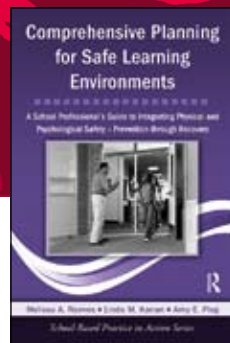
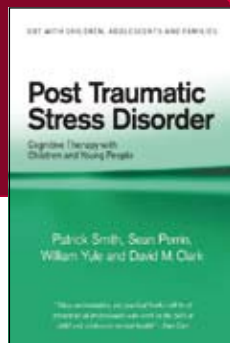
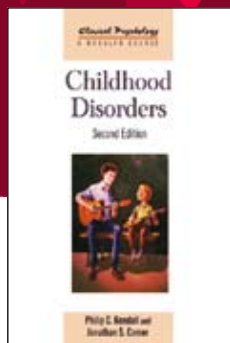
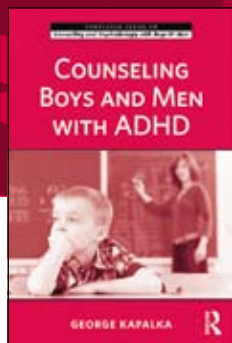


# Child and Adolescent Mental Health 2009-10

## NEW BOOKS AND SELECTED BACKLIST

Child and Adolescent Clinical Psychology and Psychiatry | Child and Adolescent Clinical Problems  
Child and Adolescent Development | Child and Adolescent Jungian Psychotherapy  
Child and Adolescent Psychoanalysis | Cognitive Behavior Therapy | Expressive Therapies  
Family Therapy | Grief and Bereavement | School-Based Mental Health



## CONTENTS

Titles for Parents and Therapists .....	2
Child and Adolescent Clinical Psychology and Psychiatry .....	9
Child and Adolescent Forensic Psychiatry .....	10
Child and Adolescent Clinical Problems .....	10
Child and Adolescent Cognitive Behavior Therapy .....	15
Child and Adolescent Development .....	17
Expressive Therapies .....	19
Art Therapy .....	19
Dance Therapy .....	20
Dramatherapy .....	20
Play Therapy .....	21
Family Therapy .....	23
Grief and Bereavement .....	25
Child and Adolescent Jungian Psychotherapy .....	26
Child and Adolescent Psychoanalysis .....	26
School-Based Mental Health .....	28

## CHILD AND ADOLESCENT MENTAL HEALTH ARENA

Our Child and Adolescent Mental Health Arena is a subject-focused selection of our books and journals in Child and Adolescent Mental Health, allowing you to quickly and easily browse the subject area you're interested in. Most of our books are available at a special **10% discount** if you order them from the Arena, with **free shipping** on orders to the US, Canada and UK if you spend more than \$35/£20.



You can sign up to our subject-specific email alerts on the Arena, to make sure that you receive timely notification of new books, offers, and news – all tailored to the particular subject areas you subscribe to.

As well as our books and journals in Child and Adolescent Mental Health, the Arena also provides up-to-date details of forthcoming conferences, societies, web resources, and blog posts – all specifically related to Child and Adolescent Mental Health.

[www.camharena.com](http://www.camharena.com)

Brought to you by Routledge Mental Health  
[www.routledgementalhealth.com](http://www.routledgementalhealth.com)



### SIGN UP NOW!

To receive information on our latest books via email please visit

[www.routledgementalhealth.com/emails](http://www.routledgementalhealth.com/emails)

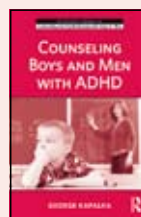
We respect the privacy of our customers: we will always include a link to leave the list in any communication and will never pass on your email address to a third party.



Our email alerting service allows you to receive email notification of new books, special offers, and forthcoming events in specific areas of mental health. Updates are sent periodically and members can unsubscribe at any time.

