHALLENGES IN MOOD DISORDERS



EDITED BY
MAURICIO TOHEN
CHARLES L. BOWDEN
ANDREW A. NIERENBERG
JOHN R. GEDDES



ISBN: 978-0-12-405170-6

PUB DATE: January 2015

FORMAT: Hardback

PAGES: c. 180

AUDIENCE

Researchers in clinical psychology
and psychiatry. Practitioners
treating mood disorders

Clinical Trial Design Challenges in Mood Disorders

Edited by: **Mauricio Tohen** Department of Psychiatry and Behavioral Sciences, University of New Mexico Health Sciences Center, Albuquerque, NM, USA ; **Charles Bowden** Department of Psychiatry, University of Texas Health Science Center, San Antonio, TX, US; **Andrew A. Nierenberg** Department of Psychiatry, Massachusetts General Hospital, Boston, MA, USA
John Geddes Department of Psychiatry, University of Oxford, Warneford Hospital, Oxford, UK



A summary of common challenges in effective psychiatric oriented clinical trials and the best practices for definitive, applicable results

KEY FEATURES

- Summarizes common trial design problems and their solutions
- Encompasses funding, subject selection, regulatory issues and more
- Identifies best practices for definitive and generalizable results
- Includes traditional trial designs and novel analytic techniques
- Represents academia, industry, regulatory agencies, and advocacy groups

DESCRIPTION

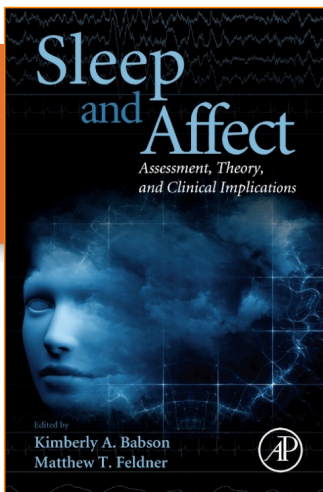
Poor clinical trial designs result in failed studies wasting research funds and limiting the advancement of cures for disorders. *Clinical Trial Design Challenges in Mood Disorders* outlines classic problems researchers face in designing clinical trials and discusses how best to address them for the most definitive and generalizable results. Traditional trial designs are included as well as novel analytic techniques. The book examines information on high placebo response, the generalizability of studies conducted in the developing world, the duration of maintenance studies, and the application of findings into clinical practice. With representation from contributors throughout the world and from academia, industry, regulatory agencies, and advocacy groups, this book will contribute toward improved clinical trial design and valid, precise, and reliable answers about what works better and faster for patients.

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ISBN: 978-0-12-417188-6

PUB DATE: January 2015

FORMAT: Hardback

PAGES: c. 498

AUDIENCE

Primary audience: researchers in sleep, emotion regulation, and clinical psychology. Secondary audience: mental health practitioners.

Sleep and Affect

Assessment, Theory, and Clinical Implications

Edited by: **Kimberly Babson** National Center for PTSD and Center for Innovation to Implementation, VA Palo Alto Health Care System, Menlo Park, CA, USA & Department of Psychiatry and Behavioral Sciences, Stanford School of Medicine, Stanford, CA, USA
Matthew Feldner Department of Psychological Science, University of Arkansas, Fayetteville, AR USA & Laureate Institute for Brain Research, Tulsa, OK, USA



A review of research on how emotion impacts sleep, how sleep impacts emotions, and how this research speaks to clinical treatment of sleep disorders and emotion regulation disorders

KEY FEATURES

- Contains neurobiological, cognitive, and behavioral approaches
- Explains methods for examining sleep and affect
- Summarizes research on sleep and specific affect states
- Translates research for clinical use in treating disorders

DESCRIPTION

Sleep and Affect: Assessment, Theory, and Clinical Implications synthesizes affective neuroscience research as it relates to sleep psychology and medicine. Evidence is provided that normal sleep plays an emotional regulatory role in healthy humans. The book investigates interactions of sleep with both negative and positive emotions, along with their clinical implications. Sleep research is discussed from a neurobiological, cognitive, and behavioral approach. Sleep and emotions are explored across the spectrum of mental health from normal mood and sleep to the pathological extremes. The book, additionally, offers researchers a guide to methods and research design for studying sleep and affect.

