

学校コンサルテーション能力の確立

Building Competence in School Consultation:

A Developmental Approach.

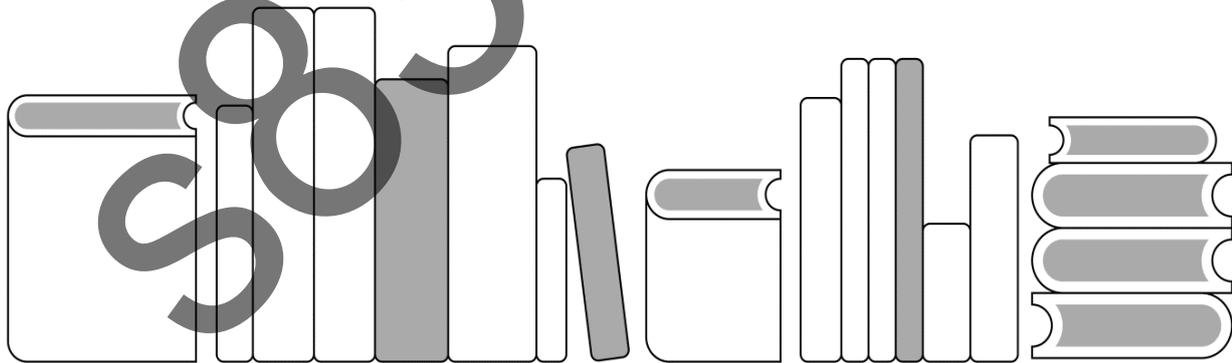
By Newman, D.S. & S.A. Rosenfield

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弊社関西営業所は2016年10月で閉鎖を致しました。今後は関西・中部・東海統括事務所が対応させていただきますので宜しくお願い申し上げます。

学校心理学関係書

【コーチングハンドブック】

1. Bachkirova, T. et al. (eds)

The SAGE Handbook of Coaching. Nov 2016, 784pp., Hardback (SAGE) ISBN 9781473916531 ¥28,900

Coaching is an academic discipline that has grown dramatically over the past two decades. There are now four peer-refereed journals, a number of influential scholarly texts, and postgraduates courses are being offered around the world. With this in mind, The SAGE Handbook of Coaching presents a comprehensive, global view of the discipline, identifying the current issues and practices, as well as mapping out where the discipline is going. The Handbook is organized into six thematic parts: 1. Positioning Coaching as a Discipline; 2. Coaching as a process; 3. Common Issues in Coaching; 4. Coaching in Contexts; 5. Researching Coaching; 6. Development of Coaches.

2. Bailey, A.L. & A.V. Osipova

Children's Multilingual Development and Education: Fostering Linguistic Resources in Home and School Contexts. March 2018, 341pp., Paperback (Cambridge U.P.) ISBN 9781108449274 ¥5,560

3. Barr, R. & D. N. Linebarger (eds)

Media Exposure During Infancy and Early Childhood: The Effects of Content and Context on Learning and Development. Oct 2016, 517pp., Hardback (Springer) ISBN 9783319451008 ¥18,070

【トランスジェンダーと教育】

4. Bartholomaeus, C. & D. W. Riggs

Transgender People and Education. Dec 2017, 195pp., Hardcover (Palgrave Macmillan) ISBN 9781349953080 ¥19,340

This book provides a comprehensive account of the educational experiences of students, parents, and educators—transgender and cisgender—in the context of current debates about the inclusion of transgender people in schools. Drawing on critiques of cisgenderism and emphasizing the importance of a whole-of-school approach, *Transgender People and Education* explores complex topics including sexuality education for transgender young people, teaching about gender diversity, the journeys of cisgender parents of transgender children, the experiences of transgender parents and educators in schools, and the role of cisgender administrators, educators, and school counsellors and psychologists in creating inclusive school cultures. Reporting on empirical analyses conducted by the authors, the book makes a unique contribution to thinking about gender diversity in schools and advocates for the broadening of educational approaches beyond narrow gender binaries.

【児童および青年の精神病理学・第3版】

5. Beauchaine, T.P. & S.P. Hinshaw (eds)

Child and Adolescent Psychopathology, 3rd Edition. Feb 2017, 867pp., Hardback (Wiley) ISBN 9781119169956 ¥19,000

This is the only comprehensive text in the field to address genetic, neurobiological, and environmental factors within a developmental context. Based on cutting-edge research and aligned with the DSM5, this book emphasizes how, when, and why disorders emerge among young people, and the ways in which symptom profiles change at different stages of development. This new third edition has been updated to include new chapters on OCD and trauma disorders consistent with DSM-5 classification, and includes new discussion on epigenetics and the neighborhood effects on the development of delinquency.

【脳研究と児童教育】

6. Bergen, D.L. & M. Woodin

Brain Research and Childhood Education: Implications for Educators, Parents, and Society. Jan 2017, 160pp., Hardback (Routledge) ISBN 9781138206373 ¥10,830

Brain Research and Childhood Education provides teacher educators, education students (both in regular and special education programs), school psychologists, practicing teachers, and school leaders with a brief, readable distillation of the most up-to-date research on brain development and how it relates to optimum teaching practice in childhood and adolescence. This accessible reference uses cases to further illustrate how studies on brain development and various learning processes have implications for educators and psychologists as they strive to enhance children's cognitive, social, emotional, and academic learning opportunities.

7. Blythe, S.D.

Attention, Balance and Coordination: The A.B.C. of Learning Success, 2nd Edition. April 2017, 424pp., Paperback (Wiley) ISBN 9781119164777 ¥11,720

【児童期および青年期における差別】

8. Brown, C.S.

Discrimination in Childhood and Adolescence: A Developmental Intergroup Approach. March 2017, 240pp., Hardback (Routledge) ISBN 9781138939974 ¥21,670 (Paperback ISBN 9781138939981 ¥7,700)

This book details, synthesizes, and analyzes the perception and impact of discrimination in childhood and adolescence across multiple stigmatized social groups to help us better understand the complex phenomenon of discrimination and its long-term consequences. By looking at the similarities and differences in discrimination across all social groups, we can more fully understand its mechanisms of influence. Before we can fully address the persistent achievement gap between White and ethnic minority children, the high rates of suicidal thoughts among LGBT

youth, and the underrepresentation of girls in STEM careers, we must first examine the ways in which discrimination influences and is understood by children, with their unique cognitive constraints and within the specific contexts in which they live.

9. Brown, F. & M. Wragg (eds)

Play and Playwork: Notes and Reflections in a time of Austerity. April 2018, 136pp., Hardback (Routledge) ISBN 9781138489387 ¥28,310

10. Brown, J.A. & S.R. Jimerson (eds)

Supporting Bereaved Students at School. July 2017, 272pp., Paperback (Oxford U.P.) ISBN 9780190606893 ¥8,310

【学校カウンセリングに関する政策研究ハンドブック】

11. Carey, J.C. et al. (eds)

International Handbook for Policy Research on School-Based Counseling. July 2017, 572pp., Hardback (Springer) ISBN 9783319581774 ¥51,030

This handbook examines policy research on school counseling across a wide range of countries and offers guidelines for developing counseling research and practice standards worldwide. It identifies the vital role of counseling in enhancing students' educational performance and general wellbeing, and explores effective methods for conducting policy research, with practical examples. Chapters present the current state of school-based counseling and policy from various countries, focusing on national and regional needs, as well as opportunities for collaboration between advocates and policymakers. By addressing gaps in policy knowledge and counselor training, the Handbook discusses both the diversity of prominent issues and the universality of its major objectives.

