

# **BROOKES** STYLE GUIDE

**PUBLISHING C<sup>o</sup>**®

**INTRODUCTION**

**ABBREVIATIONS**

**ALPHABETIZATION**

**CAPITALIZATION**

**COLLECTIVE NOUNS**

**CONTRACTIONS**

**CREDITING SOURCES**

**CREDIT LINES**

**REFERENCES AND CITATIONS**

**DEGREES, DESIGNATIONS, AND AFFILIATIONS**

**FIGURE KEY**

**FIGURES VERSUS TABLES**

**FOOTNOTES**

**GEOGRAPHIC LOCATIONS**

**GLOSSARIES**

**HEADINGS**

**LISTS**

**NUMBERS, EQUATIONS, AND STATISTICAL AND MATHEMATICAL SYMBOLS**

**PARAPHRASING**

**PREPOSITION *OF***

**PUNCTUATION**

**QUOTATIONS AND EXTRACTS**

**SPECIAL TERMINOLOGY**

**SPEECH SOUNDS**

**SYMBOLS, SIGNS, AND SPECIAL CHARACTERS**

**TABLE NOTES**

**TESTS AND CURRICULA**

**TRADE, BRAND, AND DRUG NAMES**

**TRADEMARKS**

**TYPE STYLE**

**VOICE**

**APPENDIX A: REGISTERED TRADEMARKS**

**APPENDIX B: ASSERTED TRADEMARKS**

## **INTRODUCTION**

Brookes style closely follows the sixth edition of *Publication Manual of the American Psychological Association* (APA) regarding editorial and reference style guidelines. In addition, Brookes sometimes uses the 16th edition of the *Chicago Manual of Style* (CMS). Section and page information for APA and CMS style rules are provided for each topic, when applicable, along with any Brookes' house style exceptions.

Brookes uses the *American Heritage Dictionary* 5th ed. <https://ahdictionary.com/> for spelling, but not for punctuation. Brookes uses the 28th edition of *Stedman's Medical Dictionary* for spelling of medical terms.

## **ABBREVIATIONS (APA, 6th ed. 4.22–4.30, p. 106–111)**

### ***Exceptions***

- Spell out the term when it is first cited in the book or in each chapter followed by its abbreviation in parentheses. The abbreviation is then used throughout the rest of the book or chapter. This does not apply to terms first cited in a heading. Headings do not contain abbreviations. If a term that typically has an abbreviation or acronym only appears once in a book or a chapter, the abbreviation or acronym should not be listed.
- In the front matter, spell out the term followed by its abbreviation in each new section.
- Books written by a single author have abbreviations spelled out at their first occurrence in the text.
- Edited/contributed books have abbreviations spelled out at the first occurrence in each chapter.
- The abbreviation for versus, “vs.”, is used within parenthetical text only.
- Abbreviations of laws should come directly after the words they are abbreviating, such as Individuals with Disabilities Education Act (IDEA) of 1990, not Individuals with Disabilities Education Act of 1990 (IDEA).
- Punctuate *D.C.* (as in *Washington, D.C.*) as *DC* in references and as *D.C.* in text.

## **ALPHABETIZATION: (CMS, 16th ed., 16.60, p. 832)**

Brookes style follows the word-by-word system.

### ***Exceptions***

**Numbers:** For public laws, PL numbers are sorted numerically.

**Concurrent reference citations:** Alphabetize within the text as well as in the entries in a reference list.

**Author names with initials in reference list:** The reference list entries are alphabetized without regard to presence/absence of the middle initial.

## **CAPITALIZATION (APA, 6th ed., 4.14–4.20, pp. 101–104)**

### ***Exceptions***

- The interjection *O*
- Title of a person whether it precedes or follows a name and is not introduced with an article (e.g., President Jeff Brookes; Jeff Brookes is President; Jeff Brookes is the president)
- First letter of a name of a game (e.g., Pat-a-cake)
- When hyphenated compounds are capitalized, each part of the compound is capitalized if it could stand alone as a word. If part of the compound could not stand alone as a word, then only the first letter of the compound is capitalized.

## **COLLECTIVE NOUNS**

**Verbs with Collective Nouns** ([www.apastyle.org](http://www.apastyle.org), 3.19 Supplemental Material)

### ***Exceptions***

Brookes always treats the noun *staff* as plural.

## **CONTRACTIONS**

In general, contractions should be avoided except in extremely informal text (e.g., case studies, vignettes, dialogues), per author preference, and (of course) in quoted text. In addition, even in informal text, spelled-out forms should be used if contractions are awkward.

## **CREDITING SOURCES**

### **Credit Lines**

Credit lines may differ in format because some publishers require specific wording, but when specific wording is not required, Brookes style should be followed.

#### ***Extracts***

Generally, it is only necessary to indicate the source of an extract by author in the text prior to or at the end of the extract and to provide the year and page number(s) at the end of the extract per APA guidelines. If a publisher requires a specific credit line for an extract, put the necessary information on the copyright page of the front matter, on a special credits page for the book (if there are other such credit lines), or as a footnote on the page where the extract appears. The copyright page is the preferred place for this type of credit.

