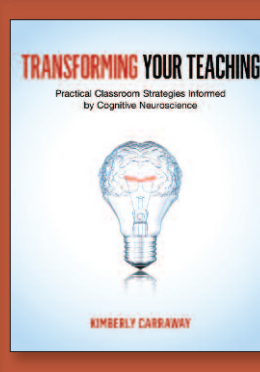
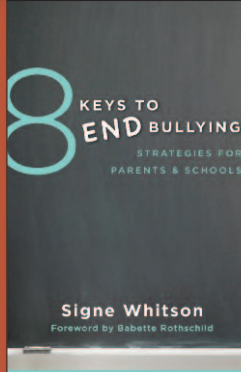
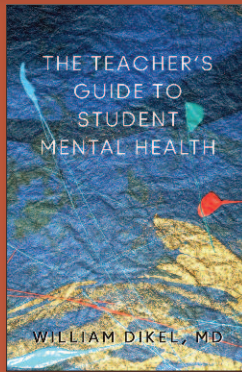
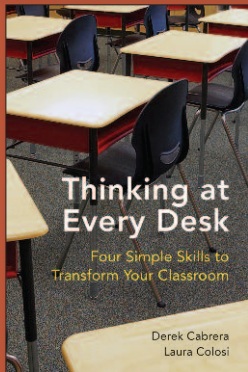
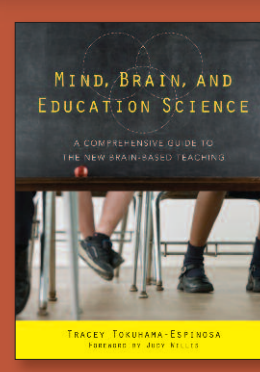
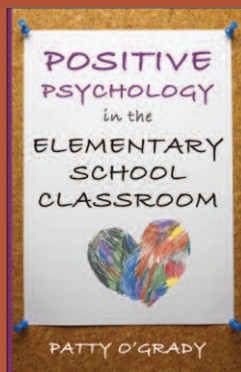
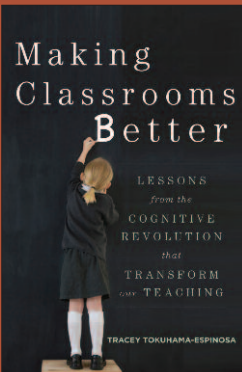
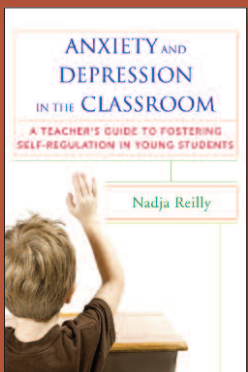


NORTON



BOOKS in EDUCATION



2015

Dear Reader,

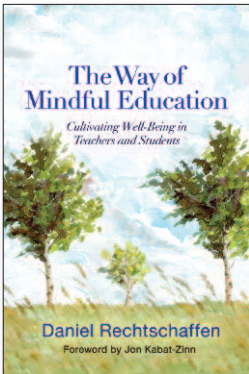
W. W. Norton is proud to present **Norton Books in Education**, essential resources for teachers, administrators, professional development planners, curriculum planners, and anyone invested in the meaningful education of students. These books provide educators with new skills and groundbreaking techniques from some of the most gifted teachers and researchers working today.

The books described in these pages cover a broad spectrum of crucial subjects related to education, including topics in mindful education; social and emotional learning; Mind, Brain, and Education science; brain-based teaching practices; positive psychology; student mental health; and more.

Here you will find interdisciplinary explorations into the complex connections between brain and mind, social relationships and attachment, and meaningful learning. You'll find techniques to end bullying, revolutionary approaches to note-taking, and insights into neurodevelopmental disorders in students. You'll find the cutting-edge ideas and tools that can inspire and transform the way we teach students of all ages and developmental stages.

If you have any thoughts or comments about our books, we would be pleased to hear from you.

A. Deborah Malmud
Vice President, W. W. Norton & Company, Inc.
dmalmud@wwnorton.com



THE WAY OF MINDFUL EDUCATION *Cultivating Well-Being in Teachers and Students*

DANIEL RECHTSCHAFFEN
Foreword by JON KABAT-ZINN

"If you are a teacher, or an educator, or involved in school administration and curriculum development, the book you hold in your hands has the potential to transform your life, the lives of your students, and the life of the school itself, as well as education in America." —Jon Kabat-Zinn, PhD, from the Foreword

"This is the book the field has been waiting for. Rechtschaffen's inspiring and practical words are an invaluable gift and resource for the nascent field of mindfulness and education . . . If we can take his message to heart, the field of K-12 education, where I have served for over four decades, is about to take a great leap forward." —Linda Lantieri, educator; author of *Building Emotional Intelligence*; Senior Program Advisor and Co-founder, Collaborative for Academic Social, and Emotional Learning (CASEL)

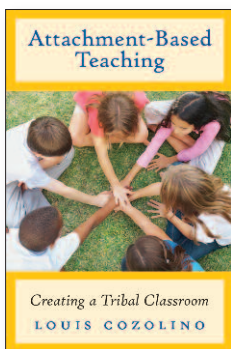
With attention spans waning and stress on the rise, many teachers are looking for new ways to help students concentrate, learn, and thrive. This book is a practical guide for cultivating attention, compassion, and well-being not only in students, but also in teachers themselves. Decades of research indicate the impressive benefits of mindfulness in social, emotional, and cognitive development, and as an antidote to emotional dysregulation, stress, attention deficits, and social difficulties. Packed with lesson plans, exercises, and considerations for specific age groups and students with special needs, this cutting-edge manual demonstrates the real world application of mindfulness practices in K-12 classrooms.