## READ AND RECOMMEND

ROUTLEDGE  
RECOMMENDS



### Routledge Series on Counseling and Psychotherapy with Boys and Men

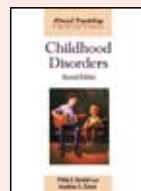
Series Editor: **Mark S. Kiselica** ..... 2



### Changepower!

37 Secrets to Habit Change Success

**Meg Selig** ..... 8



### Childhood Disorders

Second Edition

**Philip C. Kendall**, and

**Jonathan S. Comer** ..... 10



### The Clinician's Guide to Collaborative Caring in Eating Disorders

The New Maudsley Method

Edited by **Janet Treasure**, **Ulrike Schmidt**, and **Pam Macdonald** ..... 12



### CBT with Children, Adolescents and Families Series

Series Editor: **Paul Stallard** ..... 15



### The Handbook of Child and Adolescent Psychotherapy

Psychoanalytic Approaches

Second Edition

Edited by **Monica Lanyado**, and **Ann Horne** ..... 26



### School-Based Practice in Action Series

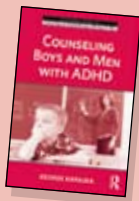
Series Editors: **Rosemary B. Mennuti**, and **Ray W. Christner** ..... 28

## INVITATION TO AUTHORS

If you would like to submit or discuss your book proposal with our **Publisher, George Zimmar**, please email [George.Zimmar@taylorandfrancis.com](mailto:George.Zimmar@taylorandfrancis.com)

## ROUTLEDGE SERIES ON COUNSELING AND PSYCHOTHERAPY WITH BOYS AND MEN

SERIES EDITOR: **MARK S. KISELICA**



The *Routledge Series on Counseling and Psychotherapy with Boys and Men* captures the burgeoning body of knowledge about the emotional and psychological lives of boys and men and the process of counseling them in a male-friendly manner. This series will appeal to mental health practitioners (psychologists, counselors, social workers, psychiatrists, clinical and counseling psychologists, marriage and family therapists, nurses and psychotherapists) and educators who wish for in-depth and practical suggestions for helping men and boys.

Page 2

## SUPERVISION IN THE ARTS THERAPIES SERIES

SERIES EDITOR: **JOY SCHAVERIEN**



This innovative series comprises five edited volumes, each focusing on one of the arts therapies – art, music, drama, dance or sandplay – and reflects on the dynamic nature of the presentation of that art form in supervision.

*Supervision in the Arts Therapies series* makes a timely contribution to the literature and will be essential reading for experienced practitioners, and students of the arts therapies as well as psychotherapists and other professionals engaged in supervision.

Page 22

[www.routledge.com/mentalhealth.com/supervision-arts-therapies](http://www.routledge.com/mentalhealth.com/supervision-arts-therapies)

## CLINICAL PSYCHOLOGY: A MODULAR COURSE SERIES

SERIES EDITOR: **CHRIS R. BREWIN**



*Clinical Psychology: A Modular Course* was designed to overcome problems faced by the traditional textbook in conveying what psychological disorders are really like. All the books in the series, written by leading scholars and practitioners in the field, can be read as stand-alone texts, but they will also integrate with other modules to form a comprehensive resource in clinical psychology.

Page 10

[www.psypress.com/clinicalmodular](http://www.psypress.com/clinicalmodular)

## FAMILY THERAPY AND COUNSELING SERIES

SERIES EDITOR: **JON CARLSON**



The *Family Therapy and Counseling series* is devoted to providing practitioners and students with current information on specific topics relevant to marriage and family therapy, counseling, couples therapy, and child and adolescent therapy. Forthcoming volumes in the series explore divorce, infidelity, religion and spirituality, and family art therapy.

Page 23

[www.routledge.com/mentalhealth.com/family-therapy-and-counseling](http://www.routledge.com/mentalhealth.com/family-therapy-and-counseling)

## CBT WITH CHILDREN, ADOLESCENTS AND FAMILIES SERIES

SERIES EDITOR: **PAUL STALLARD**



The *CBT with Children, Adolescents and Families series* is designed to provide clinicians and trainees with the latest evidence-based clinical programmes and materials for a range of common problems in a concise and accessible format.

Page 15

[www.routledge.com/mentalhealth.com/cbt-with-children](http://www.routledge.com/mentalhealth.com/cbt-with-children)

## SERIES IN DEATH, DYING AND BEREAVEMENT

SERIES EDITOR: **ROBERT NEIMEYER**



Volumes published within the prestigious *Series in Death, Dying, and Bereavement* are representative of the multidisciplinary nature of the intersecting fields of death studies, suicidology, end-of-life care, and grief counseling. The series meets the needs of clinicians, researchers, paraprofessionals, pastoral counselors, and educators by providing cutting edge research, theory, and best practices on the most important topics in these fields – for today and tomorrow.