Examples:

Brookes' style

Permission to reprint the following material is gratefully acknowledged:

Page 8: Quotation from Wilensky, H.L., & Lebauxx, C.N. (1958). *Industrial society and social welfare* (pp. 67–68). New York, NY: Russell Sage Foundation; reprinted by permission.

Or,

Publisher specific

The excerpt on page 32 is from OWEN by Kevin Henkes. Copyright © 1993 by Kevin Henkes. Used by permission of HarperCollins Publishers.

### ***Reprinted or Adapted Tables or Figures***

For tables or figures that are reprinted from another source with no changes or that retain 50% or more of the original material, a credit line should appear as the first table note or in parentheses as the last sentence of the figure legend. When typeset, the first line of each table note will be preceded by an em space. In a figure legend credit, because of the parentheses, the year, issue number (if any), and edition/page number should be in brackets. The following credit lines are examples of standard APA, 6e-style credit lines for a table and a figure, respectively.

From Reichle, J.E., & Yoder, D.E. (1979). Assessment and early stimulation of communication in the severely and profoundly retarded. In R.L. York & E. Edgar (Eds.), *Teaching the severely handicapped* (Vol. 4, p. 10). Columbus, OH: Special Press; reprinted by permission.

**Figure 12.1.** The motor development of the blind child is delayed. (From Orelove, F.P., & Sobsey, D. [1995]. *Educating children with multiple disabilities* [4th ed., p. 123]. Baltimore, MD: Paul H. Brookes Publishing Co.; adapted by permission.)

**\*Note:** Follow specific rightsholder instructions, if part of the permission contract.

### ***Public Domain***

If an item in the public domain is reprinted or adapted with less than 50% changed, then the item is handled the same as the reprint/adapt credit line but with no “reprinted/adapted by permission” at the end:

From Bartlett, J. (2006). *State of the Union address*. Washington, DC: White House Printing Office.

**Figure 14.1.** Cabinet organization chart. (From Bartlett, J. [2006]. *State of the Union address*. Washington, DC: White House Printing Office.)

### **Reprinted Chapters**

Authors are responsible for obtaining permission to reprint a chapter or journal article as an entire chapter of a Brookes book. Permission would also be required for use of portions (more than 5%) of a chapter or an article. The credit line for such a reprint should appear as the first unnumbered footnote on the opening page of the chapter under a .5-pt., 5-pica rule:

Portions of this chapter are from York-Barr, J., Rainforth, B., & Locke, P. (1996). Developing instructional applications. In F.P. Orelove & D. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (3rd ed., pp. 119–160). Baltimore, MD: Paul H. Brookes Publishing Co.; reprinted by permission.

(See Footnotes for the order to use for multiple footnotes on the opening page of a chapter.)

If one specific section of a chapter in a Brookes book is reprinted from a chapter or journal article, then the footnote appears instead as a numbered footnote on the first page of the section. The footnote number callout would appear at the end of the heading for that section.

This section is from York-Barr, J., Rainforth, B., & Locke, P. (1996). Developing instructional applications. In F.P. Orelove & D. Sobsey (Eds.), *Educating children with multiple disabilities: A transdisciplinary approach* (3rd ed., pp. 119–160). Baltimore, MD: Paul H. Brookes Publishing Co.; reprinted by permission.

### **Source lines**

Permission is not needed when a table or figure is adapted more than 50% from the original. In this case, just the original source is necessary:

*Source:* Winton, McCollum, and Catlett (1997).

**Figure 1.1.** Work diagram. (Source: Winton, McCollum, & Catlett, 1997.)

## References and Citations (APA 6th ed., 6.22–6.26, pp. 174–224)

### Exceptions

#### References

Brookes books: When Brookes books are cited in a references list, the publisher name should be styled as “Paul H. Brookes Publishing Co.” even though “Co.” is omitted from other publishers’ names per APA style.

Do not include the state in the publisher location when the publisher is a university and a state is part of the university’s name.

#### Citations in Lists

When an entire list is quoted from another source, the citation (i.e., author, year, and page numbers) appears at the end of the last item in the list, which should be coded as an extract list (e.g., extract numbered list, extract bulleted list). If the author and year have been cited in a previous sentence in the same paragraph and cannot be confused with another source, then only the page numbers appear at the end of the last item in the list.

When a list is adapted more than 50% or paraphrased, the in-text citation should appear within the sentence that introduces the list (so that the citation is not interpreted as being linked merely to the last list item), no page number should be given, and the list should be coded as a typical list, not as an extract list to be set in smaller type.