【ろう教育研究 - 背景、挑戦、考察】

12. Cawthon, S. & C.L. Garberoglio (eds)

Research in Deaf Education: Contexts, Challenges, and Considerations. (Series: Perspectives on Deafness) July 2017, 400pp., Hardback (Oxford U.P.) ISBN 9780190455651 ¥16,610

Research in Deaf Education begins with foundational chapter the reader within the context of research in the field. Here, the reader will be motivated to consider significant contemporary issues within deaf education, including the relevance of theoretical frameworks and the responsibility of deaf researchers in the design and implementation of research in the field. As the volume progresses, contributing authors explore scientific research methodologies such as survey design, single case design, intervention design, secondary data analysis, and action research at large. In doing so, these chapters provide solid examples as to how the issues raised in the earlier groundwork of the book play out in diverse orientations within deaf education, including both quantitative and qualitative research approaches.

【自閉症スペクトラル障害をもつ児童のための遊びと社会的技能】

13. Charlop, M. H. et al.

Play and Social Skills for Children with Autism Spectrum Disorder. (Evidence-Based Practices in Behavioral Health) Jan 2018, 188pp., Hardcover (Springer) ISBN 9783319724980 ¥19,340

This book discusses the deficits in the development and presentation of play behavior and social skills that are considered central characteristics of autism spectrum disorder (ASD). The book explains why play provides an important context for social interactions and how its absence can further exacerbate social deficits over time.

【自閉症スペクトラル障害をもつ学生への教育】

14. Chiang, H. (ed)

Curricula for Teaching Students with Autism Spectrum Disorder. (Autism and Child Psychopathology Series) Jan 2018, 294pp., Hardcover (Springer) ISBN 9783319699820 ¥23,630

This book provides an extensive overview of curricula and instructional strategies for teaching children with autism spectrum disorder (ASD). It offers an empirically solid framework for designing and developing interventions for learners along the autism spectrum by reducing skill deficits and enhancing learner strengths while being flexible enough to allow for individual differences.

【スポーツ心理学における複雑な事例】

15. Coumbe-Lilley, J.E.

Complex Cases in Sport Psychology. May 2018, 232pp., Hardback (Routledge) ISBN 9781138987366 ¥24,620

(Paperback ISBN 9781138897397 ¥7,380)

CONTENTS: 1. Burnout/Self-handicapping 2. Coach-athlete Relationship 3. Seizing an Opportunity to Play Professional Soccer 4. Anterior Cruciate Ligament (ACL) Injury Rehabilitation 5. Goal Keeping Errors during Games 6. Coach-athlete Relationship Conflict 7. Coming Out 8. Staying with or Leaving His Team 9. Hand Injury 10. Coach Development 11. Transition Out of College Sport 12. Underperformance 13. Coach Personal Development 14. Eating Disorder 15. Binge Drinking 16. On Court Aggression 17. Team Toughness 18. Team Building 19. Team Development 20. Sport Administrator Directed Improvement. Part 1 21. Sport Administrator Directed Improvement.

16. Curt, J.

Implementing Effective Behavior Intervention Plans: 8 Steps to Success. Feb 2018, 144pp., Hardback (Routledge) ISBN 9781138563766 ¥26,080

(Paperback ISBN 9781138563773 ¥8,690)

【ボディポジティブ - 身体イメージの理解と改善】

17. Daniels, E.A. et al. (eds)

Body Positive: Understanding and Improving Body Image in Science and Practice. Aug 2018, Hardback (Cambridge U.P.) ISBN 9781108419321 ¥19,120

What would it be like to feel good about your body? Does anyone really fully appreciate their body? If diverse body shapes and sizes were shown in the media, would this change your perception? While this book addresses all of these questions and more, it is not simply a standard scientific exploration of poor body image. Instead, it examines a new movement focused on understanding what it is that leads people to love, appreciate, take care of, and embrace their bodies. Featuring chapters written by leading, international experts in the science and practice of body image, *Body Positive* is a provocative and engaging look at how we feel about our physical selves in the twenty-first century - and how we can all come to feel better than we currently do.

18. Darbellay, F. et al. (eds)

Creativity, Design Thinking and Interdisciplinarity. (Creativity in the Twenty First Century) Jan 2018, 184pp., Hardcover (Springer) ISBN 9789811075230 ¥19,340

【ポジティブなスクーリングと児童発達】

19. Deb, S. (ed)

Positive Schooling and Child Development: International Perspectives. July 2018, 404pp., Hardcover (Springer) ISBN 9789811300769 ¥27,370

This volume discusses the importance of positive schooling in producing responsible and potentially productive adults. Students are generally more motivated to do well and to realize their full potential in schools that have a positive schooling climate, where they feel safe, included and supported. Nevertheless, the reality in today's schools is very different.

20. Dell'Aglio, D. D. & S. H. Koller (eds)

Vulnerable Children and Youth in Brazil: Innovative Approaches from the Psychology of Social Development. Sept 2017, 408pp., Hardcover (Springer) ISBN 9783319650326 ¥27,260

21. Demetriou, A. & G. Spanoudis

Growing Minds: A developmental theory of intelligence, brain, and education. March 2018, 368pp., Hardback (Routledge) ISBN 9781138689824 ¥26,080

(Paperback ISBN 9781138689848 ¥7,440)

【学習の現象学】

22. DeRobertis, E. M.

The Phenomenology of Learning and Becoming: Enthusiasm, Creativity, and Self-Development. May 2017, 310pp., Hardback (Palgrave Macmillan) ISBN 9781349952038 ¥23,380

Encompasses learning, learning-motivation, and the impetus to create in such a way as to make a fresh contribution to the literature on learning. Offers a holistic, relational discussion of pedagogy. Applies rigorous descriptive phenomenological research methods, such as those developed by Amedeo Giorgi. In this text, the history of phenomenological research on learning is synthesized and brought forward into the areas of existential learning, the development of enthusiasm about learning (from childhood through adulthood), and paradigmatic creative experience. Original research findings are derived using the Giorgi method of descriptive phenomenological analysis in psychology.

【ポジティブな若者の発達を促進する放課後プログラム・第1巻】

23. Deutsch, N. L. (ed)

After-School Programs to Promote Positive Youth Development: Integrating Research into Practice and Policy, Volume 1. (SpringerBriefs in Psychology) June 2017, 128pp., Softcover (Springer) ISBN 9783319591315 ¥10,200

The first volume of this SpringerBrief presents a series of papers compiled from a conference about how after-school programs may be implemented to promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development.

【ポジティブな若者の発達を促進する放課後プログラム・第2巻】

24. Deutsch, N. L. (ed)

After-School Programs to Promote Positive Youth Development: Universal Challenges, Specific Contexts, Volume 2. July 2017, 73pp., Softcover (Springer) ISBN 9783319591407 ¥10,200

The second volume of this SpringerBrief presents a series of papers compiled from a conference addressing how after-school programs can promote positive youth development (PYD) hosted by Youth-Nex, the University of Virginia Center to Promote Effective Youth Development. It examines summer learning and best practices for different types of after-school programs by drawing on the experiences of researchers, program staff, and youth participants. It also presents case studies of five specialized programs and discusses their strengths, limitations, and challenges. In addition, the brief offers recommendations drawn from across the two volumes for how researchers, policy makers, and practitioners can move the field forward and maximize the potential of after-school time and programs to promote positive youth development for children and adolescents.