Page 25

[www.routledge.com/mentalhealth.com/death-dying-and-bereavement](http://www.routledge.com/mentalhealth.com/death-dying-and-bereavement)

## ADOLESCENCE AND SOCIETY SERIES

SERIES EDITOR: **JOHN COLEMAN**



In the 20 years since it began, this series has published some of the key texts in the field of adolescent studies. The series has covered a very wide range of subjects, almost all of them being of central concern to students, researchers and practitioners.

The primary aim of the series is to make accessible to the widest possible readership important and topical evidence relating to adolescent development.

Page 18

[www.psypress.com/adolescence-and-society](http://www.psypress.com/adolescence-and-society)

## SCHOOL-BASED PRACTICE IN ACTION SERIES

SERIES EDITORS: **ROSEMARY B. MENNUTI, AND RAY W. CHRISTNER**



This series provides school-based practitioners with concise practical guidebooks that are designed to facilitate the implementation of evidence-based programs into school settings, putting the best practices in action.

Page 28

Forthcoming!

## Psychotherapy with Older Men

**Tammi Vacha-Haase**, Colorado State University, USA,  
**Stephen R. Wester**, and **Heidi Fowell Christianson**, both at  
University of Wisconsin-Milwaukee, USA

Vacha-Haase, Wester, and Christianson present the newest research findings for the clinical treatment of older men. They begin with a discussion to help the reader understand the older man in the context of society, gender, and aging. The next part of the book focuses on the psychological issues that are common areas of difficulty for older men, including depression, anxiety, and substance abuse, with a specific focus on symptoms, conception, and best-practice interventions for specific clinical challenges.

July 2010: 256pp.

Hb: 978-0-415-99862-8: £50.00/\$90.00

Pb: 978-0-415-99863-5: £19.00/\$34.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*

Forthcoming!

## Therapy with Young Men

### 16-24 Year Olds in Treatment

**Dave Verhaagen**, Licensed Psychologist; Managing Partner/CEO,  
Southeast Psychological Services

Young adult men in their late teens and early twenties are statistically the least happy of any group of males surveyed. What's more, scholarly research tells us that adolescent boys and young men have the highest rates of behavioral problems, completed suicides, and drug and alcohol problems of any demographic group. Young men frequently come into therapy with unresolved identity issues, behavioral problems, and drug and alcohol problems. They also tend to have greater problems managing their emotions and successfully negotiating close interpersonal relationships, which makes therapy more complex and challenging. However, when done well, therapy with young men can be highly effective and quite rewarding for both the therapist and client.

In *Therapy with Young Men*, Verhaagen presents a comprehensive model of therapy with young men that address each of these concerns, beginning with the rapport and engagement process, and then moving to ways to increase motivation for changing problem behaviors and increasing adaptive skills. The book describes a wide range of novel, effective cognitive-behavioral interventions that can readily be employed in the therapeutic process.

**CONTENTS:** The Culture of Young Men. What's Going on Developmentally? Are Men and Women Different? Qualities of Great Therapists. Prelude to Therapy. The Tone of Therapy. Creating a Context of Change. Guiding Principles of Therapy with Young Men. Beginning Therapy. Going Deeper. Helping Identity Formation. Improving Emotional Intelligence. Working on Behavioral and Substance Problems. Improving Relationship Skills.

May 2010: 248pp.

Hb: 978-0-415-80446-2: £38.95/\$69.95

Pb: 978-0-415-80447-9: £19.50/\$34.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*

Forthcoming!

## Culturally Responsive Counseling with Asian American Men

Edited by **William Ming Liu**, University of Iowa, USA, **Derek Kenji Iwamoto**, Yale University, Connecticut, USA, and **Mark H. Chae**, Seton Hall University, New Jersey, USA

With this book, the editors aim to fill a gap in the current literature by providing practitioners with a comprehensive and current review of the most relevant issues that Asian American men experience, as well as by presenting culturally-responsive techniques and novel strategies on how to work with them.