#### Legal Citations (APA, 6th ed., Appendix 7.1, p. 216)

### Exceptions

#### Public Laws

At the first mention of a public law in the text, the PL number of a public law should be included in parentheses after the name of the PL. The PL number does not have periods in the abbreviation, and PL numbers are hyphenated. The index of a book with PL numbers should list the law as a main entry (including any abbreviation listed in the text and including the PL number). For instance,

Americans with Disabilities Act (ADA) of 1990 (PL 101-336)

For each PL in the index, the appropriate cross-reference entries should be included—for example:

ADA, *see* Americans with Disabilities Act of 1990 (PL 101-336)

PL 101-336, *see* Americans with Disabilities Act (ADA) of 1990

When using abbreviations for names of PLs, it is best to avoid truncating years, to avoid typesetting problems. That is, it is preferable to use IDEA 1997 or PL 105-17 (not IDEA '97) as an abbreviation for the Individuals with Disabilities Education Act of 1997 because an apostrophe with a space before it may inadvertently be typeset or presented in Microsoft Word backward (e.g., as IDEA '97 rather than as IDEA '97).

Public Law (PL) numbers are the Congress and law numbers. The first Congress was elected in 1787, and each Congress is 2 years long. An easy way to verify the year and session of Congress of a PL is to divide the number of years since 1787 by 2. For example, the No Child Left Behind Act of 2001 (PL 107-110) is the 110th Public Law enacted in the 107th session of Congress.

Public laws are codified in the *United States Code*. Reference entries for public laws should list the name of the public law, then Title 00, U.S.C. §§ 0000 *et seq.* The Latin abbreviation *et seq.* is short for *et sequens*, meaning “and following,” which is only partly true. Frequently, legislation gets scattered in various sections of the code; the section cited should be the first one where the main portion of the act is located in the code.

See the appendix for a list of commonly cited public laws and tips on searching for information about public laws.

### Regulations

Federal agencies and departments of the executive branch adopt federal regulations to implement and enforce PLs. Federal regulations, as well as executive orders and other types of rulings, are published in the *Federal Register*, listed in a references list as 000 Fed. Reg. 00,000 (year), and are codified as the *Code of Federal Regulations*, listed in a references list as Title 000, C.F.R. §§ 0000–0000 (year). The *Code of Federal Regulations* is a permanent document that is constantly being revised and amended. If an author is not able to provide enough information about a federal regulation for a reference list entry (see APA, 6th ed., p. 223), the information may be found online at the National Archives and Records Administration’s searchable database of the C.F.R. (<http://www.access.gpo.gov/nara/cfr/cfr-table-search.html>).

### Court Cases (APA, 6th ed., p. 217)

#### **Exceptions**

*The Bluebook: A Uniform System of Citation (Rule 10)* explains how to abbreviate case names. Case names should be referred to and referenced as published; it is not important to have the complete case name or the real name of the person who was the plaintiff or defendant. In Brookes books, a case name may appear in the text as *Timothy W. v. Rochester, New Hampshire, Board of Education*.



## **DEGREES, DESIGNATIONS, AND AFFILIATIONS (CMS, 16th ed., 10.20 p. 494)**

### ***Exceptions***

The following degrees, which sometimes appear in Brookes books, are not listed in *CMS*:

D.S.W., doctor of social work, and M.P.H., master of public health

Unlike *CMS* style, Brookes style includes periods in abbreviations for all degrees. The spelled-out forms should be treated as generic terms, not proper nouns (master of arts, not Master of Arts).

Per Brookes style, designations for certifications and licenses do not take periods in the abbreviated form. For example,

BCBA, Board Certified Behavior Analyst

CCC-A, Certificate of Clinical Competence–Audiology

CCC-SLP, Certificate of Clinical Competence–Speech-Language Pathology

LCSW, licensed clinical social worker

LPN, licensed practical nurse

OT, occupational therapist

OTR/L, occupational therapist, registered, licensed

RD, registered dietician

PT, physical therapist

RN, registered nurse

Certifications are avoided unless author wants to list them; if listed, they appear after the degrees (unless author prefers otherwise).

### **FIGURE KEY**

For a key, the note should begin with the word *Key*: in italics—for example,

*Key*: EI, early intervention; ECSE, early childhood special education.

A figure key is placed after the figure legend text (and its ending punctuation) as well as after any parenthetical credit or source line text, with all ending punctuation within parentheses—for example,

**Figure 1.1.** Amount of time Taylor spent off task during math class. (*Source*: Smith, 2014.)  
(*Key*: min., minute; hr., hour; wk., week.)

## **FIGURES VERSUS TABLES**

Determine whether something is a figure or a table using the following guidelines.

### **Figures**

A figure is a chart, graph, photograph, drawing, form, activity, or other depiction (e.g., a checklist, a flowchart). All figures should be easy to understand and their purpose readily apparent without having to consult the text.

### **Tables**

A table is a collection of text, usually facts and figures. It usually is made up of statistical information relating two or more variables arranged in columns and rows. It might also be a list of items (using bullets).

## **FOOTNOTES (APA, 6th ed., 2.12, p. 37)**

### ***Exceptions***

Avoid footnotes in chapter text except when necessary to list grant information, acknowledge someone's work on a contributed chapter, or include permission information (footnotes in tables, however, are acceptable; see **Table Notes** for more information). Notes that go into detail about, for example, a concept mentioned in the text should be worked into the text, or the production editor should decide whether that note is necessary. Some information that authors provide as footnotes can be placed on the copyright page or elsewhere in the front matter instead.