【成人への移行期におけるウェルビーイング】

25. Dimitrova, R.

Well-Being of Youth and Emerging Adults across Cultures: Novel Approaches and Findings from Europe, Asia, Africa and America. (Cross-Cultural Advancements in Positive Psychology, Vol 12) Dec 2017, 318pp., Hardcover (Springer) ISBN 9783319683621 ¥23,990

The current volume presents new empirical data on well-being of youth and emerging adults from a global international perspective. Its outstanding features are the focus on vast geographical regions (e.g., Europe, Asia, Africa, North and South America), and on strengths and resources for optimal wellbeing

26. Dirlam, D.K.

Teachers, Learners, Modes of Practice: Theory and Methodology for Identifying Knowledge Development. (Explorations in Developmental Psychology) March 2017, 292pp., Hardback (Routledge) ISBN 9781138641181 ¥22,870

27. El Khoury, S. & A. Al-Hroub

Gifted Education in Lebanese Schools: Integrating Theory, Research, and Practice. (SpringerBriefs in Psychology) May 2018, 122pp., Softcover (Springer) ISBN 9783319785912 ¥10,520

【アクセシブルな教育およびテストハンドブック・第2版】

28. Elliott, S. N. et al. (eds)

Handbook of Accessible Instruction and Testing Practices: Issues, Innovations, and Applications, 2nd Edition. Jan 2018, 342pp., Hardcover (Springer) ISBN 9783319711256 ¥47,060

The Second Edition of this handbook provides comprehensive coverage of the concept of accessibility and its application to the design and implementation of instruction and tests with all students. It updates and expands on its original contents and responds to the increasing demand for research-based evidence of accessible instruction and testing practices from the professional community.

29. Ellis, S. & J. Tod

Behaviour for Learning Promoting Positive Relationships in the Classroom, 2nd Edition. July 2018, 304pp., Hardback (Routledge) ISBN 9781138293069 ¥25,850

(Paperback ISBN 9781138293076 ¥6,640)

Behaviour for Learning offers teachers a clear conceptual framework for making sense of the many behaviour man-

agement strategies on offer, allowing them to make a critical assessment of their appropriateness and effectiveness in the classroom, and assisting them to promote closer links between 'behaviour' and 'learning'. Now in a fully updated second edition, the book focuses on how teachers can provide a safe and secure setting where positive relationships are fostered, placing increased emphasis on learning behaviours that contribute to pupils' cognitive, social and emotional development.

【上手な加齢に関するハンドブック】

30. Fernández-Ballesteros, R. et al. (eds)

The Cambridge Handbook of Successful Aging. (Series: Cambridge Handbooks in Psychology) July 2018, Paperback (Cambridge U.P.) ISBN 9781316614747 ¥17,380

Recent studies show that more people than ever before are reaching old age in better health and enjoying that health for a longer time. This Handbook outlines the latest discoveries in the study of aging from bio-medicine, psychology, and socio-demography. It treats the study of aging as a multidisciplinary scientific subject, since it requires the interplay of broad disciplines, while offering high motivation, positive attitudes, and behaviors for aging well, and lifestyle changes that will help people to stay healthier across life span and in old age. Written by leading scholars from various academic disciplines, the chapters delve into the most topical aspects of aging today - including biological mechanisms of aging, aging with health, active and productive aging, aging with satisfaction, aging with respect, and aging with dignity. Aimed at health professionals as well as general readers, this Cambridge Handbook offers a new, positive approach to later life.

【学校コンサルテーション、監視、学校心理学の訓練における技術の応用】

31. Fischer, A. et al. (eds)

Technology Applications in School Consultation, Supervision, and School Psychology Training. Sept 2018, 320pp., Hardback (Routledge) ISBN 9781138039865 ¥21,870

Technology Applications in School Consultation, Supervision, and School Psychology Training covers the most recent innovations of technology in consultation, supervision, and school psychology training practice and research. A comprehensive and contemporary resource for educational, behavioral healthcare, and human services programs, this book addresses the integration of telehealth tools and strategies such as telepresence robots, bug-in-ear devices, videoconferencing, virtual platforms, and more, and includes key content on ethical and legal considerations. Each section includes relevant considerations for data management, professional standards, and regulatory guidelines.

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【心的体験、情動、主体性 - ヴィゴツキーの遺産の発展】

32. Flerer, M. et al. (eds)

Perezhivanie, Emotions and Subjectivity: Advancing Vygotsky's Legacy. (Perspectives in Cultural-Historical Research, Vol 1) June 2017, 431pp., Hardcover (Springer) ISBN 9789811045325 ¥25,510

Draws together the central concepts in the early and latter parts of Vygotsky's work that examined emotions for the first time. Reinterprets myths found within Soviet psychology and reconceptualises them in the light of Vygotsky's research. This book draws upon Vygotsky's idea of perezhivanie, emotions and imagination, and introduces the concepts of subjective sense and subjective configuration. These concepts are crucial for explaining and understanding children's development from a cultural-historical perspective.

【学校心理学とその関連分野における論文の書き方】

33. Floyd, R.G. (ed)

Publishing in School Psychology and Related Fields: An Insider's Guide. Feb 2018, 304pp., Hardcover (Routledge) ISBN 9781138645967 ¥25,510

Publishing in School Psychology and Related Fields aims to help students, early career professionals, and seasoned scholars alike better understand the process of peer-review and publishing in journals, books, and other professional-oriented forums. Edited by a former editor of the Journal of School Psychology and containing chapters from insiders who have operated as productive authors, reviewers, and editors, this informative new resource contains practical and invaluable advice for anyone looking to increase their scholarly productivity and jump start their career.

34. Flores-Mendoza, C. et al.

Intelligence Measurement and School Performance in Latin America: A Report of the Study of Latin American Intelligence Project. June 2018, 156pp., Hardcover (Springer) ISBN 9783319899740 ¥18,950

This book presents the results of the most complete and updated assessment of cognitive resources of students in Latin America: the Study of Latin American Intelligence (SLATINT). During four years, top researchers of the region used a standardized set of cognitive measures to assess 4,000 students aged between 14 and 15 years from six countries: Brazil, Argentina, Mexico, Chile, Colombia and Peru. The data collected and now analyzed in this volume is a first step to understand the human cognitive capital of the region, a crucial resource for any country today. Intelligence research has shown that the cognitive skills of a population are strongly associated with the school performance of its students and the development of a nation. This makes Intelligence Measurement and School Performance in Latin America a valuable tool both for Latin American researchers and authorities engaged in the improvement of each country's human resources and for psychologists, educators and other social scientists dedicated to the study of the impact of intelligence in the development of nations.

35. Freeman, C. & Y. van Heezik

Children, Nature and Cities: Rethinking the Connections. (Routledge Spaces of Childhood and Youth Series) June 2018, 320pp., Hardcover (Routledge) ISBN 9781138942554 ¥25,850

【障害の評価 - 理論から実践へ・第2版】

36. Goldstein, S. & J. A. Naglieri (eds)

Assessing Impairment: From Theory to Practice, 2nd Edition. Oct 2016, 439pp., Hardcover (Springer) ISBN 9781489979940 ¥25,100

The Second Edition of the book expands on the First Edition's in-depth treatment of the theory, definition, and evaluation of impairment. It explores the complex relationships between disabling conditions and impairment, with new data and insights on assessment and potential avenues for treatment.

【幼児教育における相互作用】

37. Gunn, A. C. & C. A. Hruska (eds)

Interactions in Early Childhood Education: Recent Research and Emergent Concepts. July 2017, ca.210pp., Hardcover (Springer) ISBN 9789811048784 ¥20,400

Presents an account of research-informed, high-quality early years pedagogical practice. Provides information on new approaches to the study of interactions in the early years, across different countries. Discusses implications for research practice of work undertaken in early years settings. This book provides new insights into how interactions in early childhood education are being studied, and into what these studies' findings mean for improving the quality of early childhood education.