Topics include: The Way of Mindfulness • The Mindful Education Revolution • The History of Mindful Education • Mapping the Movement • The Science of Mindfulness • The Origins of Mindfulness • Caring for the Caregiver • The When, Where, and How of Mindfulness • Cultivating Embodiment • Cultivating Attention • Cultivating Heartfulness • Cultivating Interconnectedness • Cultivating Emotional Intelligence • Cultivating Mindful Communication • Mindfulness in Our Modern World • Qualities of a Mindful Teacher • Essential Ingredients of a Mindful Classroom • Working with Diversity and Inclusion • Working with Stress and Trauma • Working with Different Age Groups • Mindful Education Curriculum

DANIEL RECHTSCHAFFEN founded the Mindful Education Institute and the Omega Mindfulness in Education Conference. He has developed a variety of curricula for mindfulness in the classroom, and leads mindfulness trainings for schools and communities around the world. Visit his Web site at danielrechtschaffen.com.

ISBN: 978-0-393-70895-0 • 2014 • 352 pages • Hardcover • \$24.95

“Cozolino has the brain of a teacher, the heart of a therapist, and the writing talents of a master storyteller. No one has made interpersonal neurobiology more relevant to education.” —Andrew N. Meltzoff, PhD, co-author, *The Scientist in the Crib*; Director, Institute for Learning & Brain Sciences



ATTACHMENT-BASED TEACHING

Creating a Tribal Classroom

LOUIS COZOLINO

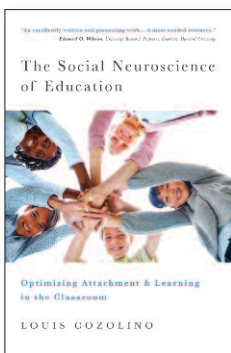
“Louis Cozolino’s ability to explain and show the relevance and application of complex neurobiology, psychology, and social anthropology is without equal. The blend of substance and readability is nothing short of remarkable. Addressing key issues in our schools and classrooms, he is able to inform, inspire, illustrate, and provoke realistic ways to improve education and touch the lives of a new generation.” —Sam Crowell, EdD, co-author of *Emergent Teaching: A Path of Creativity, Significance, and Meaning*

Human brains are social, and a student’s ability to learn is deeply influenced by the quality of his or her attachment to teachers and peers. Secure attachment relationships not only ensure our overall well-being, but also optimize learning by enhancing motivation, regulating anxiety, and triggering neuroplasticity. This book presents a classroom model of secure attachment, exploring how teacher-student rapport is central to creating supportive, “tribal” classrooms and school communities. An ideal text for teacher education and training, and even teacher-parent workshops, this book applies laboratory findings from cognitive neuroscience to the practicalities of the classroom.

Topics include: The Social Brain • The Power of Attachment • Stress and Learning • Reaching “Unteachable” Students • Bullying • Social Stress • Play, Explore, and Learn • Storytelling • Tribal Work-Arounds in Practice • Deepening Experience

LOUIS J. COZOLINO, PhD, holds degrees in philosophy, theology, and clinical psychology. He lectures around the world on brain development, evolution, and psychotherapy and maintains a clinical and consulting practice in Los Angeles.

ISBN: 978-0-393-70904-9 • 2014 • 288 pages • Paperback • \$27.50



THE SOCIAL NEUROSCIENCE OF EDUCATION

Optimizing Attachment and Learning in the Classroom

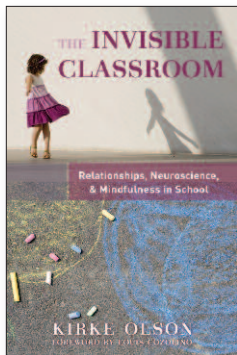
LOUIS COZOLINO, Foreword by DANIEL J. SIEGEL

“What makes Cozolino’s book stand out is its thoroughness—both in recounting the research and in making the connections to practical applications. . . . [A] guide for teachers and anyone concerned with the state of education. Those wanting to make the most of their teaching opportunities, whatever the context, would do well to read this book and take its lessons to heart.” —*Greater Good*

Chosen as one of *Greater Good’s* favorite books of 2013, this provocative book helps administrators, curriculum planners, and teachers understand how the brain as a social organism learns, with the goal of creating classrooms that nurture healthy attachment patterns and resilient psyches. Louis Cozolino shows readers how an understanding of *social neuroscience*—the ways in which our brains are hardwired to connect with others—can inform, impact, and radically change our approach to education. He also investigates what good teachers do to stimulate minds and brains to learn, especially when they succeed with difficult or “unteachable” students. Exploring classroom teaching from the perspectives of social neuroscience and interpersonal neurobiology, Cozolino encourages teachers to connect neurobiological principles to their teaching tactics to create optimal conditions for learning.