Footnotes that apply globally to a chapter are presented as unnumbered footnotes on the opening page of the chapter. Copyright permission footnotes that apply to the entire chapter are always first (e.g., if a chapter is reprinted from an article), followed by footnotes about grant information (if applicable), followed by any other footnotes that apply to the whole chapter, followed by any numbered footnotes on the first page of the chapter.

## **GEOGRAPHIC LOCATIONS (APA, 6th ed., 6.30, p. 186)**

## **GLOSSARIES**

Typically, the glossary is the last item before the index (for ease of locating the glossary). Following are key points to remember about glossaries:

- In the glossary, each term should be boldface and all lowercase unless it is a proper noun. The first word of each definition should begin with an uppercase letter.

- Typically, the typesetter will be instructed to leave an em space between the boldface term and its definition. The manuscript file should contain a tab character between each term and its definition.
- Typically, each definition ends with a period even if not a full sentence.
- Each term and its definition should be the same part of speech.
- In main entries, all terms that are abbreviated in the book should appear followed by their abbreviations in parentheses.
- A cross-reference should be added to link each abbreviation to its main entry. (No cross-reference is used if it would appear *immediately* before or after the main entry.)
- Separate cross-references to multiple entries with a semicolon. The multiple items that are cross-referenced should be presented in alphabetical order. Example:  
**tests** See criterion-referenced tests; curriculum-referenced tests.
- Cross-references using *see* or *see also* as appropriate should be added for synonyms.
- Main entries with synonyms that do not have their own main entries should mention the synonyms using the phrase *also called*.
- For ease of reading, multipart definitions can be denoted using a numbered list that is run in with the text of the definition.
- Unlike indexes, extra space is not used between alphabet groups.
- See Alphabetization for information on alphabetizing entries.
- If reference citations appear in the glossary, the corresponding reference entries typically appear in a references list at the end of the glossary.

## **HEADINGS**

Headings should be organized logically and should be consistent.

At least two subheadings should appear under each main heading. If an author has only one subheading under a main heading, the editor should consider whether that subheading is needed at all.

## **LISTS**

### **Run-in Lists**

Run-in lists include a series of short items run in with the text. Unlike APA style, in lists that are run in with the text, Brookes uses numerals rather than letters and only ending parentheses to denote items in a list run in with text: 1), 2), 3) and so forth, not (a), (b), (c) and not a), b), c).

If an introductory statement sets off a list within the text, use a colon at the end of this introductory statement if it is a complete sentence. If the components of the list complete the sentence, omit any punctuation at the end of the introductory statement. Only use a capital letter after a colon if the phrase following the colon is a complete sentence. Use semicolons with commas to separate each list entry only if there are commas embedded in the list items. For instance,

Three ingredients are necessary for playing in the mud: 1) a location consisting primarily of dirt, 2) rain or water, and 3) you.

The three ingredients necessary for playing in the mud are 1) a location primarily consisting of dirt, 2) rain or water, and 3) you.

Before you go on a long trip, you must first 1) wash all laundry; 2) wash, dry, and put away dishes; 3) set the automatic light switch; and 4) unplug appliances.

### **Displayed Lists**

In displayed lists, each item should begin with an uppercase letter, unless the list is included in a direct quote. Only end each item with a period if the item (not combined with the introductory phrase) is a complete sentence. If the items are not complete sentences, do not place commas after each item and do not use *and* before the final item. When possible, list items should be consistent (all are or are not complete sentences), unless edits to do so would be extremely awkward.

- **Bulleted** When the introductory phrase before a list is part of a sentence that will be finished in each listed item, or if the listed items do not belong in chronological or step-by-step order, the items are often bulleted.
- **Numbered or Lettered** Numbered or lettered lists are used when the introductory text emphasizes the number of items or when items are listed in order of importance or occurrence. It is also a good idea to use numbers or letters with list items that will be referred to later in the text. In general, lists using Arabic numerals are preferred; lettered lists typically are used in nested lists.

## **NUMBERS, EQUATIONS, AND STATISTICAL AND MATHEMATICAL SYMBOLS**

**Numbers (APA, 6th ed., 4.31–4.38, pp. 111–114)**

### **Exceptions**

Telephone numbers should use hyphens rather than parentheses.

**Equations (APA, 6th ed., 4.47–4.49, pp. 123–124) and statistical and mathematical symbols (APA, 6th ed., 4.411–4.46, pp. 116–123)**

### **Exceptions**

When fractions appear in numeral form (instead of word form), they should appear in *manuscript* as typed numerals (rather than as special character fraction symbols): 2 1/2, not 2½. In *manuscript*, a space should appear before the fraction so that the typesetter will be able to distinguish the whole number from the fraction.

See the section called Hyphens and Dashes within Punctuation for hyphenation guidelines for spelled-out forms of fractions. See the section called Symbols, Signs, and Special Characters for more information on noting math symbols for the typesetter.