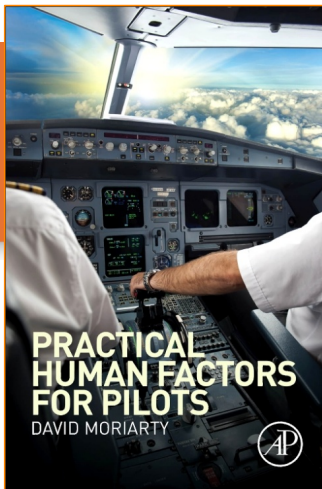
This book will be of use to sleep researchers, affective neuroscientists, and clinical psychologists in order to better understand the impact of emotion on sleep as well as the effect of sleep on physical and mental well-being.

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ISBN: 978-0-12-420244-3

PUB DATE: January 2015

FORMAT: Paperback

PAGES: c. 280

AUDIENCE

Pilot and flight crew instructors in military, government, and commercial settings; Graduate students in human factors and aviation psychology courses; academic researchers in human factors area.

Practical Human Factors for Pilots

Capt. David Moriarty Zeroharm Solutions, London, UK



Translates the science of human factors into a format that can be practically applied by simulator instructors, training captains, and crew resource management instructors to improve pilots' understanding and performance.

KEY FEATURES

- Provides practical, evidence-based guidance on issues often at the root of aircraft accidents
- Uses international regulatory material
- Includes concepts and theories that have practical relevance to flight operations
- Covers relevant topics in a step-by-step manner, describing how they apply to flight operations
- Demonstrates how human decision-making has been implicated in air accidents and equips the reader with tools to mitigate these risks
- Gives instructors a reliable knowledge base on which to design and deliver effective training
- Summarizes the current state of human factors, training, and assessment

DESCRIPTION

Practical Human Factors for Pilots bridges the divide between human factors research and one of the key industries that this research is meant to benefit—civil aviation. Human factors are now recognized as being at the core of aviation safety and the training syllabus that flight crew trainees have to follow reflects that. This book will help student pilots pass exams in human performance and limitations, successfully undergo multi-crew cooperation training and crew resource management (CRM) training, and prepare them for assessment in non-technical skills during operator and license proficiency checks in the simulator, and during line checks when operating flights.

Each chapter begins with an explanation of the relevant science behind that particular subject, along with mini-case studies that demonstrate its relevance to commercial flight operations. Of particular focus are practical tools and techniques that students can learn in order to improve their performance as well as "training tips" for the instructor.

PSYCHOLOGY

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Advances in
MOTIVATION SCIENCE

VOLUME 3



ISBN: 978-0-12-804740-8

PUB DATE: May 2016

FORMAT: Hardback

PAGES: c. 300

AUDIENCE

Researchers, librarians, and academics in motivation science and research

Advances in Motivation Science, Vol 3

Advances in Motivation Science

Edited by: **Andrew J Elliot** Professor of Psychology, University of Rochester, NY, USA



This volume represents the most influential work being conducted in motivation science and research, bringing together internationally recognized experts who focus on cutting-edge theoretical and empirical contributions in this important area of psychology

KEY FEATURES

- Presents the premier volume of Elsevier's brand new serial on the field of motivation science and research
- Provides a timely overview of important research programs conducted by the most respected scholars in psychology
- Contains special attention on directions for future research

DESCRIPTION

Advances in Motivation Science, Elsevier's brand new serial on the topic of motivation science, is a timely serial on an area of study that has not only been a mainstay of the science of psychology, but also a major influence in early dynamic and Gestalt models of the mind and fundamental to behaviorist theories of learning and action.