【音楽的発達の心理学】

38. Hargreaves, D. & A. Lamont

The Psychology of Musical Development. June 2017, Hardcover (Cambridge U.P.) ISBN 9781107052963 ¥19,950

(Paperback ISBN 9781107686397 ¥6,890)

The Psychology of Musical Development provides an up-to-date and comprehensive account of the latest theory, empirical research and applications in the study of musical development, an important and emerging field of music psychology. After considering how people now engage with music in the digital world, and reviewing current advances in developmental and music psychology, Hargreaves and Lamont compare ten major theoretical approaches in this field - including cognitive stage models and neuroscientific, ecological and social cognitive approaches - and assess how successfully each of these deals with five critical theoretical issues. Individual chapters deal next with cognition, perception and learning; social development; environmental influences on ability, achievement and motivation; identity, personality and lifestyle; affect and emotion; and well-being and health. With an emphasis on practical applications throughout, this book will be essential reading for students and scholars of music psychology, developmental psychology, music education and music therapy.

39. Harrison, J.R. et al. (eds)

School Mental Health Services for Adolescents. Aug 2017, 352pp., Hardback (Oxford U.P.) ISBN 9780199352517 ¥13,850

School Mental Health Services for Adolescents includes a range of expert guidance on implementation of school mental health services in secondary schools. The significance of this information cannot be overstated, as only 20% of children and adolescents who need such services receive them. Schools are a logical venue for service provision because emotional and behavioral problems interfere with academic achievement, and a lack of access to mental health services is a major barrier to treatment for youth. Authors discuss services that can be implemented by school-based professionals and methods of overcoming implementation barriers. Chapters cover the history and need for services, issues of identification and referral for treatment in schools, descriptions of evidence-based interventions, proposed service delivery models, assessment strategies, and integration of mental health programs in schools. This book will be a valuable resource for researchers, trainers of school mental health professionals, school administrators and supervisors, and school-based mental health providers including psychologists, counselors, and social workers.

40. Hawkins, J. A.

Feelings and Emotion-Based Learning: A New Theory. Oct 2017, 182pp., (Palgrave Macmillan) ISBN 9783319660554 ¥19,630

【ケンブリッジの児童発達百科事典・第2版】

41. Hopkins, B. et al. (eds)

The Cambridge Encyclopedia of Child Development 2nd Edition. July 2017, 850pp., Hardback (Cambridge U.P.) ISBN 9781107103412 ¥54,100

The Cambridge Encyclopedia of Child Development remains the most authoritative and accessible account of all aspects of child development. Written by an international team of experts, its comprehensive coverage includes everything from prenatal development to adolescence, pediatrics, theories and research methods, physical development, social and emotional development, perceptual and cognitive development, language development, psychopathology, and parenting. The second edition has also been thoroughly updated to reflect major developments over the last decade in areas such as neuroscientific methods, developmental cognitive and social neuroscience, the effects of environmental influences on gene expression, and the relationship between human development and evolution. Throughout 124 entries, the Encyclopedia advocates an integrated, interdisciplinary approach to the study of child development. With clear, jargon-free style and user-friendly format, this is the essential reference for researchers and students of child development, as well as healthcare professionals, social workers, educators, and anyone interested in the well-being of children.

【特別支援教育における多様性ハンドブック】

42. Hughes, M.T. & E. Talbott (eds)

The Wiley Handbook of Diversity in Special Education. (Series: Wiley Handbooks in Education) March 2017, 544pp., Hardback (Wiley) ISBN 9781118768884 ¥35,170

The Wiley Handbook of Diversity in Special Education is a state-of-the-art reference showcasing cutting-edge special education research with a focus on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds. • Cutting-edge special education research focusing on children and youth with disabilities from diverse cultural, ethnic, linguistic, and economic backgrounds • An authoritative contribution to the field, this work charts a new path to effective interventions and sets an agenda for future research • Addresses disabilities from an international perspective.

43. Jung, Jae Yup

The Career Decisions of Gifted Students and Other High Ability Groups. July 2018, 136pp., Hardback (Routledge) ISBN 9781138596238 ¥25,850

(Paperback ISBN 9781138596269 ¥7,380)

44. Kagitcibasi, C

Family, Self, and Human Development Across Cultures: Theory and Applications. March 2017, 512pp., Hardback (Routledge) ISBN 9781138228795 ¥24,080

(Paperback ISBN 9781138228801 ¥7,940)

【教育における心の知能指数】

45. Keefer, K. V. et al. (eds)

Emotional Intelligence in Education: Integrating Research with Practice. (The Springer Series on Human Exceptionality) June 2018, 504pp., Hardcover (Springer) ISBN 9783319906317 ¥31,580

Synthesizes research on emotional intelligence and social-emotional learning in a developmental context. Examines multifaceted nature and functions of the EI construct. Discusses key EI theories and measurement tools. Addresses EI research and applications from pre- through secondary school. This book highlights current knowledge, best practices, new opportunities, and difficult challenges associated with promoting emotional intelligence (EI) and social-emotional learning (SEL) in educational settings.

46. Kim, J. et al.

Solution-Focused Brief Therapy in Schools: A 360-Degree View of the Research and Practice Principles, 2nd Edition. (SSWAA Workshop Series) May 2017, 208pp., Paperback (Oxford U.P.) ISBN 9780190607258 ¥6,460

47. Kissinger, S.K.

Anti-Bias Education in the Early Childhood Classroom: Hand in Hand, Step by Step. April 2017, 160pp., (Routledge) ISBN 9781138651586 ¥21,670

(Paperback ISBN 9781138651593 ¥5,290)

48. Knee, C.R. & H.T. Reis (eds)

Positive Approaches to Optimal Relationship Development. (Series: Advances in Personal Relationships) Jan 2018, 365pp., Paperback (Cambridge U.P.) ISBN 9781107500891 ¥6,080

causes as well as the lifelong effects if these deficiencies are not addressed. The handbook presents current behavioral and curriculum-based methods for assessing social deficits. Chapters examine the various interventions that have been used to improve social skills and behavior, including video modeling, peer-mediated interventions, and script fading. Chapters also assess various interventions using empirically based procedures, evaluate the research of each of these procedures, provide guidelines for treatment planning, and offer clinical recommendations. The handbook concludes with future directions for the development of both social behavior and clinical social skills interventions.

52. Lamb, S. et al.

Girls of Color, Sexuality, and Sex Education. Sept 2016, 102pp., Hardback (Palgrave Macmillan) ISBN 9781137601537 ¥12,030

【ろう研究におけるイノベーション】

49. Kusters, A. et al. (eds)

Innovation in Deaf Studies: The Role of Deaf Scholars. (Series: Perspective on Deafness) June 2017, 416pp., (Oxford U.P.) ISBN 9780190612184 ¥14,760

Volume editors and all contributing authors are deaf, which provides a unique and important perspective into theory and methodology. Focuses on certain specific strands within the field of Deaf Studies, including: ontologies and epistemologies, communities, networks, ideologies, literature, histories, religion, language practices, political practices and aspirations. Explains how the field of Deaf Studies can contribute to other disciplines, such as literature and anthropology.