All chapters are written by leading figures in the field and follow a useful and practical format: they begin with a relevant case-study and an introduction to the content of the chapter, highlighting the key research findings and limitations. Next, the authors explore the treatment considerations and key issues that clinicians need to be aware of. They conclude with strategies and interventions based on the case-study discussed at the beginning of the chapter. The result is a highly informative and practice-oriented text.

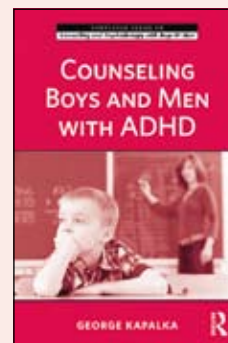
**CONTENTS:** *Liu, Iwamoto, Chae*, Introduction and Overview. *S. Park*, The Face of the Asian American Male Client: A Clinician's Assessment. *Miller*, A Domain- and Context-specific View of Acculturation: Implications for Counseling Asian American Men. *Liang, Rivera, Nathawani, Dang, Douroux*, Dealing with Gendered Racism and Racial Identity Among Asian American Men. *Chu, Akutsu*, Intergenerational Masculinity Strain Among Asian American Men: Emotion Coping and Therapy Approaches. *M. Chae, S. Chae*, Asian American Men and Fatherhood: An Ecological Systems Perspective. *Liu, Concepcion*, Redefining Asian American Identity and Masculinity. *Iwamoto*, Alcohol Abuse and Alcohol-related Problems Among Asian American Men. *Kwan, Mutow*, Career Development of Asian American Men: Stereotyping Influences of Being Asian American, a Man, and "Me." *Hall, Murakami*, Domestic Violence and Sexual Aggression: Culturally Responsive Counseling for Asian American Men. *Nadal*, Sexual Orientation Identity Development and Mental Health Experiences of Gay and Bisexual Asian American Men: Implications for Culturally Competent Counseling. *Y. Park*, Interracial and Interethnic Relationships. *Chang, R. Wong*, Using the Internet to Provide Support, Psychoeducation, and Self-Help to Asian American Men. *Y. Wong, Poon*, Counseling Asian American Men who Demonstrate Suicidal Behavior. *Sheu*, Bridging the International Gap when Counseling Asian and Asian American Men. *Mio*, On Becoming an Asian American Man: My Journey through Adulthood.

February 2010: 382pp.

Hb: 978-0-415-80007-5: £50.00/\$90.00

Pb: 978-0-415-80008-2: £21.00/\$37.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*



New!

## Counseling Boys and Men with ADHD

**George Kapalka**, Monmouth University,  
New Jersey, USA

"Dr. Kapalka has written a clinically sensitive treatise on ADHD in males across the developmental spectrum. Most notable about this book is his deft weaving of case studies with perceptive commentary on treatment strategies... A must-read for clinicians working with ADHD at any age."

- **Mary Fristad**, Ohio State University, USA

This guidebook provides a review of the counseling, educational, and medical interventions that can benefit boys and men with ADHD.

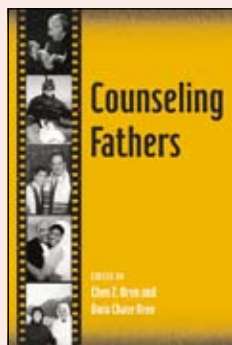
Kapalka begins with a review of symptoms, etiology, assessment, and diagnosis and then discusses a variety of specific interventions: individual counseling, parenting techniques, classroom interventions, and group counseling techniques. The use of medication in conjunction with counseling is also considered. Throughout all of the topics covered, Kapalka emphasizes what it is like to be male and have ADHD and describes the impacts that masculinity and gender expectations can have on the expression of and response to the disorder.

**CONTENTS: Part I: Etiology, Epidemiology, and Course.** Symptoms of ADHD. Epidemiology and Course. Etiology. **Part II: Assessment and Diagnosis.** Assessment. Differential Diagnosis. **Part III: Counseling and Psychotherapy.** Individual Counseling with Boys and Young Teens. Parenting Techniques. Individual Counseling with Men and Older Teens. Working with Spouses and Partners of Men with ADHD. Group Techniques. **Part IV: Educational Interventions.** Educational Modification. Student Behavior Management. **Part V: Medical Approaches.** Stimulant Medications. Nonstimulant Medications. Nutritional and Herbal Interventions.