The advent of the cognitive revolution in the 1960 and 70s eclipsed the emphasis on motivation to a large extent, but in the past two decades motivation has returned en force. Today, motivational analyses of affect, cognition, and behavior are ubiquitous across psychological literatures and disciplines. In essence, motivation is not just a "hot topic" on the contemporary scene, but is firmly entrenched as a foundational issue in scientific psychology. This volume brings together internationally recognized experts focusing on cutting-edge theoretical and empirical contributions in this important area of psychology.

SERIALS

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ISBN: 978-0-12-804787-3

PUB DATE: May 2016

FORMAT: Hardback

PAGES: c. 350

AUDIENCE

Graduate students and researchers who study animal behavior (ecologists, evolutionary biologists, geneticists, endocrinologists, pharmacologists, neurobiologists, developmental psychobiologists, ethologists, comparative psychologists).

Advances in the Study of Behavior, Vol 48

Advances in the Study of Behaviour

Edited by: **Marc Naguib** Behavioural Ecology Group, Department of Animal Sciences Wageningen University, The Netherlands; **John C. Mitani** Dept of Anthropology, University of Michigan, Ann Arbor, MI, USA; **Leigh W. Simmons** School of Animal Biology, University of Western Australia, Crawley, Australia; **Louise Barrett** Department of Psychology, University of Lethbridge, Canada; **Sue Healy** School of Biology, University of St Andrews, UK
Marlene Zuk University of Minnesota, College of Biological Sciences, USA



This book serve the increasing number of scientists engaged in the study of animal behavior by providing important theoretical ideas and research findings in animal behavior and neighboring fields

KEY FEATURES

- Initiated over 40 years ago to serve the increasing number of scientists engaged in the study of animal behavior
- Makes another important contribution to the development of the field
- Presents theoretical ideas and research to those studying animal behavior and related fields

DESCRIPTION

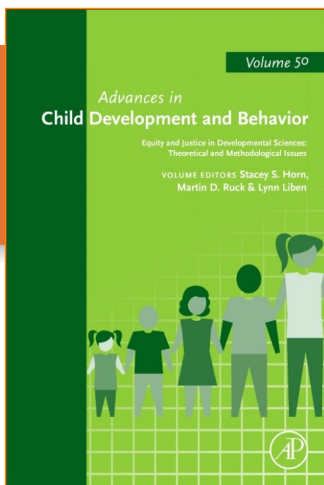
Advances in the Study of Behavior was initiated over 40 years ago to serve the increasing number of scientists engaged in the study of animal behavior. This volume makes another important contribution to the development of the field by presenting theoretical ideas and research findings to professionals studying animal behavior and related fields.

SERIALS

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ISBN: 978-0-12-801897-2

PUB DATE: March 2016

FORMAT: Hardback

PAGES: c. 280

AUDIENCE

Researchers, practitioners, scholars and students interested in family, community and child development especially from psychology, anthropology, and education, and also from sociology, sociolinguistics, and history of childhood. It is likely to be of particular interest in North, Central, and South America, given the topic of the book and the international venues of the authors.

Advances in Child Development and Behavior, Vol 50

Equity and Justice in Developmental Sciences: Theoretical and Methodological Issues

Edited by: **Stacey S Horn** Department of Educational Psychology, College of Education, University of Illinois at Chicago, USA; **Martin Ruck** The Graduate Center, City University of New York, USA; **Lynn Liben** Departments of Psychology, Human Development & Family Studies, and Education, The Pennsylvania State University, USA



This first of two volumes in the *Advances in Child Development and Behavior* series focuses on the conceptual issues, definitions, and critical concepts associated with equity and justice for the developmental sciences, providing a major step forward and highlighting patterns and variability in the normative development of the everyday lives of children

