

Solutions



SEL Resources

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Receive guidance and support for meeting the social, emotional, and academic needs of your students this year and beyond.

PROFESSIONAL DEVELOPMENT THAT INSPIRES RESULTS



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You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students. Like many educators, you may be doing more with less, and you are always looking for ways to improve.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

Our Promise

No other professional learning company provides our unique blend of research-based, results-driven services that improve learning outcomes for students.

We share your vision

Solution Tree is a leading provider of research-based professional learning products and services developed by **highly vetted and qualified experts in education**. Since 1998, we've helped more than one million educators navigate challenging issues that lie in the path of student success. Here is how Solution Tree supports educators in the vital work they do every day:

Research-based content

Whether you're working to build a professional learning community, implement quality instruction that meets the needs of all students, or strengthen assessment and intervention practices, you can trust that **Solution Tree offers resources and professional development that are credible, research based, and effective.**

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Results-driven services

We maintain relationships with our clients and measure feedback to ensure that our PD is effective.

Learn more about our vision at [SolutionTree.com/LearnAboutUs](https://www.solutiontree.com/learnaboutus)



Solution Tree

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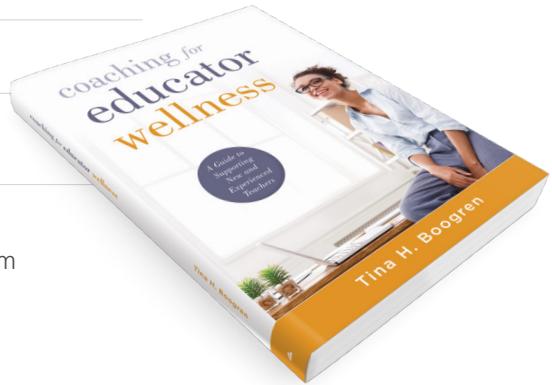
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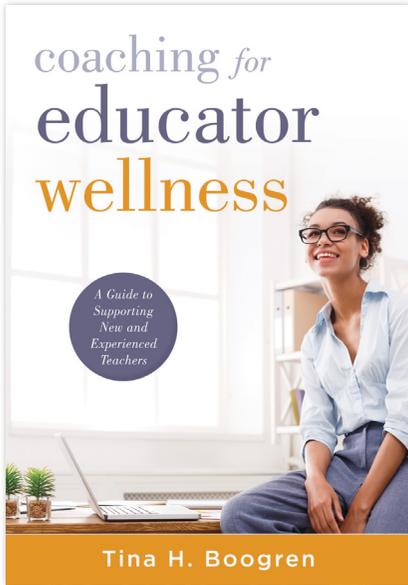
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Help teachers reach their full potential



NEW

Acquire evergreen coaching strategies alongside fresh new solutions for differentiating support for new and veteran teachers, addressing teacher self-care, and more. You'll turn to this resource again and again as you continue to improve your craft and help teachers find their own greatness.

21BCTG-56A-BKF989
\$31.95 USD | \$42.00 CAD
ISBN 978-1-951075-79-8

*Teacher Efficacy; Instruction;
Social-Emotional Learning*



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*“Educators need each other,
and as a coach, you can
provide that helping hand.”*

—Coaching for Educator Wellness

Benefits

- Review research surrounding best teacher coaching practices.
- Explore strategies for differentiating coaching practices for teachers at every stage of their career.
- Study the four types of support, and learn how to match support to meet each teacher's needs during different phases of the school year.
- Use interactive activities, tools, and templates to help support all teachers in increasing their expertise.
- Consider how self-care and educator wellness for adults are foundational supports for social-emotional learning for students.
- Answer end-of-chapter questions to reflect on your journey and deepen your understanding.



EXPERT Q&A



Tina H. Boogren,
author

Why this book and why now?

This is the book that pulls all of my previous work together, in one place. I address the four types of support that coaches and leaders can provide to teachers, differentiated by those who are new to the profession, those who are new to the building, and those who are experienced educators. By considering physical, institutional, emotional, *and* instructional support strategies, we can fully wrap our arms around our teachers.

How does educator wellness support teacher efficacy?

Educator wellness is all about taking care of the adults in the building so that they can be at their very best for the students they serve. By considering four categories of support and deliberately matching the support to what each individual teacher needs, coaches and leaders can help teachers not only increase their instructional expertise, but also their overall well-being, both of which benefit students.

For some educators, prioritizing their own self-care is easier said than done. How does this book help with the practicalities of this work?

In the book, I help readers explore the incredible demands that teachers face, including decision fatigue, burnout, and challenges in regard to students'

backgrounds and then I outline specific ways that coaches can help teachers face these demands and overcome them. I also outline how coaches can care for themselves so that they can model that commitment for their teachers.

How can district leaders support a healthy, balanced, and meaningful professional life for the educators in their schools?

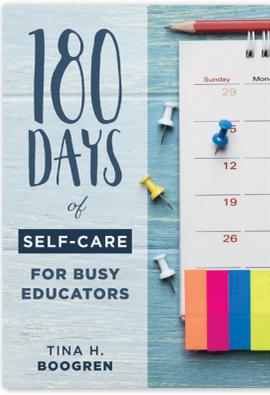
Leaders can provide comprehensive support by taking care of the 'whole' adult just as we strive to take care of the 'whole' child. This means understanding the phases that teachers cycle through during the school year and matching their support to these phases. Leaders can also model living a well-balanced life themselves; educator wellness is important for *everyone*.

FEATURED RESOURCE



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*Teacher Efficacy; Instruction;
 Social-Emotional Learning*



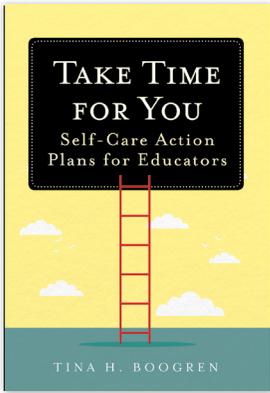
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180 Days of Self-Care for Busy Educators

By Tina H. Boogren

Bestseller Rely on *180 Days of Self-Care for Busy Educators* to help you lead a happier, healthier, more fulfilled life inside and outside of the classroom. With author Tina H. Boogren’s guidance, you will work your way through thirty-six weeks of daily self-care strategies and techniques, each corresponding with a week of the school year. Weekly themes range from creativity and inspiration to relationships and time management for teachers and administrators.