Contents: Foreword by *Daniel J. Siegel, MD* • Introduction: Is Social Neuroscience Relevant to Education? • **Part I: The Evolution and Development of the Social Brain** 1. Why the Brain Became a Social Organ 2. How Brains Learn 3. How Relationships Build and Rebuild Brains 4. Of Human Bonding • **Part II: How to Turn Brains Off** 5. What Is the Connection Between Learning and Stress? 6. How Insecure Attachment Creates “Unteachable” Students 7. How Bullying Impedes Learning 8. Why Teachers Burn Out • **Part III: How to Turn Brains On** 9. How Emotional Attunement Stimulates Learning 10. Why Exploration Is So Important 11. How Play Become Nature’s Pedagogy 12. Why Stories Are Essential for Learning • **Part IV: Applying Social Neuroscience in Schools and Classrooms** 13. Information, Compassion, and Wisdom 14. Teaching Students About the Brain 15. Building Tribal Classrooms 16. Teachers Within Classrooms Within Communities

ISBN: 978-0-393-70609-3 • 2013 • 440 pages • Hardcover • \$37.50



THE INVISIBLE CLASSROOM

Relationships, Neuroscience & Mindfulness in School

KIRKE OLSON

Foreword by LOUIS COZOLINO

“Dr. Olson provides insight, relevance, and useful methods for school administrators, teachers, and parents. Busy educators typically do not have the time or experience to research brain development and cognition. This book filters through the extensive research and synthesizes what has been learned in meaningful ways. Any educator picking up this book will find ready-to-use strategies that can be utilized in the classroom the next day.”

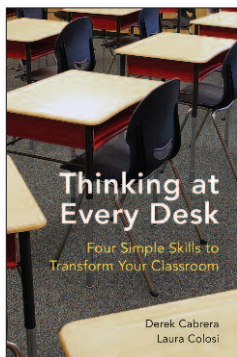
—Brian Balke, Superintendent of Schools, Goffstown, New Boston, and Dunbarton, New Hampshire

There is more to a classroom than just a teacher and a group of students. All classroom interactions have “invisible” neurobiological, emotional, and social aspects—the emotional histories of students, the teacher’s own background and biography. In this book, Kirke Olson takes lessons from brain science, mindfulness, and positive psychology to help teachers understand the full range of their students’ school experiences. Using its classroom-ready resources, teachers, administrators, parents, and policy makers can make the invisible visible, turning human investment in their students into the best possible learning outcomes.

Contents: Preface • Foreword by *Louis Cozolino* • Introduction 1. Uncovering the Invisible Roots of Learning 2. Being Safe and Feeling Safe: The Neurobiology of Classroom Safety 3. Classroom Relationships: What’s Love Got to Do with It? 4. The Attentional Circuits of the Brain 5. Explicit and Implicit Memory 6. Nurturing Student Strengths 7. Mindfulness: The Mind and Brain Collaborating 8. Putting It All Together: Classroom Culture

KIRKE H. OLSON, PsyD, a licensed clinical psychologist and nationally certified school psychologist, has devoted nearly 40 years to helping pre-K through graduate teachers apply research on human relationships, neuroscience, and mindfulness to educate even the most complex students.

ISBN: 978-0-393-70757-1 • 2014 • 232 pages • Paperback • \$21.95



THINKING AT EVERY DESK

Four Simple Skills to Transform Your Classroom

DEREK CABRERA and LAURA COLOSI

“During a time of budget cuts, fads, and educational contraction, Cabrera and Colosi have forever changed the intellectual trajectory of our students. They have proven that you don’t need a miracle when you have a method.”

—John Z. Nittolo, Superintendent, Green Hills School

“Cabrera and Colosi aim high: Their goal is to revitalize the explicit pedagogy of thinking skills by emphasizing the dynamic interplay between information and thought, and by encouraging students to recognize and explicate the distinctions, systems, relationships, and perspectives that inherently characterize any concept. The approach, which is deeply informed by a complex systems perspective, is the culmination of over a decade of work.”

—Ginger Richardson, Education and Outreach, Santa Fe Institute

Designed to transform teaching practice, this book provides the tools to understand thinking patterns and how learning actually happens, empowers kids to explore new ways of building knowledge, and allows teachers, administrators, and curriculum planners to structure learning in the most meaningful way possible.

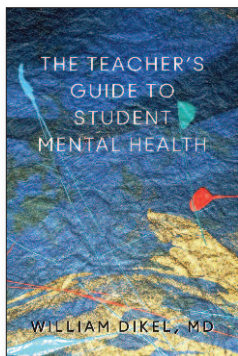
Contents: Preface 1. Introduction: Thinking at Every Desk 2. Distinctions 3. Systems 4. Relationships 5. Perspectives 6. Conclusions and Looking Forward

DEREK CABRERA, PhD, is the author of six books and an internationally recognized expert in cognition, systems, and learning. Derek is currently co-Founder and senior research scientist at Cabrera Research Lab in Ithaca, New York.

LAURA COLOSI (now CABRERA), PhD, an author and internationally recognized expert in parenting and education, is co-Founder and senior faculty at Cabrera Research Labs in Ithaca, New York. She has more than fifteen years of research and teaching experience, also at Cornell University, where she taught coursework on Families and Social Policy.