KEY FEATURES

- Contains contributions from leading authorities in the field of child development and behavior
- Presents a coherent picture of the importance of the development of children's participation in ongoing activity
- Provides a major step forward in highlighting patterns and variability in the normative development of the everyday lives of children, expanding beyond the usual research populations that have extensive Western schooling in common
- Focuses on conceptual issues, definitions, and critical concepts relevant to equity and justice for the developmental sciences

DESCRIPTION

The first of two volumes in the *Advances in Child Development and Behavior* series, *Equity and Justice in Developmental Sciences: Theoretical and Methodological Issues* focuses on conceptual issues, definitions, and critical concepts relevant to equity and justice for the developmental sciences. This volume covers critical methodological issues that serve to either challenge or advance our understanding of, and ability to promote, equity and justice in the developmental sciences.

Both volumes bring together a growing body of developmental scholarship that addresses how issues relevant to equity and justice (or their opposites) affect development and developmental outcomes, as well as scholarship focused on mitigating the developmental consequences of inequity, inequality, and injustice for young people, families, and communities and ensuring that all young people have opportunities to develop and thrive.

SERIALS

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The Psychology of
Learning and Motivation

Volume 64



ISBN: 978-0-12-804739-2

PUB DATE: January 2016

FORMAT: Hardback

PAGES: c. 336

AUDIENCE

Researchers and students in
cognitive psychology

Psychology of Learning and Motivation, Vol 64

Psychology of Learning and Motivation

Edited by: *Brian H. Ross* University of Illinois at Urbana-Champaign, IL, USA



Empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning to complex learning and problem solving

Praise for the Series: "A remarkable number of landmark papers... An important collection of theory and data." - CONTEMPORARY PSYCHOLOGY

KEY FEATURES

- Volume 64 of the highly regarded *Psychology of Learning and Motivation* series
- An essential reference for researchers and academics in cognitive science
- Relevant to both applied concerns and basic research

DESCRIPTION

Psychology of Learning and Motivation publishes empirical and theoretical contributions in cognitive and experimental psychology, ranging from classical and instrumental conditioning to complex learning and problem solving. Each chapter thoughtfully integrates the writings of leading contributors, who present and discuss significant bodies of research relevant to their discipline. Volume 64 includes chapters on such varied topics as causal reasoning, the role of affordances in memory, technology-based support for older adult communication in safety-critical domains and what edge-based masking effects can tell us about cognition.

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Advances in
EXPERIMENTAL SOCIAL PSYCHOLOGY
VOLUME 53



ISBN: 978-0-12-804737-8

PUB DATE: January 2016

FORMAT: Hardback

PAGES: c. 324

AUDIENCE

Researchers, librarians, and academics in social psychology and personality.

Advances in Experimental Social Psychology, Vol 53

Advances in Experimental Social Psychology

Edited by: **Mark P. Zanna** Psychology Department, University of Waterloo,
Ontario, Canada

James M. Olson Psychology Department, University of Western Ontario,
Canada



Represents the best and the brightest in new research, theory, and practice in social psychology

Praise for the Series: "For the past two decades, the series has served a special function for social psychology--one that has not been filled as well by any other single publication. The articles are more focused than handbook chapters and less cursory than annual review chapters." -

CONTEMPORARY PSYCHOLOGY

KEY FEATURES

- One of the most sought after and most often cited series in this field
- Contains contributions of major empirical and theoretical interest
- Represents the best and the brightest in new research, theory, and practice in social psychology

DESCRIPTION

Advances in Experimental Social Psychology continues to be one of the most sought after and most often cited series in this field. Containing contributions of major empirical and theoretical interest, this series represents the best and the brightest in new research, theory, and practice in social psychology.

This serial is part of the Social Sciences package on ScienceDirect. Visit info.sciencedirect.com for more information. *Advances in Experimental Social Psychology* is available online on ScienceDirect - full-text online of volume 32 onward. Elsevier book series on ScienceDirect gives multiple users throughout an institution simultaneous online access to an important complement to primary research. Digital delivery ensures users reliable, 24-hour access to the latest peer-reviewed content.