## **PARAPHRASING (APA, 6th ed., 1.10, pp. 15–16)**

### **PREPOSITION OF**

Sometimes prepositions are used redundantly or colloquially: circle *around*, *from* hence, request *for*, out *of* (when direction is meant). The preposition *of*, in particular, is questionable depending on its usage. The *out of* fault usually appears in this manner: *Mr. Smith slipped out of the side door of his official residence*. This sentence makes it sound as if Mr. Smith had been in the door—not the doorway—and that he emerged from it. Make it *out the side door*. The phrase *out of* is not, of course, incorrect per se; *out of a job* and *out of charity* are examples of proper usage. Regarding the phrase *off of*, as in *She borrowed \$5 off of me* or *The doctor took the patients off of barbiturates*, either change *off of* to *from* (first sentence) or delete *of* (second sentence). *All of* is preferred when it precedes a noun with an article (e.g., *All of the horses got out of the corral*; *You don't have the attend all of the events*), but when an article is not present, *of* is not necessary (e.g., *Will all guests report to the auditorium?*).

## **PUNCTUATION**

### **Comma**

- Before and after *Inc.*
- Before and after *D.C.* when the city name *Washington, D.C.*, appears in regular text.

Do not use a comma before the subordinating conjunction *so that*, which means *in order to* and which is not the same as the coordinating conjunction *so* (e.g., *He turned off his pager so that it would not beep during the concert*).

## Ellipsis Points (APA, 6th ed., 6.08, pp. 172–173)

### Exceptions

- Marketing and book cover copy

## Hyphens and Dashes (APA, 6th ed., 4.13, p. 97 and Table 4.1, p. 98)

### Exceptions

- Use a hyphen to connect two adjectives that precede a noun and that act as a unit modifier (e.g., *three-way switch*), except when a term is very commonly used (e.g., *income tax evasion*) or when the adjectives contain a proper noun (e.g., *Ohio River valley*, *African American studies*).
- Use a hyphen in the first element of a compound phrase (e.g., *6- and 7-year-old children*, *part-and full-time work*). Also use a hyphen in Public Law numbers (PL 94-142).
- “In general, a compound description only takes a hyphen when it that precedes a noun—for example, “middle-class families” versus “families in the middle class.”
- Use a hyphen with all expressions using *self* (e.g., *self-determination*). Always hyphenate *x-ray*. When used as a unit modifier, *first grade* should be hyphenated (e.g., *first-grade student*).
- Do not use a hyphen with adjectives that include the word *care* as the second word (e.g., *child care provider*, *home care network*) unless preceded by *self*, in which case follow the rule for hyphenating *self*.
- Do not use a hyphen with *-ly* adverbs in compounds.
- Do not use a hyphen with comparative or superlative adjectives in compounds.
- Use an en dash for number and page ranges (e.g., *6–8 feet*), including percentage ranges (e.g., *50%–70%*).
- Use an en dash for noun pairs that modify another noun (e.g., *parent–child interaction*).
- Use an en dash when one part of a compound is an open compound or is hyphenated (e.g., *elementary school–age*, *non–mental health professional*, *non–English-speaking student*) an attached word relates to a multiple-word term (e.g., *non–English-speaking student*)
- Do not use an en dash to represent the word *to* in *from....to* or *between...and* constructions.
- Use hyphens in the abbreviations for editions of the *Diagnostic and Statistical Manual of Mental Disorders* (e.g., for the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*, use *DSM-IV-TR*, not *DSM–IV–TR*).
- Use an em dash instead of a comma to separate a phrase occurring within a sentence from the sentence itself to add emphasis to the phrase. An em dash also can be used to separate a phrase within a sentence when commas are used in that phrase. An em dash typically signifies an abrupt change in thought.

*Example:* There are four seasons—fall, winter, spring, and summer.

*Example:* The children—all of whom had blonde hair—were ready to go.

Generally, words containing common prefixes or suffixes are not hyphenated but closed up. (A list of some prefixes that create words that are closed up can be found in the **APA, 6th ed., p. 99.**)

## **Parentheses and Brackets (APA, 6th ed., 4.09, pp. 93–95)**

### **Exceptions**

When two sets of parentheses appear back to back, combine them by separating items with a semicolon (e.g., IDEA; PL 101-476) unless meaning is affected. Within parentheses, use commas instead of brackets when possible.

When citing the source of text quoted in body text, parentheses come after any quotation marks and before the period. When citing a reference at the end of an extract (block quotation), parentheses come after the period.

## **Semicolons (APA, 6th ed., pp. 89–90)**

## **Slashes (virgule or shill) (APA, 6th ed., 4.11, pp. 95–96)**

### **Exceptions**

Slashes are used to indicate a contrast (e.g., *and/or*) or to denote speech sounds. If used to indicate a contrast, the editor should consider whether other punctuation works better or is more commonly used (e.g., *figure–ground perception*, not *figure/ground perception*). In general, a slash should not be used to separate two terms when one or both terms are more than one word, as the slash leads the eye to link only the words closest to the slash.