Visit Derek and Laura Cabrera’s Web site at cabreraresearch.org.

ISBN: 978-0-393-70756-4 • 2012 • 160 pages • Paperback • \$19.95



THE TEACHER'S GUIDE TO STUDENT MENTAL HEALTH

WILLIAM DIKEL

"Dr. Dikel's book is a unique and necessary tool for general and special education teachers, student support service providers, and school administrators. . . . Guidelines for establishing school and district mental health plans offer a valuable contribution to the field. This is a must-read for educators and anyone else invested in promoting student mental health and academic success!" —Nancy Lever, PhD, & Sharon Stephan, PhD, Co-Directors, Center for School Mental Health, University of Maryland School of Medicine

Twenty percent of children and adolescents have a mental health disorder and in five percent, the disorder is severe. Teachers are often the first to notice kids' mental health issues. From anxiety and depression to ADHD, autism spectrum disorders, behavior disorders, substance use disorders, and psychoses, this practical book provides essential information on how mental health disorders are diagnosed and treated, how they tend to manifest at school, and how they affect

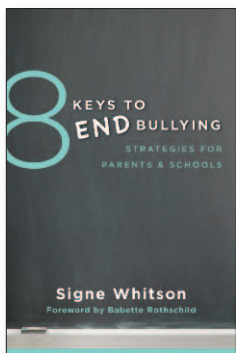
students' emotions, behaviors, and ability to learn.

Teachers will learn how to communicate effectively with their school teams (and student families) to ensure that school mental health staff (psychologists, social workers, counselors, and nurses) will be able to provide appropriate interventions for students in need. Administrators will learn the importance of creating a district mental health plan that clearly defines the roles of teachers, mental health staff, principals, and others, with the goal of establishing a seamless system of coordinated professionals all working to meet the student's needs.

Topics include: Mental Health Disorders Affecting Children and Adolescents • Effective Teaching Strategies With Students Who Have Emotional or Behavioral Problems • A School's Mental Health Framework • Working with Students Who Have Mental Health Disorders • General Education, Special Education, and 504 Plan Students • How Schools Are Meeting the Challenges of Students' Mental Health

WILLIAM DIKEL, MD, a child and adolescent psychiatrist, provides school mental health consultation across the country, assisting school districts and state Departments of Education in meeting the needs of students who have mental health disorders. He is a Clinical Professor of Psychiatry at the University of Minnesota and past president of the Minnesota Association of Child and Adolescent Psychiatry and the Minnesota Psychiatric Society.

ISBN: 978-0-393-70864-6 • 2014 • 320 pages • Hardcover • \$32.00



8 KEYS TO END BULLYING

Strategies for Parents & Schools

SIGNE WHITSON

Foreword by **BABETTE ROTHSCHILD**

"Signe Whitson combines current research and best practices in [this book] to not only open the door to comprehensive bullying prevention, but also to help plug the holes in policies so that no child falls through the cracks."

—Heather Thomas, MA, LLPC, School Counselor and Child Therapist; www.thehelpfulcounselor.com

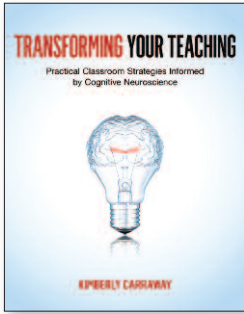
"This book offers great tips, strategies, and resources for parents, educators, and counseling professionals who want to make a positive difference in children's lives. I highly recommend it!" —Trudy Ludwig, children's advocate and bestselling author of *Confessions of a Former Bully* and *The Invisible Boy*

Groundbreaking books have peered into the psychology of bullying and the cultural climate that—seemingly now more than ever—gives rise to such cruelty and aggression. But few have been able to synthesize what we know into 8 simple, targeted "keys" that equip educators, principals, professionals, and parents with practical strategies to tackle the issue head-on. This book answers that call.

Social media bullying—and the recent tragedies stemming from it—has given the widespread problem a new dimension. While no magic cure-all exists, adults can learn and implement all sorts of quick and easy techniques that can make a huge difference in the lives of kids. In 8 core strategies, this book lays them out, from establishing meaningful connections with kids to creating a positive school climate, addressing cyberbullying, building social emotional competence, reaching out to bullies, empowering bystanders, and much more.

SIGNE WHITSON, a licensed social worker, school counselor, and author, is COO of Life Space Crisis Intervention Institute, and presents workshops nationwide for parents and professionals on strategies for ending bullying and helping kids manage anger. Visit her Web site at signewhitson.com.