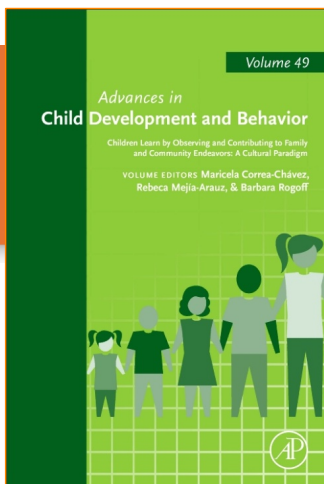
The Elsevier book series are compiled and written by the most highly regarded authors in their fields and are selected from across the globe using Elsevier's extensive researcher network. For more information about the Elsevier Book Series on ScienceDirect Program, please visit store.elsevier.com.

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ISBN: 978-0-12-803121-6

PUB DATE: December 2015

FORMAT: Hardback

PAGES: c. 400

AUDIENCE

Researchers, practitioners, scholars and students interested in family, community and child development especially from psychology, anthropology, and education, and also from sociology, sociolinguistics, and history of childhood. It is likely to be of particular interest in North, Central, and South America, given the topic of the book and the international venues of the authors.

Advances in Child Development and Behavior, Vol 49

Children Learn by Observing and Contributing to Family and Community Endeavors: A Cultural Paradigm

Edited by: **Maricela Correa-Chávez** Psychology Department, California State University Long Beach, USA; **Rebeca Mejía-Arauz** Departamento de Salud, Psicología y Comunidad, Universidad ITESO, Mexico; **Barbara Rogoff** Psychology Department, University of California Santa Cruz, USA



This volume in the Advances in Child Development and Behavior series presents an understanding of how children learn in everyday circumstances, especially by observing and contributing to the activities of their families and communities, and how Western schooling practices have created a foreign influence.

Praise for the Series: "This book is useful, not only for scholars already interested in the specific topics reviewed, but for anyone open to the scientific process." - CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY

KEY FEATURES

- Contains contributions from leading authorities in the field of child development and behavior
- Presents a coherent picture of the importance of the development of children's participation in ongoing activity
- Provides a major step forward in highlighting patterns and variability in the normative development of the everyday lives of children, expanding beyond the usual research populations that have extensive Western schooling in common
- Informs and updates on all the latest developments in the field

DESCRIPTION

Children Learn by Observing and Contributing to Family and Community Endeavors, the latest in the Advances in Child Development and Behavior Series provides a major step forward in highlighting patterns and variability in the normative development of the everyday lives of children, expanding beyond the usual research populations that have extensive Western schooling in common.

The book documents the organization of children's learning and social lives, especially among children whose families have historical roots in the Americas (North, Central, and South), where children traditionally are included and contribute to the activities of their families and communities, and where Western schooling is a recent foreign influence. The findings and theoretical arguments highlight a coherent picture of the importance of the development of children's participation in ongoing activity as presented by authors with extensive experience living and working in such communities.

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International Review of Research
in Developmental Disabilities

Edited by
Robert M. Hodapp & Deborah J. Fidler



ISBN: 978-0-12-802181-1

PUB DATE: September 2015

FORMAT: Hardback

PAGES: c. 284

AUDIENCE

Academic researchers in developmental and cognitive psychology, as well as neuropsychology.

International Review of Research in Developmental Disabilities, Vol 49

International Review of Research in Developmental Disabilities

Edited by: **Robert M. Hodapp** Vanderbilt University, Nashville, Tennessee, USA
Deborah J Fidler Human Development and Family Studies, Colorado State
University, USA



Provides an ongoing, scholarly look at research into the causes, effects, classification systems, syndromes, etc. of developmental disabilities.

KEY FEATURES

- Provides the most recent scholarly research in the study of developmental disabilities.
- A vast range of perspectives is offered, and many topics are covered.
- An excellent resource for academic researchers.