A pair of slashes // enclose a phoneme (a speech sound) or a series of phonemes in roman type. Only one slash is used at the start and end. The sounds of the word *cat* are recorded as /kat/ (roman), not as /k/a/t/ or /kat/ (italics).

If the author wants to show blending or segmenting, then the phonemes may be separated by hyphens. When doing this, some authors show each phoneme enclosed in slashes; others use one set of slashes for the entire word: /th/-/a/-/t/ or /th-a-t/. Either format is considered acceptable, if consistently applied. (Again, the sounds would never be notated like this: /th/a/t/.) If an author is talking about blending or segmenting parts of words, then the word may be divided into parts containing more than one speech sound: /st-and/, /g-ot/.

When using slashes to denote sounds, only actual speech sounds can be recorded. Slashes aren't used to denote spellings and names of letters, both of which are denoted with italics instead.

Avoid confusing spellings with speech sounds. For example, the sounds of the word *rabbit* should be recorded as /rabit/, not as /rabbit/, because the double letters represent only one /b/ sound. Similarly, vowel sounds are often recorded incorrectly. The word *head* should be recorded as /hed/ (with a diacritical symbol used or not used over the vowel, per the author's preference), not /head/. Silent *e* is not recorded in speech sound notation: *cake* is recorded as /kāk/.

## **QUOTATIONS AND EXTRACTS (block quotation, APA 6th edition, pp. 170–171)**

### **Exceptions**

Keep in mind the following points regarding quotations and extracts:

- See Ellipsis Points in Punctuation for more information on ellipsis points.
- All single and double quotation marks should be smart quotes, not straight quotes.
- All extracts (block quotations) begin with an uppercase letter.
- A quotation run in with the text is punctuated according to the grammatical function it performs within the sentence. “Quotations serving as subjects, predicate nominatives, or predicate adjectives. . . are not set off by commas unless they also serve as dialogue.”
- In Brookes style, if a page number is provided with a quotation, the year (if cited in same sentence) and page number should appear together in parentheses rather than in separate sets of parentheses in the same sentence. If year has already been cited in the paragraph, then the year is not used with the page number citation.

## **SPECIAL TERMINOLOGY (APA 6th ed., 3.12-3.16, pp. 73–77)**

### **Exceptions**

#### **Disease and Syndrome Names**

Brookes Publishing follows *Stedman’s Medical Dictionary* for spelling, hyphenation, and capitalization style of disease names. Disease names that are commonly mentioned in Brookes books and exceptions are in the Brookes word list.

Brookes style and *Stedman’s* usually call for no possessive when a disease is named after a person, with only proper nouns set as cap/lc: *Down syndrome*, not *Down’s syndrome*, *Down Syndrome*, or *Down’s*. Similarly, disorders in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5; American Psychiatric Association)* are styled in Brookes texts as lowercase unless they contain a proper noun: *anorexia nervosa*, not *Anorexia Nervosa*; *bipolar disorder*, not *Bipolar Disorder*. An exception to this style is made when the text is discussing a specific *DSM* diagnosis or the content of the *DSM*.

#### **Person-First Terminology**

Brookes Publishing follows the person-first terminology guidelines that specify that a person should always be highlighted over a person’s disability to avoid labeling or describing someone based solely on his or her disability. For example, call someone

- An individual with disabilities, *not* a disabled individual
- A person with an intellectual disability, *not* a retarded person



- A woman with autism, *not* an autistic woman
- An infant with cerebral palsy, *not* a cerebral palsied infant
- A typically developing child, *not* a nondisabled child

Describe the person, not the disability; refer to a person’s disability only when it is relevant. Avoid images designed to invoke pity or guilt, including the following:

abnormal [ <i>avoid in reference to a cognitive/social functioning or physical appearance; okay when used to describe a body function, especially in medical texts</i> ]	diseased
	invalid
	lame
afflicted with	mentally challenged
bound to a wheelchair; wheelchair bound	physically challenged
burden	poor
case [ <i>when referring to an individual</i> ]	spastic [ <i>okay when used in a purely medical context—e.g., to describe muscle tone: “Mia has spastic cerebral palsy, whereas Cadyn has, dyskinetic cerebral palsy”</i> ]
confined/restricted to a wheelchair	sufferer; suffers from
crippled	
deaf and dumb; deaf mute	
deficient	survivor
deformed	unfortunate
dependent on	victim
disabled	

Avoid portraying an individual with disabilities who has succeeded as superhuman. This implies that people with disabilities have no talents or unusual gifts. Avoid labeling people as groups such as the disabled, an arthritic, or a retardate.

Exceptions to using person-first terminology are the use of the words *blind* and *deaf*. The blind and Deaf communities find it acceptable to refer to someone as a blind person or a deaf person rather than a person with a visual or hearing impairment.

