



School Psychology for the 21st Century, Second Edition: Foundations and Practices

By Kenneth W. Merrell PhD, Ruth A. Ervin PhD, Gretchen Gimpel Peacock PhD

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A leading introductory text, this authoritative volume comprehensively describes the school psychologist's role in promoting positive academic, behavioral, and emotional outcomes for all students. The book emphasizes a problem-solving-based, data-driven approach to practice in today's diverse schools. It grounds the reader in the concepts and tools needed to become a competent, ethical practitioner; implement and evaluate multi-tiered interventions; and facilitate systems-level change. Useful pedagogical features include illustrative vignettes and end-of-chapter discussion questions and activities.

New to This Edition

- *Incorporates up-to-date research findings and professional standards.
- *Expanded coverage of response to intervention, cultural and linguistic diversity issues, and evidence-based practice in mental health.
- *Chapter on legal issues includes expanded coverage of IDEIA and other recent federal mandates.

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Editorial Review

Review

"Merrell, Ervin, and Gimpel Peacock have greatly extended the value of their contributions to the field with this second edition. It provides expanded content in several key areas, including response to intervention. The chapter on working with culturally and linguistically diverse students is particularly strong and provides beginning practitioners with a solid framework for practice. This important text will continue to be a relevant, 'high-value' addition to the required reading list for beginning and intermediate-level students in school psychology."--Daniel Olympia, PhD, Department of Educational Psychology, University of Utah

"This is a great text for introducing students to the roles and functions of the school psychologist. The authors have done an outstanding job of providing a solid and complete foundation for school-based service delivery. I have used this text in graduate training and look forward to incorporating the updated second edition into my courses. I particularly appreciate the expanded discussion of multi-tiered service delivery frameworks, such as response to intervention."--Sandra M. Chafouleas, PhD, Neag School of Education, University of Connecticut

"The second edition of *School Psychology for the 21st Century* builds on what was already an excellent, comprehensive text. Updated and expanded coverage of the impact of IDEIA reauthorization, professional ethics, and a number of other key areas keeps the material timely and useful. Thankfully, the book retains all of the elements that make it the selection of choice for most Introduction to School Psychology courses."--T. Chris Riley-Tillman, PhD, Department of Educational, School, and Counseling Psychology, University of Missouri–Columbia

"This book offers a comprehensive overview of the field, highlighting the critical role that school psychologists play in supporting the academic performance and behavior of all students. The second edition adds information about the expansion of culturally relevant practices, prevention, and the emphasis on system-level change. Graduate students, undergraduates, and practitioners interested in the evolution of school psychology will benefit from reading this outstanding work."--Wendy M. Reinke, PhD, Department of Educational, School, and Counseling Psychology, and Co-Director, Missouri Prevention Center, University of Missouri–Columbia

"This second edition provides an important update regarding the contextual factors (for example, economic, political) that influence the practice of school psychology. The comprehensive nature of the entire text and the depth found in individual chapters provide an exceptional introduction to school psychology. The text goes beyond the history of the field, asking readers to consider how current issues will affect future practices and professional roles. This book is an excellent match for Introduction to School Psychology and related courses. The questions at the end of each chapter are carefully worded to stimulate meaningful discussions and further exploration of important issues. I honestly had a hard time putting this book down."--Ellie L. Young, PhD, Department of Counseling Psychology and Special Education, Brigham Young University

About the Author

Kenneth W. Merrell, PhD, until his death in 2011, was Professor of School Psychology and Director of the

Oregon Resiliency Project at the University of Oregon. For 25 years, Dr. Merrell's influential teaching and research focused on social–emotional assessment and intervention for at-risk children and adolescents and social–emotional learning in schools. He published over 90 peer-reviewed journal articles; several books and nationally normed assessment instruments; and the Strong Kids programs, a comprehensive social and emotional learning curriculum. Dr. Merrell was a Fellow of the Division of School Psychology (Division 16) and the Society for Clinical Child and Adolescent Psychology (Division 53) of the American Psychological Association. He received the Senior Scientist Award from Division 16, the Division's highest honor for excellence in science.

Ruth A. Ervin, PhD, is Associate Professor of School Psychology and Special Education at the University of British Columbia, Vancouver, Canada. Her professional teaching and research interests lie within the domains of promoting systems-level change to address research-to-practice gaps in school settings; collaborative consultation with school personnel, parents, and other service providers for the prevention and treatment of emotional and/or behavioral disorders such as attention-deficit/hyperactivity disorder and oppositional defiant disorder via a data-driven, solution-oriented problem-solving approach; and linking assessment to intervention to promote academic performance and socially significant outcomes for school-age children. Emphasis in Dr. Ervin's work has been placed on systems-level change and the merging of research and practice agendas to support school personnel in the timely provision of primary, secondary, and tertiary prevention efforts to address student needs.

Gretchen Gimpel Peacock, PhD is Professor and Department Head of Psychology at Utah State University. She served as program director of the School Psychology Program from 1997 to 2009. Her research, publications, and professional presentations focus on child behavior problems and associated family issues, as well as professional issues in school psychology. She serves on the editorial advisory boards of several school psychology and related journals. Dr. Gimpel Peacock is coauthor of *School Psychology for the Twenty-First Century, Second Edition*, and *Emotional and Behavioral Problems of Young Children, Second Edition*, and coeditor of *Practical Handbook of School Psychology*, among other books.

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