- Understand how prioritizing your own self-care will better equip you to positively impact student learning and achievement.
- Discover low- and no-cost self-care ideas for teachers and administrators designed to help make meaningful, positive change.
- Explore the dangers of stress in the classroom and in an educator’s personal life, and understand how this stress affects students.



21BCTG-S6A-BKF813
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Instruction; Social-Emotional Learning; Teacher Efficacy



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Take Time for You

Self-Care Action Plans for Educators

By Tina H. Boogren

The key to thriving, as both a human and an educator, rests in daily self-care. With *Take Time for You*, you’ll discover a clear path to well-being by working through Maslow’s hierarchy of needs—physiological, safety, belonging, esteem, self-actualization, and transcendence. The author offers a range of manageable strategies, reflection questions, and self-care surveys that will guide you in developing an individualized self-care plan.

- Understand the challenges to mindfulness for teachers and how Maslow’s hierarchy of needs comes into play in your personal and professional life.
- Design action plans so you can meet your own physiological, safety, belonging, esteem, and self-actualization needs and, finally, transcend and connect with something greater than yourself.
- Take surveys and perform a daily time audit to determine how well you are meeting each of your needs.



HEART!

Fully Forming Your Professional Life as a Teacher and Leader

By Timothy D. Kanold

Bestseller Explore the concept of a heartprint—the distinctive impression an educator’s heart leaves on students and colleagues during his or her professional career. Use this resource to reflect on your professional journey and discover how to increase efficacy, and foster productive, heart-centered classrooms and schools.

- Examine five unique HEART aspects of your professional life: Happiness, Engagement, Alliances, Risk, and Thought.
- Reflect on your journey and the personal and professional qualities of the teacher or leader you want to be.
- Discover your distinctive heartprint on your students and colleagues, and decide what the qualities of a good teacher or leader are for you.

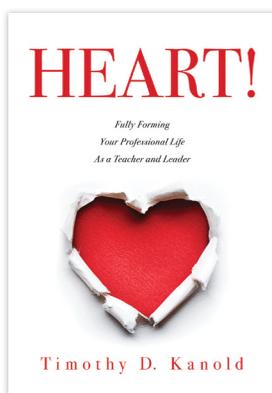
HEART! [DVD/CD/Facilitator’s Guide/Book]

Fully Forming Your Professional Life as a Teacher and Leader

By Timothy D. Kanold

Bestseller Empower your team to uncover their professional impact with this inspiring book and video set from Dr. Timothy D. Kanold. Included is the award-winning and best-selling *HEART!: Fully Forming Your Professional Life as a Teacher and Leader* and a facilitator’s guide to implement the video for book study groups.

- Consider the challenges and stressors related to the teaching profession and motivate teams to reflect on their inner strength and resiliency.
- Hear stories and honest reflections from real teachers and administrators on being a professional teacher or educator and why they teach.
- Explore the personal and professional qualities of a teacher that impact student learning.



21BCTG-56A-BKF749
\$39.95 USD | \$52.00 CAD
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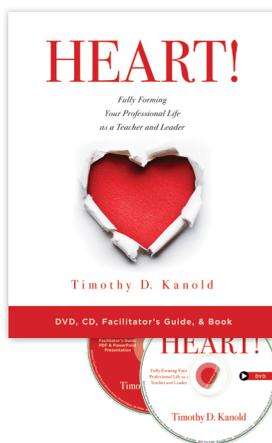
PLC at Work; Professional Learning Communities; School Improvement; Leadership; Teacher Efficacy



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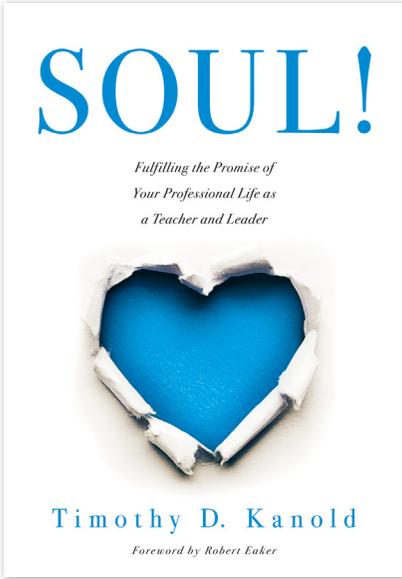
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PLC at Work; Leadership; Professional Learning Communities



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Become more balanced, confident, and joyful



NEW

Chart a deeply rewarding journey toward discovering your soul story—the pursuit of your moral good, to create good in others. Refreshing and uplifting, this resource includes dozens of real stories from educators, as well as ample space for journaling and self-reflection.

21BCTG-S6A-BKF982
\$39.95 USD | \$52.00 CAD
ISBN 978-1-951075-65-1

PLC at Work; Professional Learning Communities; Leadership; Teacher Efficacy



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“Shout this from the mountaintop: If you touch the life of a child as a teacher, paraprofessional, coach, principal, or counselor, you must read this book!”

*—Thomasenia Lott Adams,
associate dean for research
and faculty development,
College of Education,
University of Florida*

Benefits

- Become more confident, joyful, whole, healthy, and balanced in your professional life.
- Explore the four actions of SOUL—Searching, Overcoming, Unifying, and Living—that will help you sustain a fulfilling professional life.
- Learn the concept of a soul story, diving into what it is and why it is so important to your well-being and emotional health.
- Understand your own soul story, and reflect on how you can use it to create good in others.
- Learn how to overcome challenges and obstacles that hinder you from fulfilling your soul story.
- Discover how to create a positive, thriving school culture focused on meaningful relationships and collaboration.