53. Macht, J.

The Medicalization of America's Schools: Challenging the Concept of Educational Disabilities. Sept 2017, ca.290pp., Hardcover (Palgrave Macmillan) ISBN 9783319629735 ¥19,630

【幼児の脳の発達】

50. Lagercrantz, H.

Infant Brain Development: Formation of the Mind and the Emergence of Consciousness. Oct 2016, 70pp., Hardback (Springer) ISBN 9783319448435 ¥17,070

Infant Brain Development Formation of the Mind and the Emergence of Consciousness Hugo Lagercrantz This book discusses the main milestones of early brain development and the emergence of consciousness, within and outside the mother's environment, with a particular focus on the preterm infant.

【家庭、学校、コミュニティにおける応用行動分析】

54. Maich, K. et al.

Applied Behavior Analysis: Fifty Case Studies in Home, School, and Community Settings. Oct 2016, 461pp., Hardback (Springer) ISBN 9783319447926 ¥17,070

This textbook offers real-world case studies for using Applied Behavior Analysis (ABA) to create, implement, and appraise behavior intervention programs across a variety of client situations. Its chapters are formatted for ease of use and retention and organized to focus on the core components of ABA: assessment, planning, implementation, evaluation, and research/ethics.

【社会的技能と自閉症スペクトラム障害ハンドブック】

51. Leaf, J. B. (ed)

Handbook of Social Skills and Autism Spectrum Disorder: Assessment, Curricula, and Intervention. (Autism and Child Psychopathology Series) Sept 2017, 465pp., Hardcover (Springer) ISBN 9783319629940 ¥47,770

This handbook identifies the various social deficiencies widely associated with children and youth diagnosed with autism spectrum disorder (ASD). It discusses possible

【ろう児への支援と教育】

55. Marschark, M.

Raising and Educating a Deaf Child: A Comprehensive Guide to the Choices, Controversies, and Decisions Faced by Parents and Educators, 3rd Edition. Nov 2017, 288pp., Paperback (Oxford U.P.) ISBN 9780190643522 ¥6,350

A comprehensive guide for parenting or educating deaf children from birth through adulthood. Provides clear evidence-based information on what we know and what we don't know about decisions that parents face. Shares best practices for optimizing academic, social, and personal outcomes

【幼稚園の過渡期と心構え】

56. Mashburn, A. J. et al. (eds)

Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development. June 2018, 400pp., Hardcover (Springer)

ISBN 9783319901992 ¥27,370

Provides intervention strategies for improving children's transitions to kindergarten. Examines young children's cognitive, social-emotional, and self-regulatory development. Discusses school readiness of children with disabilities, children who experience early adversity, and ELLs. This book presents a comprehensive overview of children's transitions to kindergarten as well as proven strategies that promote their readiness. It presents theories and research to help understand children's development during the early childhood years.

【児童の社会的行動および技能ハンドブック】

57. Matson, J. L. (ed)

Handbook of Social Behavior and Skills in Children. (Autism and Child Psychopathology Series) Oct 2017, 465pp., Hardcover (Springer) ISBN 9783319645919 ¥47,770

This handbook addresses a broad range of topics relating to children's social behaviors and skills. It examines numerous disorders and problems that are directly affected by excesses and deficits of social skills. The book begins by providing an overview of the history and definition of social skills, citing it as a critical aspect of children's development. Chapters discuss developmental issues, provide theories of social competence, and assemble proven strategies for promoting the growth of social skills and for treating their deficits. The handbook also reviews a variety of methods for assessing various social competencies, including direct and naturalistic observation, skills checklists, self-reports, and functional behavior analysis. In addition, it provides a comprehensive overview of various training methods, including social learning, parent and peer treatments, self-control methods, social skill group programs, and curricula.

【児童精神病理学および発達障害ハンドブック】

58. Matson, J. L. (ed)

Handbook of Childhood Psychopathology and Developmental Disabilities Treatment. (Autism and Child Psychopathology Series) Jan 2018, 490pp., Hardcover (Springer) ISBN 9783319712093 ¥47,060

Traces the history of psychological theories and treatments for children with developmental disabilities (DDs). Addresses informed consent as well as monitoring safety and effectiveness in treating children with DDs. Examines such treatments as applied behavior analysis (ABA), cognitive behavior therapy (CBT), and pharmacotherapy. This handbook explores the rapid growth in childhood developmental disabilities (DD) treatments. It reviews current evidence-based treatments for common psychopathologies and developmental disorders and evaluates the strengths of the treatments based on empirical evidence.

【自閉症スペクトラム障害治療ハンドブック】

59. Matson, J. L.

Handbook of Treatments for Autism Spectrum Disorder. (Autism and Child Psychopathology Series) Aug 2017, 550pp., Hardcover (Springer) ISBN 9783319617374 ¥53,880

This handbook provides a comprehensive review of the numerous factors associated with treatments for children, youth, and adults with autism spectrum disorder (ASD). It offers in-depth analysis of evidence-based treatments for young children, providing coverage on interventions within social skills training, school curricula, communication and speech training, and augmentative communication. It also covers treatments for adolescents and adults, including vocational programs, social integration programs, and mental health resources. Chapters also review several popular interventions such as functional behavior analysis, sensory integration therapy, early intensive behavioral interventions (EIBI), and floor time. In addition, the *Handbook* discusses standards of practice, focusing on ethical issues, review boards, training concerns, and informed consent.

60. Mayer, C.

The Life and Creative Works of Paulo Coelho: A Psychobiography from a Positive Psychology Perspective. July 2017, 536pp., Hardback (Springer) ISBN 9783319596372 ¥28,570

61. Michael, K. D. & J. P. Jameson (eds)

Handbook of Rural School Mental Health. Sept 2017, 460pp., Hardcover (Springer) ISBN 9783319647333 ¥47,770

62. Mulligan, C. A. et al.

Sexually Harmful Youth: Successful Reintegration to School. (SpringerBriefs in Psychology) Nov 2016, 53pp., Paperback (Springer) ISBN 9783319473963 ¥12,030

63. Needelman, H. & B. J. Jackson (eds)

Follow-Up for NICU Graduates: Promoting Positive Developmental and Behavioral Outcomes for At-Risk Infant. March 2018, 374pp., Hardcover (Springer) ISBN 9783319732749 ¥23,630

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【学校コンサルテーション能力の確立】

64. Newman, D.S. & S.A. Rosenfield
Building Competence in School Consultation: A Developmental Approach. Aug 2018, 194pp., Hardback (Routledge) ISBN 9781138022614 ¥23,080

School psychologists consistently indicate that consultation is a crucial component of their duties but that they lack sufficient opportunities to develop their corresponding knowledge, skills, and confidence during graduate training. Building Competence in School Consultation directly addresses the need for practical, comprehensive consultation training, including support materials, for school psychologists, counselors, and other professionals working in schools. Drawing from evidence-based approaches as well as experienced instructors' real-world toolkits, these essential perspectives and activities approach the standard and less common challenges of the school consultant role. Written by two leading experts in consultation, this book brings school psychology research directly to graduate students and both novice and experienced practitioners, providing invaluable context, reflection activities, videos from fellow consultation experts, and resources that translate academic findings into skills ready for immediate use.

【児童虐待とトラウマのストレス生物学】

65. Noll, J. G. & I. Shalev (eds)
The Biology of Early Life Stress: Understanding Child Maltreatment and Trauma. (Child Maltreatment Solutions Network) June 2018, 190pp., Hardcover (Springer) ISBN 9783319725888 ¥18,950

This innovative collection extends the emerging field of stress biology to examine the effects of a substantial source of early-life stress: child abuse and neglect. Research findings across endocrinology, immunology, neuroscience, and genomics supply new insights into the psychological variables associated with adversity in children and its outcomes. These compelling interdisciplinary data add to a promising model of biological mechanisms involved in individual resilience amid chronic maltreatment and other trauma. At the same time, these results also open out distinctive new possibilities for serving vulnerable children and youth, focusing on preventing, intervening in, and potentially even reversing the effects of chronic early trauma.