### **The Term “disabilities,” Various**

In keeping with evolving terminology in the disabilities field, Brookes prefers the terms *intellectual disability (ID)* and/or *intellectual disabilities (ID)* instead of *mental retardation (MR)*. Corresponding edits should be made throughout the text when possible. If changes would be extensive, the author should be queried first. Note that in historical contexts and certain other instances (e.g., *fragile X*

*mental retardation protein*), it is more appropriate to use the term *mental retardation*. In the United Kingdom, the term *learning disabilities* is sometimes used to refer to intellectual disabilities; however, in Brookes books, this usage of the term *learning disabilities* should be avoided to prevent confusion with learning-related problems that are referred to in the United States as *learning disabilities*.

The term *developmental disabilities* is a broader description. It includes intellectual disability but also covers disabilities that are apparent in childhood; severe; chronic; and physical, cognitive, or both.

## **Miscellaneous**

When referring to people who use services, the following guidelines are helpful:

- A *consumer* is a person who buys goods or services, yet most people who use rehabilitative services do not purchase those services themselves. Still, when referring to augmentative and alternative communication (AAC) boards and similar devices, people who use the devices are often referred to as *consumers* when *individuals* does not fit.
- *Patient* implies a medical setting and typically denotes a passive role in relation to a doctor or a nurse and usually is not employed outside of the context of that role. Instead, descriptions that fit the context are acceptable.
- *Client* implies a customer who purchases professional services and can be used as such.
- *Member* indicates that a person belongs to a particular group.

Brookes prefers the term *caregiver* over *caretaker*.

Terminology changes for language sensitivity should not be made to items in the reference list or to quoted text.

## ***Behavior versus Behavioral***

In text that discusses behavior, sometimes the word *behavior* is used in a unit modifier or to modify a noun, and sometimes the word *behavioral* is used (e.g., *behavior analysis*; *behavioral need*). The word list provides examples of common *behavior* and *behavioral* terms. In general, *behavior* is used if the term could be inverted and logically rephrased as *X of behavior* or *X on behavior* (e.g., *behavior analysis*; *analysis of behavior*); *behavioral* is used in cases when such inversion does not work (e.g., a *behavioral need* is a *need that is related to behavior*, not a *need on behavior* or a *need of behavior*; a *behavioral scientist* is a *scientist who studies behavior* not a *scientist of behavior*). Certain *behavior* and *behavioral* terms commonly used in the literature, however, do not follow these general principles. Consult the word list and follow the author's advice about the terminology most common in his or her field.

## **Gender, Ethnicity (APA, 6th ed. pp. 73-76)**

### **Age**

The elder care field has tended to lag behind the disability field in the area of language, and the long-term care field is linguistically still much more closely tied to the medical community than the

disability field is. In Brookes books, avoid terms such as *patient* when referring to anyone more than 65 years old who is living in a nursing home or who happens to have a chronic disease, unless specifically referring to the provision of medical care. Avoid labels such as *the dying*, *the demented*, *the aged*, *the diabetic*, and other examples of collapsing people's identities into a disease or condition. In addition, *older adults* or *older person/individual* is preferred to *the elderly*. Do not use *senior* and *elderly* as nouns. The noun *elder* is acceptable.

## **SPEECH SOUNDS**

Brookes follows two main systems for notating speech sounds: phonic symbol notation and International Phonetic Alphabet (IPA) notation. <http://www.internationalphoneticalphabet.org/>

See Slashes under Punctuation for more on how slashes are used with speech sounds.

## **SYMBOLS, SIGNS, AND SPECIAL CHARACTERS**

- Use symbols with both numbers in a range (e.g., \$10–\$20 million; 40%–50% of children).
- The ampersand is used only within parentheses.

See Numbers, Equations, and Math Symbols for information about fractions expressed in numeral form.

## **TABLE NOTES (APA 6th ed., 5.08-5.16, pp. 128–140)**

### ***Exceptions***

#### **General Notes**

- A credit line or source line should be the first table footnote (TFN) if there are multiple TFNs
- In Brookes books, general notes consist of information that applies to the table as a whole, keys, or permission-related credit or source information.
- For a general note about the table as a whole, the note should begin with the word *Note:* in italics. (Brookes uses a colon rather than a period.)
- For a key, the note should begin with the word *Key:* in italics—for example,  

*Key:* EI, early intervention; ECSE, early childhood special education.
- For a TFN credit line for an item reprinted or adapted by permission, the word *Note:* is not used at the start of the table note. See Credit Lines for more information on styling credit lines.
- For a source line for an item (in which the item was used as a source of information but nothing was taken directly from the source), the TFN should begin with the word *Source:* in italics.

## Specific Notes

- As in APA style, specific notes begin with a superscript lowercase letter set in roman type and closed up to the text of the note. Superscript letters (instead of numerals) are used in specific notes so that they are never confused with exponents.
- Unlike APA style, each new specific note should appear on a new line of text.

## Probability Notes (APA 6th ed., 5.16, pp. 138–141)

### **TESTS AND CURRICULA**

For all tests and curricula cited in the text, a corresponding entry should appear in the reference list.