EXPERT Q&A



Timothy D. Kanold,
author

Why did you write *SOUL!*?

Since childhood, I have loved the iconic phrase “heart and soul.” This idea of giving life all you’ve got. In my previous book, *HEART!*, I took educators on a journey of self-awareness toward understanding how an individual’s heartprint creates interfusion with others and how one’s professional life impacts students and colleagues.

Yet, I also recognize that our profession of preK–16 educators is a profession of emotional labor. We experience joy and laughter, stress and strain, grief and anger, all often within the same day. In *SOUL!*, **I take educators on a different and deeper journey toward understanding how using our soul story can help us to live a more meaningful professional life**, as we create interfusion with the good.

What is a soul story, and why is it important?

Your soul story is the moral imperative pursuit of becoming good in order to create good in others. It’s the idea that it’s not enough just to have an impact—it has to be an impact for the good. But we can’t do that if we’re not taking care of ourselves. A great feature in the book is the many opportunities for journaling and reflection. **As you fill out the prompts throughout the book, you are discovering and writing your own soul story. We are in an emotional profession, and we have to determine how each of us can use our soul story to help us respond appropriately in times of difficulty and uncertainty.** The reality is that there are going to be obstacles that get in the way. So, how do we overcome those? We use our soul

story to overcome them, to live a more balanced and healthy life, and to fulfill our professional promise.

What specific issues will *SOUL!* help educators solve?

SOUL!, like *HEART!*, is steeped in research and support to help educators manage the stress and strain of their profession. It can be used as a book study or a solo path toward a balanced, meaningful, reflective, and more joyful life.

What do you like best about *SOUL!*?

We are in a moment of time where our profession, if we are not careful, will leave us emotionally, physically, and spiritually bankrupt. To counter this pressure, **we need to practice healthy routines of wellness and self-care. We also need to rise up to the desperate needs of taking care of our students amidst the challenges of teaching the next generation.** I believe *SOUL!* will give readers the courage and the permission to do both.

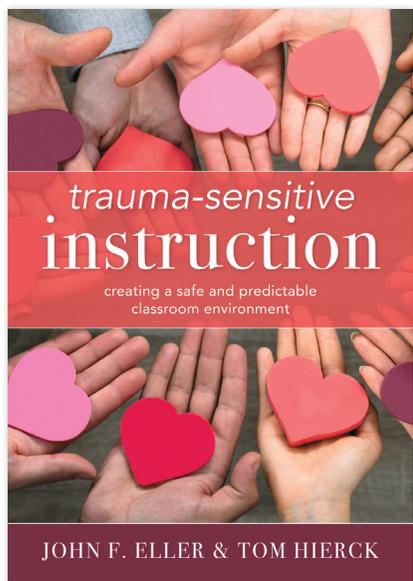
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Meaningfully support students impacted by trauma



NEW

Confidently and meaningfully support your trauma-impacted students with this accessible resource. The authors draw from their personal and professional experiences with trauma, mental health, and school culture to provide real insight into what you can do now to help learners build resilience and achieve at high levels.

21BCTG-S6A-BKF847
\$31.95 USD | \$42.00 CAD
 ISBN 978-1-949539-95-0

Classroom Management & Behavior; Instruction; Violence & Crisis Prevention; Social-Emotional Learning



Free reproducibles available

“Understanding the impact of trauma can help teachers develop safe and predictable classrooms.”

—*Trauma-Sensitive Instruction*

Benefits

- Understand childhood trauma and the impact traumatic experiences have on learners.
- Develop a trauma-informed attitude and mindset.
- Examine classroom structures that support trauma-sensitive practices while recognizing those that may contribute to trauma.
- Gain effective classroom management strategies and techniques to support all students, including those experiencing trauma.
- Learn how to develop trusting and positive relationships with trauma-impacted students and their families.



EXPERT Q&A



John F. Eller,
author



Tom Hierck,
author

How do you define “trauma-sensitive instruction”?

Trauma-sensitive instruction involves establishing and reinforcing a foundation where students have a safe and predictable classroom environment that helps them learn and develop resilience to move beyond the traumatic situations they face. Trauma-sensitive teachers seek to understand the situations their children face then design and use instructional strategies that meet the needs of these and all of the children in their classes. Rather than asking, “What’s wrong with this child?” trauma-sensitive teachers ask, “What’s happened to this child?” They use the strengths of the child to further the growth opportunities.

How does this book help teachers provide a safe environment for their learners?

We provide information for teachers to understand the issues that trauma can cause and develop strategies and ideas to implement that can moderate these impacts. The information is presented in a practical, straightforward, and common-sense manner so busy teachers can access it quickly and move forward in implementing it. Teachers will be able to build on their present strategies and strengths rather than having to totally change everything about their practice. There are numerous stories and examples presented that contain information from real classroom situations that can be applied.

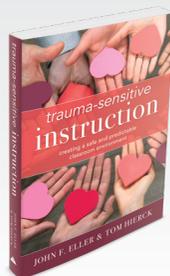
How can school leaders support this work?

School leaders serve a pivotal role in the success of their teachers and schools in becoming trauma-sensitive, including:

- Providing opportunities to increase their awareness of childhood trauma
- Providing opportunities for educators to collaborate to generate new strategies and garner support
- Establishing and maintaining the school culture needed for caring and success
- Communicating the importance of implementing trauma-informed instructional practices
- Assisting teachers in the development of schoolwide process, procedures, and expectations

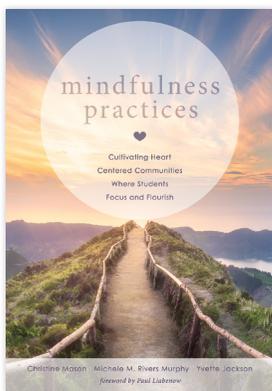
When principals are aware of childhood trauma, they can support their teachers and students on the journey to becoming trauma-sensitive.