【心理学と教育研究 - 発達理論に関する批判的視点】

66. O'Siochru, C. (ed)
Psychology and the Study of Education: Critical Perspectives on Developing Theories. (The Routledge Education Studies Series) March 2018, 208pp., Hardback (Routledge) ISBN 9781138237643 ¥26,080
 (Paperback ISBN 9781138237650 ¥6,700)

Psychology and the Study of Education explores both the insights and applications that psychology can offer in a range of educational contexts. Introducing the reader to a wide variety of sources, from cutting edge research to key studies from the past, it offers new perspectives on the psychology of education. This includes re-examining core theories of learning, unpicking key learning processes, and reconsidering the role of factors such as memory, creativity

and gender in learning. Questioning myths and misconceptions, it challenges the reader to develop a critically reflective approach and asks them to reconsider the potential value of psychology in both understanding and influencing education.

【児童における論理的能力・全4巻】

67. Osherson, D.N.
Logical Abilities in Children. Aug 2017, (Routledge) ISBN 9781138085305 ¥70,490

Logical Abilities in Children (4 Volume set), was originally published between 1974 and 1976 to critical acclaim. Now available again as individual titles or a set of 4, the author draws on Piagetian theory to examine logical ability in children through to adolescence. The set will be interesting reading for all concerned with both logical abilities in children, their development, and novel methodological approaches to research bearing on this and related issues at the time.

【SAGE 校外学習百科事典・全2巻】

68. Pepler, K.
The SAGE Encyclopedia of Out-of-School Learning. June 2017, 2 Vols/1000pp., Hardback (SAGE) ISBN 9781483385211 ¥61,440

The SAGE Encyclopedia of Out-of-School Learning documents what the best research has revealed about out-of-school learning: what facilitates or hampers it, where it takes place most effectively, how we can encourage it to develop talents and strengthen communities, and why it matters. Approximately 260 articles organized A-to-Z in 2 volumes available in a choice of electronic or print formats. Signed articles, specially commissioned for this work and authored by key figures in the field, conclude with Cross-References and Further Readings to guide students to the next step in a research journey. Reader's Guide groups related articles within broad, thematic areas to make it easy for readers to spot additional relevant articles at a glance. Detailed Index, the Reader's Guide, and Cross-References combine for search-and-browse in the electronic version. Resource Guide points to classic books, journals, and websites, including those of key associations.

【学校におけるいじめ】

69. Rosen, L.H. et al. (eds)
Bullying in School: Perspectives from School Staff, Students, and Parents. Feb 2017, 180pp., Hardback (Palgrave Macmillan) ISBN 9781137598929 ¥15,480

This book posits that multiple perspectives of key school staff (such as teachers, principals, school resource officers, school psychologists and counselors, nurses, and coaches) can provide a deeper understanding of bullying, which remains an immediate and pressing concern in schools today. In turn, the authors suggest how this understanding can lead to the development of more effective prevention and intervention programs.

【仲間意識の形】

70. Roughley, N. & T. Schramme (eds)

Forms of Fellow Feeling: Empathy, Sympathy, Concern and Moral Agency. March 2018, 342pp., Hardback (Cambridge U.P.) ISBN 9781107109513 ¥21,730

What is the basis of our capacity to act morally? This is a question that has been discussed for millennia, with philosophical debate typically distinguishing two sources of morality: reason and sentiment. This collection aims to shed light on whether the human capacity to feel for others really is central for morality and, if so, in what way. To tackle these questions, the authors discuss how fellow feeling is to be understood: its structure, content and empirical conditions. Also discussed are the exact roles that relevant psychological features - specifically: empathy, sympathy and concern - may play within morality. The collection is unique in bringing together the key participants in the various discussions of the relation of fellow feeling to moral norms, moral concepts and moral agency. By integrating conceptually sophisticated and empirically informed perspectives, *Forms of Fellow Feeling* will appeal to readers from philosophy, psychology, sociology and cultural studies.

students and scholars across a range of disciplines, as well as practitioners in health, education, social work and youth work.

【児童および青年における集団過程ハンドブック】

73. Rutland, A. et al. (eds)

The Wiley Handbook of Group Processes in Children and Adolescents. Dec 2016, 600pp., Hardback (Wiley) ISBN 9781118773161 ¥34,210

Children from infancy develop attachments to significant others in their immediate social environment, and over time become aware of other groups (e.g. gender, ethnicity, age, classroom, sports) that they do or do not belong to and why. Recent research shows that children's attitudes, beliefs and behaviours are significantly influenced by these memberships and that the influence increases through childhood. This Handbook delivers the first comprehensive, international reference on this critical topic.

【児童および青年における感謝の気持の発達】

71. Rudge, J.R.H. & L.B.L. Freitas (eds)

Developing Gratitude in Children and Adolescents. Nov 2017, Hardback (Cambridge U.P.) ISBN 9781107182721 ca. ¥19,830

This important and timely volume provides the conceptual framework for studying the development of gratitude, with a comprehensive and international set of authors approaching the topic from philosophical, psychological, and educational perspectives. The first section provides the theoretical underpinnings for the study of gratitude as a virtue. In the next section, the authors examine the ways in which gratitude develops, including key cross-cultural variations and some possible effects of its development. The final section then considers the links between parent and child gratitude and the ways in which parents and teachers can help to encourage gratitude, both in their everyday practices and by using literary texts.

74. Saracho, O.N. (ed)

Research in Young Children's Literacy and Language Development: Language and literacy development for different populations.

May 2018, 500pp., Hardback (Routledge) ISBN 9781138091092 ¥25,850

The importance of the early years in young children's lives and the rigid inequality in literacy achievement are a stimulating backdrop to current research in young children's language and literacy development. This book reports new data and empirical analyses that advance the theory of language and literacy, with researchers using different methodologies in conducting their study, with both a sound empirical underpinning and a captivating analytical rationalization of the results. The contributors to this volume used several methodological methods (e.g. quantitative, qualitative) to describe the complete concept of the study; the achievement of the study; and the study in an appropriate manner based on the study's methodology.

The contributions to this volume cover a wide range of topics, including dual language learners; Latino immigrant children; children who have hearing disabilities; parents' and teachers' beliefs about language development; early literacy skills of toddlers and preschool children; interventions; multimodalities in early literacies; writing; and family literacy. The studies were conducted in various early childhood settings such as child care, nursery school, Head Start, kindergarten, and primary grades, and the subjects in the studies represent the pluralism of the globe - a pluralism of language, backgrounds, ethnicity, abilities, and disabilities. This book was originally published as a special issue of *Early Child Development and Care*.