DESCRIPTION

International Review of Research in Developmental Disabilities is an ongoing scholarly look at the latest research on the causes, effects, classification systems, syndromes, etc. of developmental disabilities.

Contributors from wide-ranging perspectives, including genetics, psychology, education, and other health and behavioral sciences make this book a must have for both researchers, practitioners, and those interested in the science behind developmental disabilities.

SERIALS

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Advances in
MOTIVATION SCIENCE

VOLUME 2



ISBN: 978-0-12-802270-2

PUB DATE: August 2015

FORMAT: Hardback

PAGES: c. 260

AUDIENCE

Researchers, librarians, and academics in motivation science and research

Advances in Motivation Science, Vol 2

Advances in Motivation Science

Edited by: **Andrew J Elliot** Professor of Psychology, University of Rochester, NY, USA



The most influential work being conducted in motivation science and research

KEY FEATURES

- Focuses on the ways motivation has traditionally been one of the mainstays of the science of psychology
- Inclusive text for a variety of interests, including motivation, psychology, self-regulation, strivings, needs, and motives
- Presents a “hot topic” that is, once again, firmly entrenched as a foundational issue in scientific psychology
- Provides an overview of important research programs conducted by the most respected scholars in psychology
- Includes special attention on directions for future research

DESCRIPTION

Advances in Motivation Science, Elsevier's new serial, focuses on the ways motivation has traditionally been one of the mainstays of the science of psychology, not only playing a major role in the early dynamic and Gestalt models of the mind, but also playing an integral and fundamental part of the behaviorist theories of learning and action.

The cognitive revolution in the 1960 and 70's eclipsed the emphasis on motivation to a large extent, but it has returned in full force prompting this new serial on a “hot topic” of the contemporary scene that is, once again, firmly entrenched as a foundational issue in scientific psychology.

This volume brings together internationally recognized experts who focus on cutting-edge theoretical and empirical contributions relating to this important area of psychology.

SERIALS

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International Review of Research
in Developmental Disabilities

Edited by
Robert M. Hodapp & Deborah J. Fidler



ISBN: 978-0-12-802291-7

PUB DATE: July 2015

FORMAT: Hardback

PAGES: c. 270

AUDIENCE

Academic researchers in developmental and cognitive psychology as well as in neuropsychology.

International Review of Research in Developmental Disabilities, Vol 48

Health Disparities and Intellectual Disabilities

Edited by: **Chris Hatton** Centre for Disability Research, Lancaster University, UK

Eric Emerson Institute for Health Research, Lancaster University, UK



An ongoing scholarly look at research into the causes, effects, classification systems, and syndromes of developmental disabilities

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VOLUME 52



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PAGES: c. 350

AUDIENCE

Researchers, librarians, and academics in social psychology and personality.

Advances in Experimental Social Psychology, Vol 52

Advances in Experimental Social Psychology

Mark P. Zanna Psychology Department, University of Waterloo, Ontario, Canada

James M. Olson Psychology Department, University of Western Ontario, Canada



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The Psychology of
Learning and Motivation

Volume 63



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FORMAT: Hardback

PAGES: c. 228

AUDIENCE

Researchers and students in
cognitive psychology

Psychology of Learning and Motivation, Vol 63

Psychology of Learning and Motivation

Edited by: *Brian H. Ross* University of Illinois at Urbana-Champaign, IL, USA



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KEY FEATURES

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- An essential reference for researchers and academics in cognitive science
- Relevant to both applied concerns and basic research

DESCRIPTION

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Volume 47

Advances in The Study of Behavior



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PAGES: c. 336

AUDIENCE

Graduate students and researchers who study animal behavior (ecologists, evolutionary biologists, geneticists, endocrinologists, pharmacologists, neurobiologists, developmental psychobiologists, ethologists, comparative psychologists).