ISBN: 978-0-393-70928-5 • 2014 • 240 pages • Paperback • \$19.95



TRANSFORMING YOUR TEACHING

Practical Classroom Strategies Informed by Cognitive Neuroscience

KIMBERLY CARRAWAY

“Finally a user-friendly book to help teachers of all grades! ...I highly recommend that faculty read this book and invite Kimberly to visit their school; it will be one of the most meaningful and productive professional development opportunities a school can provide to their faculty.” —Matthew Treat, Director of the Academic Support Program, Hopkins School

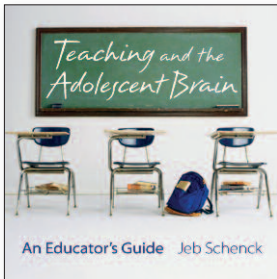
A leading educator and “teacher of teachers” summarizes essential educational research from cognitive neuroscience, showing how it can be applied to the creation of ideal learning environments, lesson design, test creation, and helping students develop practical skills for lifelong learning. Many books in the

burgeoning field of neuro-based education only review the research. This book focuses on providing useable classroom applications of the research. Features include self-evaluation questions for teachers, user-friendly chapter-concluding recaps, and an explanation of the twelve basic learning principles that are most essential to understanding kids in the classroom. Brain-based strategies for time management, note-taking, reading comprehension, and much more will help teachers maximize retention and classroom success for their K-12 students.

Topics include: The Brain and the Learning Process • Factors that Affect the Learning Process • Designing Instruction that Increases Retention • Creating Informative Assessments • Strategies for Improving Attention • Organizational Methods • Techniques for Time Management • Reading Comprehension Strategies • Note-Taking Techniques • The Study Process and Memory Strategies • Test-Taking Strategies • Developing a Personal Action Plan

KIMBERLY CARRAWAY, EdM, a learning specialist and educational consultant focusing on the intersection of cognitive neuroscience and educational practice, is a charter member of the International Mind, Brain, and Education Society. She consults internationally with students, educators, parents, administrators, and mental health professionals, bringing them practical learning strategies informed by current research.

ISBN: 978-0-393-70631-4 • 2014 • 464 pages • Paperback • \$29.95



TEACHING AND THE ADOLESCENT BRAIN

An Educator's Guide

JEB SCHENCK

“[A] masterpiece. . . . This must-have resource should be placed into the hands of every teacher who wishes to ensure the academic success of his or her students.” —Sal Lentini, Stony Brook University, School of Professional Development

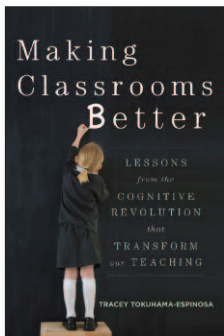
Here, Jeb Schenck, a master educator and memory researcher, uses cognitive neuroscience to rethink traditional teaching methods and offer strategies and skills to get inside the brains of adolescents and teach them most effectively. Drawing from research on multiple intelligences and the

huge array of learning styles among adolescent learners, Schenck explains how teachers can teach to the “whole” student, using a flexible approach that accounts for the vast neurobiological differences across a classroom. Chock-full of interventions as well as a relevant and understandable distillation of research into how brains actually learn and remember things, this indispensable guide will help teachers, administrators, and curriculum planners reach students in a new and positive way.

Topics include: An Introduction to Neuroeducation • Foundations for Learning • From Pattern Detection to Attention Systems • Emotional Processing • The Multiple Roles of Motivation • Intelligence • Working Memory and the Beginning of Memory Formation • Long-Term Memory • Review, Studying, and Assessment • The Future of Neuroeducation

JEB SCHENCK, PhD, was a high-school educator for 41 years and presently teaches graduate school classes on the brain and learning. He also conducts workshops for schools nationwide, as well as for colleges, hospitals, and the military. As an educator, Dr. Schenck’s teaching skills have been widely recognized at the national level, having been honored with the National Science Teacher of the Year, a Genetech Access Excess Fellow, Presidential Awardee for Science Education, Einstein Distinguished Educator Finalist, and Tandy Scholar Teacher.

ISBN: 978-0-393-70621-5 • 2011 • 400 pages • Paperback • \$37.00



MAKING CLASSROOMS BETTER

50 Practical Applications of Mind, Brain, and Education Science

TRACEY TOKUHAMA-ESPINOSA

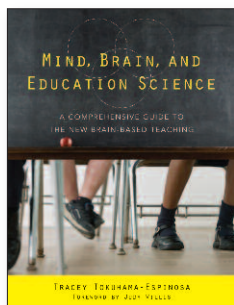
“This is a must-read for every educator who is willing to question and enhance their practice to deliver a better, research-based curriculum with improved methods for the benefit of their students.” —Elizabeth Helfant, Upper School Coordinator of Pedagogical Innovation at the Mary Institute and St. Louis Country Day School (MICDS), Missouri

This book goes beyond neuroscience explanations of learning to demonstrate exactly what works in the classroom and why. The first half provides a practical overview of teaching from a Mind, Brain, and Education perspective, and the second half shares 50 ready-to-use, evidence-based classroom “best practices” that have a proven positive impact on student success. Well-researched and accessible, this essential resource offers highly effective methods that teachers,

administrators, parents, and curriculum planners can easily use.

TRACEY TOKUHAMA-ESPINOSA, PhD, is Dean of the Faculty of Education at the Universidad de las Américas in Quito, Ecuador. She is professor of a course on the “Neuroscience of Learning and Sustained Change” at Harvard University. Visit her Web site at traceytokuhama.com.