FEATURED RESOURCE



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Classroom Management & Behavior; Instruction; Diversity & Equity; Social-Emotional Learning



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Mindfulness Practices

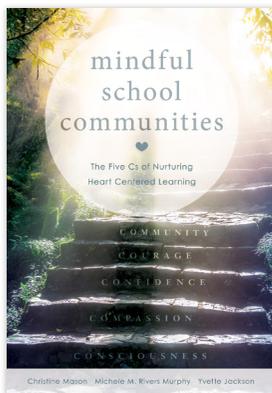
Cultivating Heart-Centered Communities Where Students Focus and Flourish

By Christine Mason, Michele M. Rivers Murphy, and Yvette Jackson

Foreword by Paul Liabenow

Build compassionate school communities that prioritize high levels of learning and high levels of well-being. Based on the latest neuroscience research, *Mindfulness Practices* details how to use mindfulness to transform the way educators teach and students learn in prekindergarten through high school.

- Explore the theory behind mindful education, including the interrelated nature of physiology, cognition, emotions, and mindfulness for students.
- Learn how mindfulness in schools contributes to a positive mindset, alleviates the impact of toxic stress, and takes advantage of neuroplasticity.
- Understand the effects of trauma and ACEs (adverse childhood experiences) on student behavior and the ability to learn, and discover trauma-informed practices that support healing.



21BCTG-S6A-BKF912
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978-1-949539-11-0

Social-Emotional Learning; Instruction; Classroom Management & Behavior



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Mindful School Communities

The Five Cs of Nurturing Heart-Centered Learning

By Christine Mason, Michele M. Rivers Murphy, & Yvette Jackson

Build a thriving school community that creates healthy, resilient, and successful students. A companion to *Mindfulness Practices*, this research-backed guide outlines how to teach self-regulation by fostering the five Cs of social and emotional learning and mindfulness: consciousness, compassion, confidence, courage, and community.

- Benefit from exercises that infuse social and emotional concepts and 21st century skills into academic curriculum across subjects and grade levels.
- Discover ideas for incorporating historical examples of consciousness, compassion, confidence, courage, and community into classwork.
- Learn ways to assess the five Cs elements, including the research-based S-CCATE tool, to provide evidence for what might seem unquantifiable.

Building the Resilient School

Overcoming the Effects of Poverty With a Culture of Hope

By Robert D. Barr and Emily L. Gibson

Fight against the epidemic of poverty in the 21st century by embracing an innovative new vision of public schooling. With the guidance of this practical, research-driven resource, you will discover a model for building resilient schools that helps students work through their emotional and mental health needs, connect with caring adults, and find purpose for their lives.

- Study the widespread poverty that currently exists in the United States.
- Understand the ways poverty traumatizes students, impedes their mental development, and damages and interferes with their ability to learn.
- Become familiar with secondary trauma and the ways educators can be traumatized by the compassion fatigue of working in communities that experience high rates of poverty.

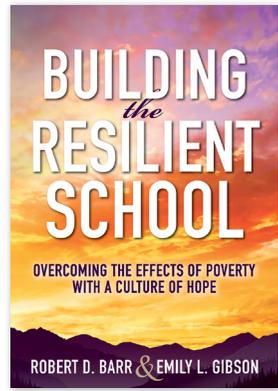
Building a Culture of Hope

Enriching Schools With Optimism and Opportunity

By Robert D. Barr and Emily L. Gibson

Discover a blueprint for turning low-performing schools into cultures of hope. The authors draw from their own experiences working with high-poverty, high-achieving schools to illustrate how to support students with an approach that considers social as well as emotional factors.

- Understand the relevance of Maslow's hierarchy of needs and positive psychology in K–12 education.
- Discover tested strategies behind the success of high-poverty, high-achieving schools in closing the achievement gap.
- Learn how to create intrinsic motivation for students impacted by adverse childhood experiences (ACEs) and support them in overcoming learned helplessness.



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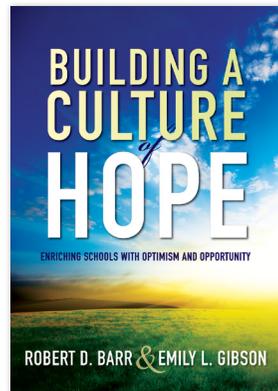
*School Improvement;
Youth at Risk; Diversity
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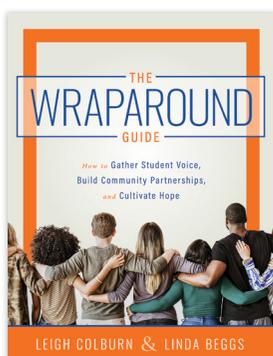
*School Improvement; Youth
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Youth at Risk; Diversity & Equity; School Improvement; Leadership; Violence & Crisis Prevention; Family & Community; Student Engagement; Social-Emotional Learning



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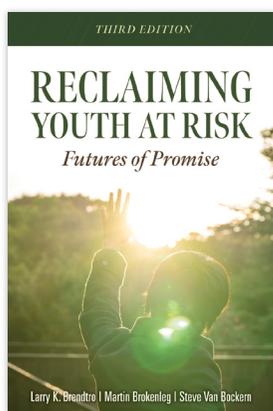
The Wraparound Guide **NEW**

How to Gather Student Voice, Build Community Partnerships, and Cultivate Hope

By Leigh Colburn and Linda Beggs

Your school has the power to help students overcome barriers to well-being and achievement—from mental health issues to substance abuse to trauma. With this timely guide, discover actionable steps for launching and sustaining wraparound services embedded within your school that support the whole child.

- Recognize the impact of outside influences on students and how they affect their classroom learning.
- Design processes to hear student voices and identify their needs.
- Forge relationships with students and establish community partnerships.