【障害児の児童期研究ハンドブック】

72. Runswick-Cole, K. et al. (eds)

The Palgrave Handbook of Disabled Children's Childhood Studies. Aug 2017, 686pp., Hardcover (Springer) ISBN 9781137544452 ¥40,820

Disabled children's lives have often been discussed through medical concepts of disability rather than concepts of childhood. Western understandings of childhood have defined disabled children against child development 'norms' and have provided the rationale for segregated or 'special' welfare and education provision. In contrast, disabled children's childhood studies begins with the view that studies of children's impairment are not studies of their childhoods. Disabled children's childhood studies demands ethical research practices that position disabled children and young people at the centre of the inquiry outside of the shadow of perceived 'norms'. The Palgrave Handbook of *Disabled Children's Childhood Studies* will be of interest to

75. Schoon, I. & J. Bynner (eds)

Young People's Development and the Great Recession: Uncertain Transitions and Precarious Futures. Aug 2017, Hardback (Cambridge U.P.) ISBN 9781107172975 ¥19,950

【児童言語障害ハンドブック・第2版】

76. Schwartz, R.G. (ed)

Handbook of Child Language Disorders, 2nd Edition. Feb 2017, 656pp., Hardback (Psychology Pr.) ISBN 9781848725959 ¥49,690
(Paperback: 9781848725966 ¥19,640)

This second edition of the Handbook of Child Language Disorders brings together a distinguished group of clinical and academic researchers who present novel perspectives on researching the nature of language disorders in children. The handbook is divided into five sections: Typology; Bases; Language Contexts; Deficits, Assessment, and Intervention; and Research Methods. Topics addressed include autism, specific language impairment, dyslexia, hearing impairment, and genetic syndromes and their deficits, along with introductions to genetics, speech production and perception, neurobiology, linguistics, cognitive science, and research methods. With its global context, this handbook also includes studies concerning children acquiring more than one language and variations within and across languages. Thoroughly revised, this edition offers state-of-the-art information in child language disorders together in a single volume for advanced undergraduate students and graduate students. It will also serve as a valuable resource for researchers and practitioners in speech-language pathology, audiology, special education, and neuropsychology, as well as for individuals interested in any aspect of language acquisition and its disorders.

77. Sciarrino, N. A. et al. (eds)

Understanding Child Neglect: Biopsychosocial Perspectives. (SpringerBriefs in Psychology) March 2018, 94pp., Softcover (Springer) ISBN 9783319748108 ¥10,740

【児童発達に関するミネソタシンポジウム・第38巻】

78. Sera, M.D. et al. (eds)

Minnesota Symposia on Child Psychology, Volume 38: Culture and Developmental Systems. Dec 2016, 384pp., Hardback (Wiley) ISBN 9781119247654 ¥27,560

Now in its 38th volume, Sera's Minnesota Symposium on Child Psychology: Culture and Developmental Systems contains the collected papers from the most prestigious symposia in the field of child development and provides scholars, students, and practitioners with access to the work of key researchers in human development. Our understanding of this field has advanced dramatically in recent years—both empirically and conceptually. This collection brings generalists and specialists alike up-to-date on this central process of human development and the implications for this new knowledge on school success and other areas.

【児童心理学に関するミネソタシンポジウム・第39巻】

79. Sera, M.D. & J. Elison (eds)

Minnesota Symposia on Child Psychology, Vol 39: Development of the Social Brain. Sept 2018, 240pp., Hardcover (Wiley) ISBN 9781119461722 ¥26,150

Social relationships play a central role in the evolution and development of human culture and cognition. Volume 39 of the Minnesota Symposium on Child Psychology (Development of the Social Brain) addresses the ontogeny and phylogeny of the social brain from multiple perspectives and levels of analysis. The chapters in this volume shed light on shared versus unique features of social information processing across different species, and sketch out some of the cognitive and neural mechanisms that underlie such processing. A collection of chapters from distinguished contributors offer new insights into the unique nature of human development.

【自閉症幼児にたいする親介入ハンドブック】

80. Siller, M. & L. Morgan (eds)

Handbook of Parent-Implemented Interventions for Very Young Children with Autism. (Autism and Child Psychopathology Series) July 2018, 590pp., Hardcover (Springer) ISBN 9783319909929 ¥37,900

This handbook offers practical strategies and evidence-based parent-implemented interventions for very young children with autism spectrum disorder (ASD). It explores this important subject within the context of rapidly increasing numbers of toddlers who are diagnosed with ASD during the second year of life.

【知的発達障害におけるポジティブ心理学ハンドブック】

81. Shogren, K.A. et al. (eds)

Handbook of Positive Psychology in Intellectual and Developmental Disabilities: Translating Research into Practice. (Springer Series on Child and Family Studies) Aug 2017, 802pp., Hardcover (Springer) ISBN 9783319590653 ¥59,730

This handbook examines the wide-ranging applications of positive psychology in the field of intellectual and developmental disabilities. It discusses the change in perceptions of disability and the shifting use of traditional deficit-based treatments. It presents evidence-based approaches and strategies that promote individuals' strengths and capacities and as well as provide supports and services to enhance quality of life. Chapters address medical and psychological aspects in intellectual and developmental disabilities, such as mindfulness, motivation, physical well-being, and self-regulation. The book also discusses uses of assessment practices in evaluating interventions and client outcomes. In addition, it explores ways practitioners, with positive psychology, can focus on what a person is capable of achieving, thereby leading to more effective approaches to care and treatment.

【発達心理学入門・第3版】

82. Slater, A. & J.G. Bremner (eds)

An Introduction to Developmental Psychology, 3rd Edition. (Series: BPS Textbooks in Psychology) April 2017, 784pp., Paperback (Wiley) ISBN 9781118767207 ¥12,620

A representative and authoritative 'state of the art' account of human development from conception to adolescence. • Written at an easy-to-comprehend level by an international team of respected researchers, conveying their knowledge with enthusiasm and skill. • Full supporting materials - chapter overviews, discussion questions, suggestions for further reading, and glossary. • Chapters covering applied issues in developmental psychology

【学校におけるイジメの心理学】

83. Smith, P.K.

The Psychology of School Bullying. Oct 2018, 128pp., Hardback (Routledge) ISBN 9781138699397 ¥23,620

The Psychology of School Bullying explores what bullying is and what factors lead to children playing roles as bullies, victims, defenders, bystanders or even some combination of these. The book examines proactive strategies to reduce the likelihood of bullying happening in school, but also looks at what action the school could take if bullying incidents do occur. As bullying can have such far-reaching consequences and sometimes tragic outcomes, it is vital to grasp how and why it happens, and The Psychology of School Bullying shows how improved knowledge and understanding can lead to effective interventions.

【イジメ、サイバーイジメ、学校におけるウェルビーイング】

84. Smith, P.K. et al. (eds)

Bullying, Cyberbullying and Student Well-Being in Schools: Comparing European, Australian and Indian Perspectives. July 2018, Hardback (Cambridge U.P.) ISBN 9781107189393 ¥19,120

School bullying and cyberbullying are widely recognized as an international problem, but publications have focused on the western tradition of research. In India, recognition of these issues and research on the topics have been emerging in recent years. Beginning with cross-cultural differences across Indian, European and Australian contexts, this volume provides direct empirical comparisons between western and Indian situations. It then discusses innovative ways of hearing the views of students, pre-service teachers and teachers, featuring a range of qualitative and quantitative methodologies. The concluding commentaries from North American investigators provide a further international perspective from another region where much progress in researching these areas has been made. Together this ground-breaking collection comprises contributions from four continents on the prevalent issues of bullying, cyberbullying and student well-being.

85. Smith, P.K. et al. (eds)

School Bullying in Different Cultures: Eastern and Western Perspectives. March 2018, 444pp., Paperback (Cambridge U.P.) ISBN 9781108449182 ¥6,080

86. Ștefan, C. A.