ISBN: 978-0-393-70813-4 • 2014 • 440 pages • Paperback • \$29.95



MIND, BRAIN, AND EDUCATION SCIENCE

A Comprehensive Guide to the New Brain-Based Teaching

TRACEY TOKUHAMA-ESPINOSA

Foreword by JUDY WILLIS

“[A]n artful exploration of this new field and a well-researched study into its history, rudimentary framework, and possibilities...giving readers a very comprehensive background in brain-based education’s developmental path... While impeccably researched and meaty, this work is written so it can be readily understood by educators from all levels...Recommended.” —CHOICE

Aimed at teachers, teacher trainers and policy makers, and anyone seeking to solidify the parameters, goals, and standards of brain-based teaching, this book elegantly separates well-established information from “neuromyths” to help teachers split the wheat from the chaff in classroom planning, instruction, and

teaching methodology. Based on an exhaustive review of the literature, as well as interviews with more than twenty leaders in the field from six different countries, this book sets out to define the field as well as offer teachers models for interpreting new data and implementing effective classroom settings.

ISBN: 978-0-393-70607-9 • 2010 • 464 pages • Paperback • \$34.95



EXECUTIVE FUNCTION & CHILD DEVELOPMENT

MARCIE YEAGER and DANIEL YEAGER

“[A] significant contribution to the field!...This book is undoubtedly a valuable and practical guide not only for clinicians but also for parents, teachers, and anyone who works with children. Perhaps, more importantly, it offers hope for children and families who struggle with the challenging difficulties associated with delayed self-regulation.” —*Journal of Nervous and Mental Disease*

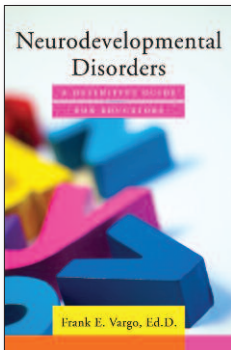
This invaluable resource is a brain-based approach to helping kids stay focused and achieve. It details effective treatment practices for children with executive function difficulties. Executive functions (EF) involve mental processes such as working memory, response inhibition, shifting focus, cognitive flexibility, self-monitoring, and goal orientation. Poor EF can result in behavioral and attentional problems in school. Marcie and Daniel Yeager’s dynamic interventions provide external support in a planned and systematic manner,

allowing children to compensate for difficulties and grow in their ability to intentionally regulate their thoughts, emotions, and behavior.

MARCIE YEAGER, LCSW, is a psychotherapist with The Yeager Center for Children and Families in Lafayette, LA. She is also an award-winning designer of therapeutic games.

DANIEL YEAGER, LCSW, is a psychotherapist and mental health consultant with The Yeager Center for Children and Families in Lafayette, LA. He presents trainings nation-wide for professionals on topics related to ADHD, executive function, and play therapy.

ISBN: 978-0-393-70764-9 • 2013 • 272 pages • Hardcover • \$24.95



NEURODEVELOPMENTAL DISORDERS

A Definitive Guide for Educators

FRANK E. VARGO, EdD

Neurodevelopmental disorders, newly defined in the DSM-V, represents a range of developmental deficits in learning and communication in young children that educators regularly encounter, and must address, in their classrooms.

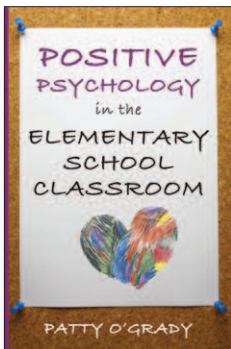
These conditions—including reading and language disabilities, intellectual disabilities, executive function disorders, autism spectrum disorders, motor disorders, and others—frequently underlie a range of learning deficits and disabilities that manifest as problems in learning and academic achievement. However, despite the frequency of their occurrence among school-aged children and adolescents, they are often not well understood by educators and educational clinicians.

Outlining the learning disorders from a teacher's perspective, this book offers a practical understanding for educators, administrators, and curriculum planners. Accessible and informative, it will provide educators with a strong overview of current topics and models of neurodevelopmental functions, with a focus on recent research on educationally based neurocognitive development and processes.

Contents: Introduction 1. Primary Concepts of Neurodevelopmental and Neurocognitive Processes 2. Neurodevelopmental Constructs and Learning 3. Intellectual Developmental Disorder 4. Communication Disorders and Language Disabilities 5. Attention-Deficit/Hyperactivity Disorder 6. Autism Spectrum Disorder 7. Motor Disorders 8. Neurodevelopmental Disorders and Specific Learning Disabilities 9. Specific Learning Disorders in Reading 10. Specific Learning Disorders in Written Language 11. Specific Learning Disorders in Math 12. Final Thoughts

FRANK E. VARGO, EdD, is a licensed psychologist and school psychologist, and a clinical/developmental neuropsychologist. He is an internationally recognized expert in the field of learning disabilities, an educational administrator and licensed teacher, and a highly respected child, adolescent, and family therapist. He is the executive director and senior clinician of the Fireside Center for Psychological and Educational Services in Leominster, Massachusetts, and the Chief Executive Officer for the Learning and Teaching International organization (LTI).