21BCTG-S6A-BKF914
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 ISBN 978-1-949539-15-8

Youth at Risk; Diversity & Equity; Violence & Crisis Prevention; Social-Emotional Learning



Read The Main Idea book summary. Visit SolutionTree.com/Reclaim

Reclaiming Youth at Risk

Futures of Promise

By Larry K. Brendtro, Martin Brokenleg, and Steve Van Bockern

Third Edition Empower your alienated students to cultivate a deep sense of belonging, mastery, independence, and generosity. This fully updated edition of *Reclaiming Youth at Risk* merges Native American knowledge and Western science to create a unique alternative for reaching disconnected youth. Use the book's new neuroscience research, insights, and examples to help establish positive relationships, foster prosocial behaviors, and inspire every young person to thrive and overcome.

- Study the four hazards that dominate the lives of youth at risk: relational trauma, failure as futility, powerlessness, and loss of purpose.
- Learn how cultivating the Circle of Courage values of belonging, mastery, independence, and generosity can combat the four hazards.
- Explore a unique strengths-based approach for reclaiming discouraged or alienated youth.



4

Stages of Developing Your Wraparound

SERVICES



PREVENTION

Look at your practices that promote positive social-emotional health and wellness, such as establishing positive, relational classroom management; engaging students in a schoolwide antibullying curriculum; or hosting prescription drug information and take-back events to prompt parents to clean out their medicine cabinets.



EDUCATION

Think about educating and raising awareness within the classroom and beyond. Include school faculty, parents, and the broader community in planned activities.



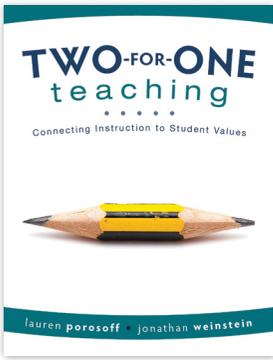
SUPPORT

Provide support to students who are in need of assistance or if a disciplinary infraction requires staff intervention. Intervention actions and services may offset suspension time or aim to improve a student's well-being or restore a student's relationship with another person or the school.



SUSTAINABILITY

When students transition out of situations requiring the close contact of intervention and support, aim to help them develop self-regulation skills to sustain their progress.



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Instruction; 21st Century Skills; Student Engagement; Social-Emotional Learning



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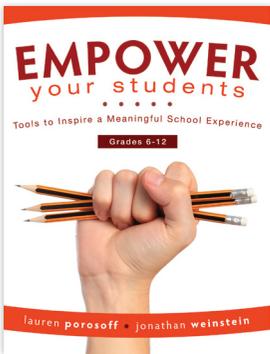
Two-for-One Teaching

Connecting Instruction to Student Values

By Lauren Porosoff and Jonathan Weinstein

Prepare students to live fulfilling lives by making their learning meaningful. In *Two-for-One Teaching*, authors Lauren Porosoff and Jonathan Weinstein outline how to seamlessly incorporate social-emotional learning into academic classrooms. Empower students to discover what matters to them using research-based strategies that foster agency, community, self-reflection, and vitality in the classroom.

- Develop an understanding of what values are, how they impact the way we live, and the need for students to choose and live their own values.
- Understand how to develop a classroom culture of willingness and encourage student empowerment.
- Help students approach academic work in ways that align with their values.



21BCTG-S6A-BKF791
\$36.95 USD | \$48.50 CAD
ISBN 978-1-945349-24-9

Instruction; 21st Century Skills; Student Engagement; Social-Emotional Learning



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Free study guide available

EMPOWER Your Students

Tools to Inspire a Meaningful School Experience, Grades 6–12

By Lauren Porosoff and Jonathan Weinstein

Discover how to use the elements of EMPOWER—exploration, motivation, participation, openness, willingness, empathy, and resilience—to make school a positive, meaningful experience in your students' lives. This highly practical resource offers enjoyable, engaging classroom activities, as well as strategies for refining teaching practices, incorporating student values into course content, and deeply connecting with learners.

- Understand what values are and how they are different from preferences and goals.
- Discover how to help students determine what values they want to enact at school and in life.
- Examine how to incorporate values work into the classroom curriculum in all disciplines.
- Explore examples of classroom experiences that highlight the importance of student empowerment.

EXPERT Q&A



Lauren Porosoff,
author



Jonathan Weinstein,
author

What is your approach to SEL?

EMPOWER Your Students and *Two-for-One Teaching* describe a student-centered, protocol-driven approach to social-emotional learning. This approach empowers students to make school a source of meaning, vitality, and community by clarifying the values they want to live by and bringing those values to their learning, work, and relationships.

How is that different from other approaches?

Many SEL programs teach students to control or “manage” themselves and their emotions, sending the message that while all feelings are OK, some are more OK than others. Our approach proceeds from the assumption that SEL should never be a way to control or fix kids. Instead, SEL should affirm who students are and empower them to notice, name, honor, and learn from their own social and emotional experiences.

Does your approach have to be system-wide?

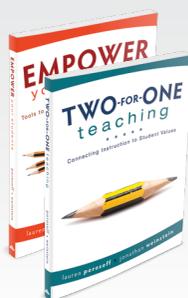
No. While system-wide approaches establish common language and goals, they provide fewer opportunities for teachers to account for contextual variables such as their specific students’ needs and identities, group dynamics, and their own pedagogies. *EMPOWER Your Students* and *Two-for-One Teaching* are designed to be

used flexibly. They aren’t meant to be a curriculum; they’re meant to be incorporated into *your* curriculum.

How are the two books different?

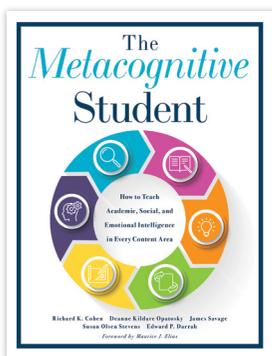
EMPOWER Your Students contains 21 activities suitable for dedicated SEL time, such as a morning meeting or advisory session. *Two-for-One Teaching* contains 30 protocols that embed SEL into academic instruction; each protocol has academic *and* social-emotional learning goals. Both books include tools and strategies that help students discover and develop the values they want to bring to their actions and interactions, in and beyond school.