Advances in the Study of Behavior, Vol 47

Advances in the Study of Behavior

Edited by: **Marc Naguib** Behavioural Ecology Group, Department of Animal Sciences Wageningen University, The Netherlands; **H. Jane Brackmann** Department of Biology, University of Florida, Gainesville, FL, USA; **John C Mitani** Dept of Anthropology, University of Michigan, Ann Arbor, MI, USA; **Leigh W. Simmons** School of Animal Biology, University of Western Australia, Crawley, Australia; **Louise Barrett** Department of Psychology, University of Lethbridge, Canada; **Sue Healy** School of Biology, University of St Andrews, UK
Peter Slater



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- Presents theoretical ideas and research to those studying animal behavior and to their colleagues in neighboring fields

DESCRIPTION

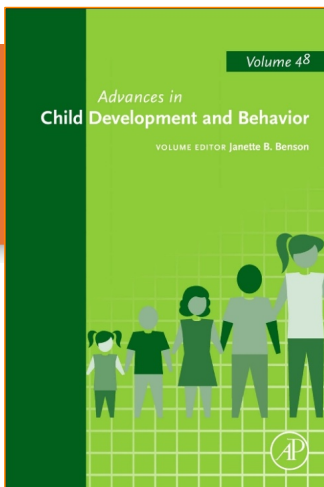
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ISBN: 978-0-12-802178-1

PUB DATE: March 2015

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PAGES: c. 300

AUDIENCE

Developmental or educational psychology researchers, scholars, and students.

Advances in Child Development and Behavior, Vol 48

Advances in Child Development and Behavior

Edited by: **Janette B. Benson** Morgridge College of Education and Department of Psychology, University of Denver, CO, USA



Each chapter provides in-depth discussions and this volume serves as an invaluable resource for developmental or educational psychology researchers, scholars, and students

KEY FEATURES

- Chapters highlight some of the most recent research in the area
- A wide array of topics are discussed in detail

DESCRIPTION

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Learning and Motivation

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PAGES: c. 240

AUDIENCE

Researchers and students in
cognitive psychology

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Psychology of Learning and Motivation

Edited by: *Brian H. Ross* University of Illinois at Urbana-Champaign, IL, USA



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KEY FEATURES

- Volume 62 of the highly regarded Psychology of Learning and Motivation series
- An essential reference for researchers and academics in cognitive science
- Relevant to both applied concerns and basic research

DESCRIPTION

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Advances in Experimental Social Psychology, Vol 51

Advances in Experimental Social Psychology

Edited by: **Mark P. Zanna** Psychology Department, University of Waterloo,
Ontario, Canada

James M. Olson Psychology Department, University of Western Ontario,
Canada



This volume represents the best and the brightest in new research, theory, and practice in social psychology.

Praise for the Series: "For the past two decades, the series has served a special function for social psychology--one that has not been filled as well by any other single publication. The articles are more focused than handbook chapters and less cursory than annual review chapters." -

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- One of the most sought after and most often cited series in this field
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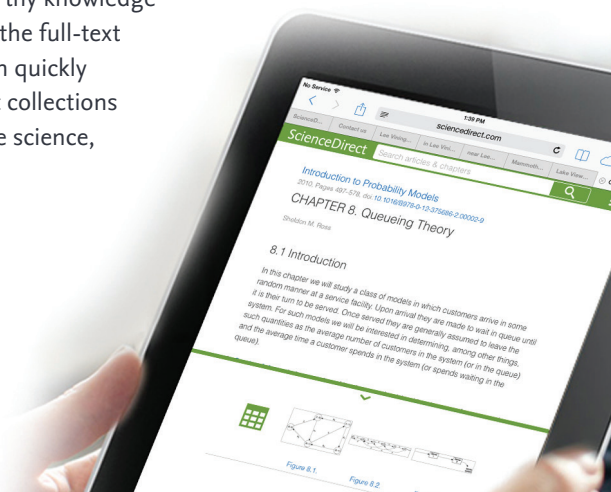
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