Test names should be roman cap/lc in text (e.g., Stanford-Binet Intelligence Scales–Fifth Edition) and italic cap/lc in references. Names of curricula should be italic cap/lc in text and italic cap/lc in references (e.g., *Read, Play, and Learn!*). If subtests of a test or parts of a curriculum are mentioned in text, they should be styled in roman cap/lc unless a different style is used in the original test or curriculum.

If an edition number appears with the test and its abbreviation, the spelled-out edition number is preceded by an en dash rather than set off in commas. For example,

Preschool Language Scale–Fourth Edition (PLS-4)

When an edition number appears with the abbreviated name of a test, a hyphen (not an en dash) is used if the abbreviation does not have compound parts. Examples:

Peabody Picture Vocabulary Test–Third Edition (PPVT-III)

Early Language Milestone Scale–Second Edition (ELM Scale–2)

## **TRADE, BRAND, and DRUG NAMES (CMS, 16th ed., 8.145, p. 445; 8.152–8.153, pp. 446–447)**

### **Exceptions**

#### **Trade & Brand Names**

Trade and brand names should be capitalized and punctuated as the owners of the names do. No trademark or registered trademark sign need be added for marks not owned by Brookes or the author.

#### **Drug Names**

The most reliable source for checking the correct spelling of drug names is the *Physician's Desk Reference (PDR.net)* or manufacturers' web sites.

## **TRADEMARKS (See Appendix A: Registered Trademarks and Appendix B: Asserted Trademarks for complete listings)**

### **Trademarks and Service Marks**

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## **TYPE STYLE**

### **Bold**

Boldface type is infrequently used in the body text of Brookes books. For consistency, italics rather than boldface is used for emphasis, listing titles, and so forth. Boldface is used for author names in the biographical portions of the front matter, glossary terms, figure numbers in figure legends, and table numbers in table titles.

Use boldface for punctuation following boldface text, except in the case of parentheses, brackets, quotation marks, and pairs of em dashes, in which case the closing mark should have the same formatting as the opening mark.

Boldface type is indicated with boldface formatting in manuscript files and does not need to be coded or marked by hand. Boldface type for headings is indicated in a project’s specs and does not need shown in the manuscript through boldface formatting.

## **Italics (APA, 6th ed., 4.21, pp. 104–106)**

### **Exceptions**

- Use italics for punctuation following italicized text, except in the case of parentheses, brackets, quotation marks, and pairs of em dashes, in which case the closing mark should have the same formatting as the opening mark.
- Use italics for names of curricula.
- Use italics for court case names in text. Do not use italics for court case names in reference lists.
- Use italics for both the spelled-out title and the abbreviation for the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*—for example,

The primary source of information is the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5; American Psychiatric Association, 2013)*. The *DSM-5* indicates. . .”

Continue to use italics for *DSM* abbreviations once they have been spelled out at first text mention—for example,

As previously explained, the *DSM-IV-TR* did not make this distinction.

- Do not use italics for the name of a single episode from a television series (use quotation marks and cap/lc).
- Do not use italics for names of tests in text. Use italics for names of tests in references lists.
- Do not use italics for titles of songs or fingerplays (use quotation marks and cap/lc; e.g., “The Itsy-Bitsy Spider,” “The Farmer in the Dell”).
- Do not use italics for dialogue and spoken words. See Quotations and Extracts.
- Do not use italics for speech sounds and pronunciations. See Slashes.

### **Small Capitals**





Unless the author specifies another preference, sign language, augmentative and alternative communication (AAC) signs, and output from an AAC device are shown in small capitals (small caps), without quotation marks: He signed NEED BREAK. She pointed to LET’S PLAY A GAME on her communication board. He said WAY TO GO using his voice output communication aid.

Large caps are not used with such instances of small caps: She signed WHERE ARE YOU GOING? (*not* WHERE ARE YOU GOING?).

### **Underlining**

Underlining is typically avoided. When underlining is used in a manuscript for emphasis or for a title (e.g., of a book), italics should be used instead. Underlining that appears with a URL should be removed.

**VOICE (APA, 6th ed., 3.09, pp. 68–70)**










<b>Appendix A: Registered Trademarks and Logos</b>	
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Classroom Assessment and Scoring System (CLASS) was published by Brookes until May 2016. All registered trademarks are held by Teachstone Training, LLC	
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<b>CLASS® acronym</b>	
Paul H. Brookes Publishing Co. logo [full version]	
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## Appendix B: Asserted Trademarks and Logos

ACIRI	
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AEPSinteractive™	n/a
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ASQ-3™	 
ASQ:SE-2™	 
Communication and Symbolic Behavior Scales™	
CSBS™ acronym	
Communication and Symbolic Behavior Scales Developmental Profile™	
CSBS DP™ acronym	
Easy-Score™	n/a
ESQ™ acronym	

ICP™ acronym	
Life Skills Progression™	n/a
LSP™ acronym	
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NNNS™ acronym	
Number Sense Screener™	
NSS™ acronym	
Pediatric Test of Brain Injury™	
PTBI™ acronym	
PICCOLO™ acronym	
Preschool-Wide Evaluation Tool™	n/a
PrePS acronym	
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