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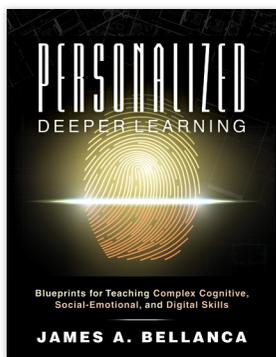
The Metacognitive Student **NEW**

How to Teach Academic, Social, and Emotional Intelligence in Every Content Area

By Richard K. Cohen, Deanne Kildare Opatosky, James Savage, Susan Olsen Stevens, and Edward P. Darrah

What if there was one strategy you could use to support students academically, socially, and emotionally? It exists—and it’s simple, straightforward, and practical. Dive deep into structured SELf-questioning and learn how to empower students to develop into strong, healthy, and confident thinkers.

- Grasp the severity of the stress and anxiety teachers and students face in schools and how metacognitive SELf-questioning can reduce both.
- Learn to implement effective SELf-questioning into academic instruction to foster both academic and social-emotional learning (SEL).
- Review scenarios that depict use of the SELf-questioning strategy in every content area and grade level.
- Gain insight into how advanced SELf-questioning can achieve transfer of learning in the classroom to any academic or social context.



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 Engagement; Social-
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Personalized Deeper Learning **NEW**

Blueprints for Teaching Complex Cognitive, Social-Emotional, and Digital Skills

By James A. Bellanca

Foster deeper learning with two templates—one for students, the other for teachers—that increase student agency and learning transfer within critical skill sets. Any teacher—regardless of grade, existing curriculum, or student load—can adapt, scale, and sustain these powerful personalized learning plans.

- Explore the three critical skill sets needed to thrive in the 21st century: (1) complex cognitive, (2) social-emotional, and (3) digital.
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- Understand how digital-management tools, electronic templates, and websites can help transform the classroom into a place where students experience deeper learning.



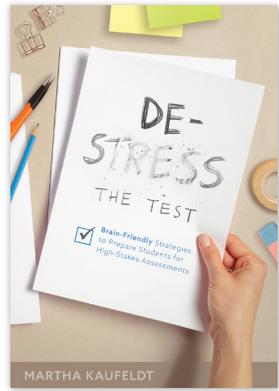
De-Stress the Test **NEW**

Brain-Friendly Strategies to Prepare Students for High-Stakes Assessments

By Martha Kaufeldt

The test. Students dread this phrase, whether it refers to chapter tests, finals, standardized achievement tests, Advanced Placement exams, the ACT and SAT, or other testing experiences. In *De-Stress the Test*, author Martha Kaufeldt details actionable steps you can take throughout the school year to alleviate student anxiety and create brain-friendly classrooms full of focus and learning.

- Understand the negative effects tests can have on students, teachers, and parents.
- Help students develop social-emotional learning skills and a growth mindset.
- Use formative assessments to accelerate learning and build students' confidence.



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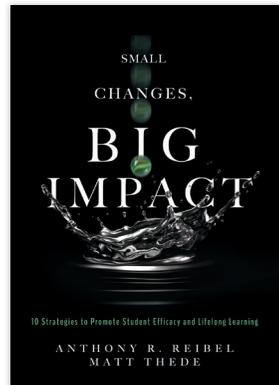
Small Changes, Big Impact **NEW**

Ten Strategies to Promote Student Efficacy and Lifelong Learning

By Anthony R. Reibel and Matt Thede

Discover a pathway to improvement that is simple and field tested. Designed as a practical guide to school reform, this resource outlines a series of ten small-scale changes powerful enough to make a lasting impact in schools and districts.

- Understand how to redefine student success as efficacy and ownership of learning.
- Gain research-based instructional strategies and teaching methods for creating student-centered mission statements that promote student success, self-reliance, and social-emotional learning (SEL).
- Explore how to use performance-based assessments as a process for learning.

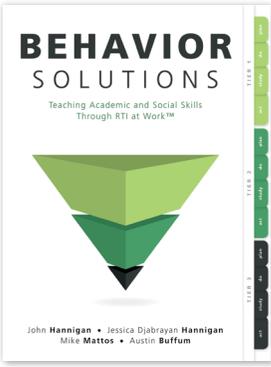


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*School Improvement;
Instruction; Social-
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RTI at Work; Response to Intervention; Professional Learning Communities; Classroom Management & Behavior; PLC at Work; Social-Emotional Learning



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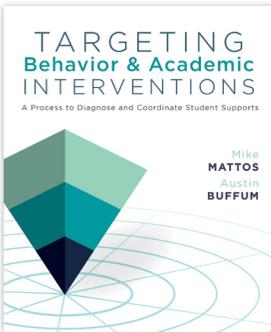
Behavior Solutions

Teaching Academic and Social Skills Through RTI at Work™

By John Hannigan, Jessica Djabrayan Hannigan, Mike Mattos, and Austin Buffum

Take strategic action to close the systemic behavior gap with *Behavior Solutions*. This user-friendly resource outlines how to utilize the PLC at Work® and RTI at Work™ processes to create a three-tiered system of supports that is collaborative, research-based, and practical.

- Become familiar with student behaviors, emotions, and mental states and the challenges they provide to the implementation of educational initiatives.
- Learn why it is necessary for schools to embrace the PLC at Work and RTI at Work processes to ensure students' behavioral success with a multitiered system of supports (MTSS).
- Study each tier of behavioral support—prevention, intervention, and remediation—to foster social-emotional learning (SEL).



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RTI at Work; Classroom Management & Behavior

Targeting Behavior and Academic Interventions

A Process to Diagnose and Coordinate Student Supports

By Mike Mattos and Austin Buffum

Bestseller Students at risk of not acquiring essential academic skills also often experience behavior problems. With this unscripted video workshop, your team will learn how to use the Pro-Solve Process to determine the causes and potential solutions for students in need of interventions.

- View high-quality footage demonstrating the Pro-Solve Process in real teacher team settings.
- Explore in depth the Pro-Solve Process and five guiding questions to effectively implement it step by step.
- Peruse the facilitator's guide with tailored activities and strategies to reinforce participants' knowledge.