ISBN: 978-0-393-70943-8 • April 2015—**Pre-order Now!** • 384 pages • Hardcover
\$29.95



POSITIVE PSYCHOLOGY IN THE ELEMENTARY SCHOOL CLASSROOM

PATTY O'GRADY

“There is a growing consensus in thoughtful schools about the advantages of incorporating ‘positive psychology’ into teaching and learning. Now we have a guide to implementing this approach at the earliest stages. This book is a must-read for parents and teachers who seek guidance in finding a student’s strengths rather than focusing on learning deficiencies.” —Patrick F. Bassett, President, National Association of Independent Schools

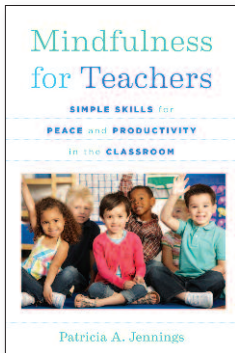
This book presents the basics of positive psychology to educators, administrators, and curriculum planners and provides interactive resources to enrich teachers’ proficiency when using positive psychology in the classroom. O’Grady highlights the importance of teaching the whole child: encouraging social awareness and positive relationships, fostering self-motivation, and emphasizing social and emotional learning. Through the use of positive

psychology in the classroom, children can learn to be more emotionally aware of their own and others’ feelings, use their strengths to engage academically and socially, pursue meaningful lives, and accomplish their personal goals.

Topics include: The Promise of Positive Psychology in the Elementary School Classroom • The Neuroscience of Positive Psychology in the Elementary School Classroom • The Taxonomy of Positive Psychology in the Elementary School Classroom • Feelings • Strengths • Friendship • Contributions • The Accomplished Life • Positive Psychology Planning Template • Positive Psychology Lesson Plan Template

PATTY O’GRADY, PhD, has worked in the field of education and psychology for 30 years, specifically as a classroom teaching in both K-12 general and special education, as well as in higher education, where she is currently on the faculty at the University of Tampa. She writes a blog about positive psychology in education for *Psychology Today*; she is also the author of numerous articles and a popular trainer and presenter.

ISBN: 978-0-393-70758-8 • 2013 • 384 pages • Paperback • \$29.95



MINDFULNESS FOR TEACHERS

Simple Skills for Peace and Productivity in the Classroom

PATRICIA A. JENNINGS

This book is based upon the author's extensive experience as a mindfulness practitioner, teacher, teacher educator, and scientist. Drawing upon basic and applied research in the fields of neuroscience, psychology, and education, the book offers valuable information about how mindfulness can help teachers manage the stressful demands of the classroom, cultivate an exceptional learning environment, and revitalize teaching and learning.

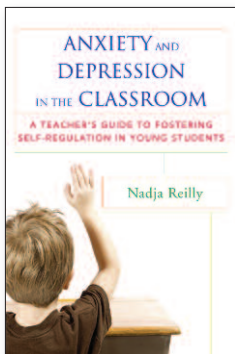
Nearly 50 percent of the teaching workforce leaves the profession after five years. This book provides practical, evidence-based tools to help teachers reduce their stress, enhance concentration and emotional awareness, and increase the enjoyment of teaching again with the goal of supporting teachers' ongoing commitment to the profession. Through exercises in relaxation, movement, deep listening, and more, all with real-time classroom applications,

teachers can avoid burnout and improve educational outcomes for their students.

Contents: Preface: My Journey from Preschool Teacher to Scientist and Why I Wrote This Book • Acknowledgments • Introduction 1. What Is Mindfulness? 2. The Emotional Art of Teaching 3. Understanding Your Negative Emotions 4. The Power of Positivity 5. The Heart of Teaching 6. Orchestrating Classroom Dynamics 7. Mindfulness and School Transformation • Resources

PATRICIA A. JENNINGS, MEd, PhD, is an Associate Professor of Education in the Curry School of Education at the University of Virginia. A regular mindfulness practitioner for over 40 years, she has spent most of her life exploring how mindfulness can enhance teaching and learning. After 22 years as a classroom teacher and teacher educator, Dr. Jennings received her doctorate in human development from the University of California Davis and studied health psychology at the University of California San Francisco. Now an internationally recognized leader in the field of mindfulness in education, her current research focuses on mindfulness-based approaches to improving the social and emotional classroom context and student learning.

ISBN: 978-0-393-70807-3 • February 2015—**Pre-order Now!** • 256 pages • Paperback
\$19.95



ANXIETY AND DEPRESSION IN THE CLASSROOM

A Teacher's Guide to Fostering Self-Regulation in Young Students

NADJA REILLY

A significant number of children struggle emotionally, yet classroom teachers often have little or no training in how to identify, understand, and teach students with two of the most common struggles: anxiety and depression.

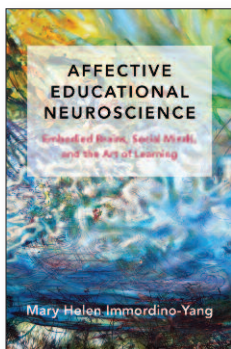
This book provides tools for teachers to identify students who may be struggling, and effectively teach them. It also helps teachers know when it is time to refer a student for professional help.

The book is divided into three main sections, each offering information and practical tips based on a variety of case studies, frameworks, research, and professional experience. The first section focuses on understanding the connection between children's development, self-regulation (emotional and behavioral), and academic learning. The second section focuses on two diagnoses that significantly impact regulation and learning—anxiety and depression. The third section explains specific tools and activities that teachers may use in the classroom to support student emotional needs and foster communication with parents around children's emotional functioning. Finally, the book concludes with a broad view of using the information, frameworks, and tools listed throughout the book to promote school-wide programming and advocacy efforts focusing on child mental health.