Social-Emotional Prevention Programs for Preschool Children's Behavior Problems: A Multi-level Efficacy Assessment of Classroom, Risk Group, and Individual Level. April 2018, 316pp., Hardcover (Palgrave Macmillan) ISBN 9783319747507 ¥23,630

【教育心理学的実践 - 新しいフレームワーク】

87. Szulevicz, T. & L. Tanggaard

Educational Psychology Practice: A New Theoretical Framework. Sept 2016, 152pp., Hardback (Springer) ISBN 9783319442655 ¥18,070

This book sets out a proposal for applying psychological and educational psychology concepts to improve work with children and young people. It also suggests how some of the criticism aimed at pedagogical-psychology practice can be answered.

【オーストラリア学校心理学ハンドブック】

88. Thielking, M. & M. D. Terjesen (eds)

Handbook of Australian School Psychology: Integrating International Research, Practice, and Policy. Oct 2016, 788pp., Hardback (Springer) ISBN 9783319451640 ¥71,110

CONTENTS: Chapter 1. National and International Perspective on School Psychology: Research, Practice, and Policy.- Chapter 2. A History of School Psychology in Australia.- Chapter 3. School Psychology in Remote Australia.- Chapter 4. Child and Adolescent Development.- Chapter 5. The Culturally Competent School Psychologist.[...]

89. Tyler, T.R. & R. Trinkner

Why Children Follow Rules: Legal Socialization and the Development of Legitimacy. May 2017, 280pp., Hardback (Oxford U.P.) ISBN 9780190644147 ¥8,110

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【野外での遊びと学習ハンドブック】

90. Waller, T. et al. (eds)

The SAGE Handbook of Outdoor Play and Learning. July 2017, 643pp., Hardback (SAGE Publishing) ISBN 9781473926608 ¥29,030

There has been a growing academic interest in the role of outdoor spaces for play in a child's development. This text represents a coordinated and comprehensive volume of international research on this subject edited by members of the well-established European Early Childhood Education Research association Outdoor Play and Learning Special Interest Group (OutPal). Chapters written by authors from Europe, North and South America, Australasia and Asia Pacific countries are organized into six parts: Part 1: Theoretical Frameworks and Conceptual Approaches. Part 2: Critical Reflections on Policy and Regulation. Part 3: Children's Engagement with Nature, Sustainability and Children's Geographies. Part 4: Diverse Contexts and Inclusion in Children's Outdoor Play Environments. Part 5: Methodologies for Researching Outdoor Play and Learning. Part 6: Links Between Research and Practice.

91. Wells, K.

Childhood Studies Making Young Subjects. (Series: Short Introductions) Dec 2017, 216pp., Hardback (Wiley) ISBN 9780745670232 ¥12,910

(Paperback ISBN 9780745670249 ¥4,600)

What does it mean to think of children as social subjects and how should we go about studying childhood in society? Childhood is a key site where children come to understand themselves as particular kinds of people, not only as individuals but also as members of social and cultural groups. This compelling and accessible book explores how immature humans enter into political, economic, social and cultural life.

Integrating key theories from a range of disciplines, Karen Wells provides a set of analytical tools to explore how culture, society, politics and economics shape childhood and children's lives. She explains how childhood is not only culturally shaped, but also formed at the intersection of politics and economics. At this intersection between governing practices and the affordances of children's bodies, young subjects are made.

Childhood Studies will be essential reading for students and scholars in childhood and youth studies and related disciplines, and for anyone who wants to understand the impacts of social inequality on children and what it means to be a child in the contemporary world.

【異常児童および青年心理学・第2版】

92. Wilmshurst, L.

Abnormal Child and Adolescent Psychology: A Developmental Perspective, Second Edition. March 2017, 694pp., Hardback (Routledge) ISBN 9781138960510 ¥49,690

Paperback: 9781138960503 ¥15,020

Written from a developmental perspective, Abnormal Child and Adolescent Psychology is organized around five prominent and recurring themes: the course of normal development proceeds in an orderly and predictable direction; maladaptive behaviors represent deviations from the nor-

mal path; maladaptive behavior is represented by a continuum of severity (symptoms, syndromes, disorders) based on the degree to which behaviors deviate from the norm; individual, interpersonal, contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations; theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result. The revision will be divided into 5 sections, all integrating the DSM-5, and will include a new chapter on child maltreatment and self-injurious behavior.

93. Young, S.

Critical New Perspectives in Early Childhood Music: Young Children Engaging and Learning Through Music. May 2018, 200pp., Hardback (Routledge) ISBN 9781138239968 ¥25,850 (Paperback ISBN 9781138239982 ¥7,380)

【ヴィゴツキーのノート】

94. Zavershneva, E. & R. van der Veer, Leiden

Vygotsky's Notebooks: A Selection. (Perspectives in Cultural-Historical Research, Volume 2) July 2017, 726pp., Hardcover (Springer) ISBN 9789811046230 ¥63,070

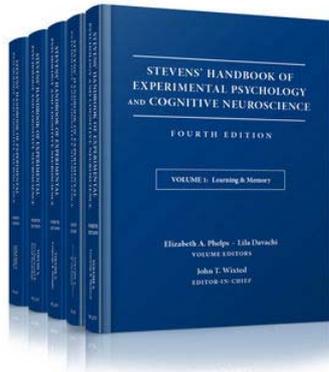
CONTENTS: Introduction to the book.- 1 A tragicomedy of strivings.- 2 Jewry and world history.- 3 The book of fragments.- 4 The Jewish question.- 5 Genres of writing.- 6 The trip to London.- 7 From the Zakharino hospital.- 8 Towards the cultural-historical theory.- 9 The instrumental method.- 10 Concepts and the systemic approach.- 11 The anomalous development of the child.- 12 From the EDI clinic. [...]

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1951年に初版が刊行されて以来、このハンドブックは実験心理学分野の最も標準的な参考図書として多くの研究者・学生の皆さんに利用されてきました。

この度、近年のこの分野の劇的な発展を反映して、新たな装いで第4版が出版されることになりました。



スチーブンスの実験心理学および認知神経科学ハンドブック・第4版〈全5巻〉

Stevens' Handbook of Experimental Psychology and Cognitive Neuroscience 4th Edition, 5 Volume Set

Edited by **John T. Wixted**,
Department of Psychology, University of California, San Diego

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各巻タイトルと収録トピックス

Vol I. Learning & Memory

Volume Editors: **Elizabeth Phelps & Lila Davachi**

Topics include fear learning; time perception; working memory; visual object recognition; memory and future imagining; sleep and memory; emotion and memory; attention and memory; motivation and memory; inhibition in memory; education and memory; aging and memory; autobiographical memory; eyewitness memory; and category learning.

Vol II. Sensation, Perception & Attention

Volume Editor: **John Serences**

Topics include attention; vision; color vision; visual search; depth perception; taste; touch; olfaction; motor control; perceptual learning; audition; music perception; multisensory integration; vestibular, proprioceptive, and haptic contributions to spatial orientation; motion perception; perceptual rhythms; the interface theory of perception; perceptual organization; perception and interactive technology; perception for action.

Vol III. Language & Thought

Volume Editor: **Sharon Thompson-Schill**

Topics include reading; discourse and dialogue; speech production; sentence processing; bilingualism; concepts and categorization; culture and cognition; embodied cognition; creativity; reasoning; speech perception; spatial cognition; word processing; semantic memory; moral reasoning.

Vol IV. Developmental & Social Psychology

Volume Editor: **Simona Ghetti**

Topics include development of visual attention; self-evaluation; moral development; emotion-cognition interactions; person perception; memory; implicit social cognition; motivation group processes; development of scientific thinking; language acquisition; category and conceptual development; development of mathematical reasoning; emotion regulation; emotional development; development of theory of mind; attitudes; executive function.

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