EXPERT Q&A



John
Hannigan,
author



Jessica Djabrayan
Hannigan,
author



Austin
Buffum,
author



Mike
Mattos,
author

What challenges were you seeing in schools that motivated you to write this book?

A school's mindset to support students who struggle to learn is different from when students struggle to behave. For instance, when a student struggles with reading, educators generally respond with compassion and are ready to do whatever it takes to support that student and close the gap. But when a student struggles with behavior, the response is usually one of frustration.

We've also seen an increase in mental health needs and social-emotional needs in schools over time. With this book, our goal is to give educators the know-how to fully support students in the same way behaviorally as they do academically.

How does this book specifically help educators address these challenges?

Very few actions are ever taken to actually teach the children the behaviors that we want them to demonstrate. Historically, we've just tried to scare students into better performance. But we know that exclusionary practices, such as detention or withholding recess, do not work.

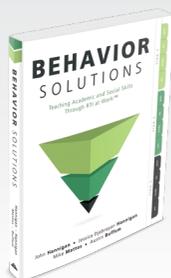
This book delivers a plethora of specific practices, processes, tools, and templates—all aligned to the RTI at Work™ and PLC at Work®

processes—that teachers, teams, and entire school communities can use to support students in positive, productive ways. *Behavior Solutions* also builds upon two foundational PLC and RTI resources: *Learning by Doing* and *Taking Action*. By using these three resources together, educators will have everything they need to fully implement an effective multitiered system of supports (MTSS).

What is one key mindset, strategy, or practice you'd like educators to take away from this book?

We must treat behavior the same as academics. Behavior skills are not genetic—they are taught. As educators, we shouldn't assume that teaching these skills is a job that needs to be done in the home. If we're not pleased with the way students are acting, we need to take the time to teach the behaviors that we want learners to demonstrate.

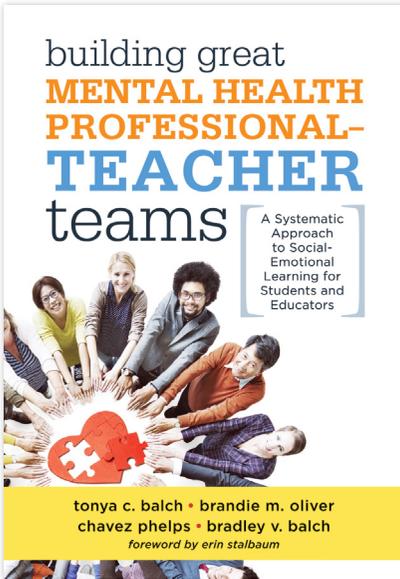
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Build teams committed to whole-child success



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*Social-Emotional Learning;
 Classroom Management & Behavior;
 Violence & Crisis Prevention*



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“The book is amazing and much needed.”

—Deb Lecklider, professor; director,
 Experiential Program for Preparing
 School Principals, Butler University

NEW

Teaching is no longer only about academics—it has become about educating the whole child. Practical and research-based, this resource details how teachers, school counselors, psychologists, and social workers can harness their collective power to support every student’s social-emotional needs.

Benefits

- Discover how cognitive science and neuroscience can help educators better understand challenging students and plan interventions.
- Understand why teams, rather than just groups, matter and how they can achieve true team cohesion through practical advice for connection building and goal setting.
- Develop greater sensitivity to the needs of a diverse array of students, and discover ways to build trust, respect, and inclusivity within schools.
- Learn how to examine and resist one’s own implicit biases.
- Gain a deeper understanding of how social-emotional learning (SEL) positively impacts students and classrooms and how to incorporate it into everyday instruction.
- Access professional development activities designed to help teams enact each chapter’s content and strengthen the group dynamic.



Introduction

If you are a teacher, the journey to student success may seem more like a complicated labyrinth or maze, full of challenging twists and bends with multiple entrances, exits, and pathway choices. The journey to supporting and building capacity for student success from the perspective of mental health professionals—that is, school counselors, school psychologists, and social workers—may also feel like a daily walk or run through these same complex pathways. As professional educators, you are confronted daily along this journey with the realities of continuous improvement, a plethora of student-achievement assessment, the needs of supporting healthy school climates and cultures amidst a host of negative forces bearing down on schools, and the complex array of challenges that students and families deal with that impact learning.

No doubt this journey can seem daunting, if not exhausting. A key question for professional educators and mental health professionals alike to ask themselves is, “Do I get energy from this daily journey on behalf of the students I serve that excites and invigorates me, or is this journey draining my energy and exhausting me?” If your answer is the latter, your professional situation is simply not sustainable and contributes to a larger, predictable pattern in which ever-increasing numbers of educators are permanently leaving the profession altogether, a problem compounded by the fact that increasingly, fewer people are entering the profession (García & Weiss, 2019).

If you could rise above the labyrinth or maze from time to time to take a 30,000-foot view of education, the purposeful nature of the journey might reveal itself: a systematic and intentional pathway with more strategic emphasis, allowing you to focus and reflect on your professional efforts and contribute in ways that bring energy to your job. It is remapping this

(Continued on page 24)

complex journey with hopeful purpose and strategic intentionality that we hope to address. We are deeply committed to the position that a comprehensive approach to teaching and learning is best approached from a team perspective that moves beyond silos for academic and social-emotional emphases to a mapped systematic plan; a mental health professional–teacher team is far better positioned for fostering student success than either would be working in isolation as individual professionals.

Both society and schools must address the complex issues related to trauma, including abuse, neglect, poverty, addiction, violence, and a host of other factors impacting the health and wellness of so many people. In fact, it is estimated that one in five school-aged children in the United States and Canada shows signs or symptoms of mental health disorders annually (Anderson & Cardoza, 2016; Caring for Kids, 2017). For students who live daily with stress or trauma, the classroom may be the most stable part of their day. These students often dislike inclement weather, school cancellations, or holidays because school has become their one reliable, safe place.