Contents: 1. What is Self-Regulation 2. Anxiety Disorders 3. Depressive Disorders 4. Practical Tools: Helping Children with Anxiety and Depression in the Classroom 5. Fostering Emotional Wellness in All Students 6. Communicating with Parents around Student Mental Health 7. A Broader View of Children's Mental Health: School-Wide Efforts and Advocacy

NADJA REILLY, PhD, is a clinical psychologist with over 15 years of experience specializing in children, adolescents, and families. She was a staff psychologist in the Department of Psychiatry at Children's Hospital for 12 years, and she is currently a consulting psychologist to the department. She is also an Instructor of Psychiatry at Harvard Medical School, and lives in Walpole, Massachusetts.

ISBN: 978-0-393-70872-1 • April 2015—**Pre-order Now!** • 320 pages • Paperback
\$27.95



AFFECTIVE EDUCATIONAL NEUROSCIENCE

Embodied Brains, Social Minds, and the Art of Learning

MARY HELEN IMMORDINO-YANG

Scientific understanding of the influence of emotions on thinking and learning has undergone a major transformation in recent years. In particular, a revolution in neuroscience over the past decade has overturned early notions that emotions interfere with learning, revealing instead that emotion and cognition are supported by heavily interdependent neurological processes. This has important implications for education and pedagogy. It offers insights into how, when, and why students learn meaningfully (or don't), how technology, culture, and social relationships shape learning, and how teachers can understand and utilize emotions more productively in the classroom. Here, those insights are illuminated for those who need them most: classroom teachers, administrators, and curriculum planners.

This collection of writings is organized into two sections:

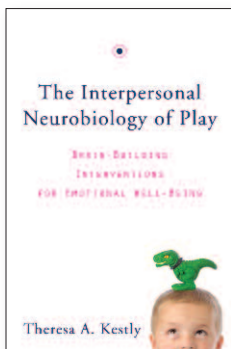
- What are emotions, and how are emotions supported by the brain?
- What insights can affective neuroscience offer about learning and teaching?

Authored by an international leader in this interdisciplinary field of study, it will promote efficient and effective educational innovation by helping educators understand how the emotional brain works and how meaningful, usable academic skills are built.

MARY HELEN IMMORDINO-YANG, EdD, an associate professor of psychology at the USC Brain and Creativity Institute, is an affective neuroscientist and human development psychologist who studies the neural, psychophysiological and psychological bases of social emotion, self-awareness and culture, and their implications for development and education. She is also an assistant professor at the USC Rossier School of Education.

Immordino-Yang is among an elite list of American scholars named by education policy maven Rick Hess of the American Enterprise Institute in his 2014 Edu-Scholar rankings of those whose work has most influenced the national discourse on education.

ISBN: 978-0-393-70981-0 • August 2015—**Pre-order Now!** • 336 pages • Hardcover • \$35.00



THE INTERPERSONAL NEUROBIOLOGY OF PLAY

Brain-Building Interventions for Emotional Well-Being

THERESA A. KESTLY

"This is one of the most exciting and fascinating books on play therapy in recent years. Drawing on the groundbreaking work of two neuroscientists, Panksepp and Porges, Kestly explains in accessible language the neurobiology and healing power of play. Every play therapist, parent, and teacher will want to read this book." —David A. Crenshaw, PhD, ABPP, RPT-S, Clinical Director, Children's Home of Poughkeepsie; Co-Editor of *Creative Arts and Play Therapy for Attachment Problems*

The book is organized into three parts. The first part lays a conceptual foundation for considering play in relation to the neurobiology of the developing brain and mind. The next part explores specific topics about play including the therapeutic playroom, the collaborative relationship between therapist and clients, storytelling, and mindfulness. The last part of the book asks questions about the state of play in

our families, clinics, and schools. How did we get to a place where play has been so devalued, and what can we do about it? Now that we know how important play is across the lifespan from a scientific standpoint, what can we do to fully integrate it into our lives?

After reading this book, teachers, principals, and even parents will understand why play helps children (and adults) heal from painful experiences, while developing self-regulation and empathy.

Contents: Part I: Concepts of Play 1. Creating Safety and Connection for Play 2. Early Play Experiences 3. "Why Can't Bobby Behave?" 4. Complexity and Neural Integration on the Road to Mental Health 5. Becoming Part of Our Children • **Part II: Playing with the Brain in Mind** 6. Bridging Theories of Play and Practical Applications 7. Play Sanctuaries 8. Playing Together: The Collaborative Relationship 9. Storytelling Play 10. The Interpersonal Neurobiology of Storytelling Play 11. Mindfulness Play • **Part III: Collaborating with Parents, Teachers, and Colleagues** 12. When Did We Stop Playing and How Do We Begin Again? • **Part IV: Appendix:** Handout

THERESA A. KESTLY is a psychologist, educator, consultant, and a registered play therapist/supervisor with the Association for Play Therapy. She maintains a private practice in Corrales, New Mexico for children, adults, families, and couples, and she specializes in play therapy and sand tray therapy. Theresa is past president of the New Mexico Association for Play Therapy and the founder and director of the Sand Tray Training Institute of New Mexico. Visit her Web site at sandtraytraining.com.

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