In varying ways, educators are attempting to address these big social issues as best they can, but these same educators are also fighting a negative narrative that they are failing to teach children adequately to be competitive in an era of globalization and economic competition. Pressures mount for outcome-oriented, measurable learning gains. As such, measurable learning gains (as evidenced through high-stakes testing and other means of assessment) often compete for priority with students’ (and educators’) health and wellness needs (FairTest, 2007). In this competing scenario, what are teachers and mental health professionals to do? Should student success as measured by assessments be the emphasis? Should a more whole-child approach with an emphasis on social-emotional learning (SEL) serve as a student success imperative? Should the focus be both academic and whole child? *Can* it be both? For the purposes of this book, SEL is a means through “which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020).

Excerpt from pages 1–2 of *Building Great Mental Health Professional–Teacher Teams: A Systematic Approach to Social-Emotional Learning for Students and Educators* by Tonya C. Balch, Brandie M. Oliver, Chavez Phelps, and Bradley V. Balch. Copyright 2021 by Solution Tree Press. All rights reserved.



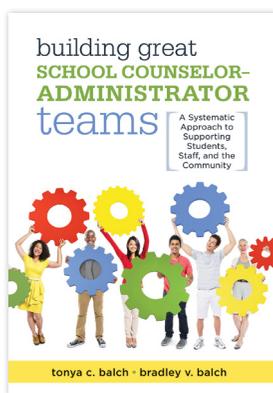
Building Great School Counselor–Administrator Teams

A Systematic Approach to Supporting Students, Staff, and the Community

By Tonya C. Balch and Bradley V. “Brad” Balch

By working together, administrators and school counselors can greatly accelerate their impact on school improvement and student achievement. With this practical resource, readers will discover a systematic approach for establishing an effective school counselor–administrator team.

- Navigate the evolving roles of school counselors and administrators to build high-performing teams.
- Examine the concepts of purposeful collaboration and consensus building among school administrators and guidance counselors: the implementation, uses, and benefits to including them in your group decision-making model.



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School Improvement



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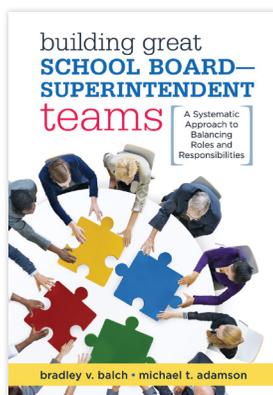
Building Great School Board–Superintendent Teams

A Systematic Approach to Balancing Roles and Responsibilities

By Bradley V. Balch and Michael T. Adamson

Effectively address urgent challenges and drive continuous improvement by developing strong school board–superintendent teams. The authors offer a systematic approach for establishing a team that can efficiently address demands, avoid conflict, and respond to the ever-changing educational environment.

- Consider how the school board–superintendent team can remain sustainable and productive in governance and leadership.
- Foster committed team relationships and develop the important qualities of team leadership.
- Clarify the roles and responsibilities of school board–superintendent team members to improve governance and avoid conflict.



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Leadership

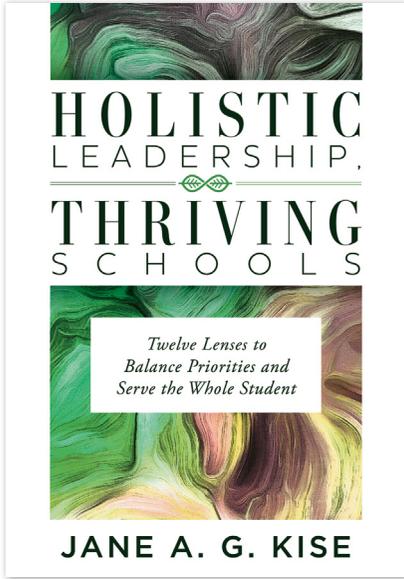


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won’t be able to put down.”*

—Stephanie Hirsh,
executive director,
Learning Forward

Build a school where students flourish academically while getting their needs met socially, physically, and emotionally. With this practical guide, school leaders will discover a toolkit of strategies for navigating competing priorities and uniting their school communities around one common purpose: supporting the whole child.

Benefits

- Understand the benefits of student engagement and having the whole child present in the classroom.
- Study the twelve lenses of school leadership—core educational leadership responsibilities that are essential for leading whole-child schools.
- Overcome biases and balance student and adult needs by developing leadership skills and emotional intelligence.
- Learn how effective educational leadership goal-setting can create an environment strengthened by collaborative trust, where students and educators feel engaged and motivated.
- Gain insight into SMART goal-setting for leadership development, establishing a priority focus to achieve real goals.



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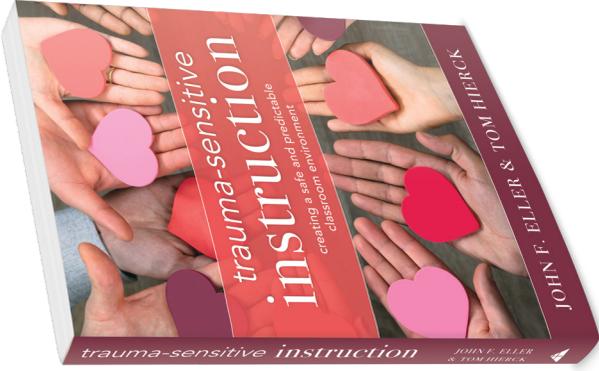
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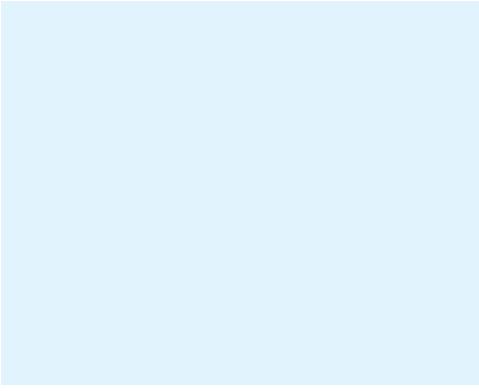
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