October 2009: 373pp.

Pb: 978-0-415-99344-9: £24.95/\$39.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*



New!

## Counseling Fathers

Edited by **Chen Z. Oren**, and **Dora Chase Oren**, both at Phillips Graduate Institute, California, USA

Men do not often come for counseling because they are having difficulties with being a father, but many of the presenting problems and reasons for seeking help can be related to the roles and responsibilities of fathering. The dramatic shift in societal

expectations of being a father can often leave men confused as they navigate conflicting views, demands, and responsibilities.

*Counseling Fathers* is designed to bridge the gap between fathers and professional helpers. This book provides the mental health practitioners with a guide for working with fathers in therapy, whether the issues of fathering are at the center of the discussions or in the background. The organization of the book speaks to the variety of today's fathers and the issues that they face. *Counseling Fathers* provides the most up-to-date and comprehensive resource for family and individual practitioners who work with men who father.

**CONTENTS:** Pleck, Foreword. Oren, Oren, Preface: Counseling Diverse Populations of Fathers. **Part I: Historical Perspectives and Current Directions.** Levant, Wimer, The New Fathering Movement. Oren, Englar-Carlson, Stevens, Oren, Counseling Fathers from a Strength-based Perspective. O'Neill, Luan, An Assessment Paradigm for Fathers and Men in Therapy Using Gender Role Conflict Theory. **Part II: Counseling Fathers Across Ethnic Groups.** Cervantes, Mexican American Fatherhood: Culture, Machismo, and Spirituality. Seto, Becker, Narang, Working with Asian American Fathers. Franklin, Another Side of Invisibility: Present and Responsible Black Fathers. Owen, Glass, Counseling Caucasian Fathers: Affirming Cultural Strengths While Addressing White Male Privilege. **Part III: Counseling Specific Populations of Fathers.** Robertson, Challenges and Clinical Issues in Counseling Religiously Affiliated Fathers. Berger, Increasing Clinical and Contextual Awareness When Working with New Fathers. Rochlen, McKelley, Working Therapeutically with Stay-at-Home Fathers. Arcinue, Prince, Counseling Teen Fathers: A Developmentally Sensitive Strength-based Approach. Alonzo, Counseling Gay Fathers: Stepping into the New Frontier. Remer, Massoth, Crumpton, Oren, Oren, Counseling Older Fathers.

June 2009: 344pp.

Pb: 978-0-415-98864-3: £22.00/\$34.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*



## Counseling Troubled Boys A Guidebook for Professionals

Edited by **Mark S. Kiselica**, College of New Jersey, USA, **Matt Englar-Carlson**, California State University, USA, and **Arthur M. Horne**, University of Georgia, USA

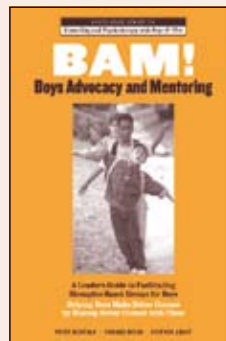
This volume provides practitioners with clear, helpful information about the process of understanding and engaging a wide

array of boys and adolescent males in counseling. It supplies case examples and covers topics including race, ethnicity, religion, and other cultural factors of boys. A practical tool for school and mental health practitioners who need to understand and respond to the developmental and special issues of boys and adolescent males, *Counseling Troubled Boys* creates a bridge between young men and helping professionals. Key content includes adjustment issues, strategies for establishing rapport, interventions, case studies, and suggestions for future training and research.

2007: 336pp.

Pb: 978-0-415-95547-8: £20.99/\$34.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*



## BAM! Boys Advocacy and Mentoring

**A Leader's Guide to Facilitating Strengths-Based Groups for Boys - Helping Boys Make Better Contact by Making Better Contact with Them**

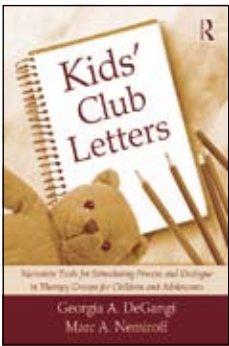
**Peter Mortola**, Lewis & Clark College, Oregon, USA, **Howard Hiton**, Hiton and Associates, Oregon, USA, and **Stephen Grant**, Social Worker, Oregon, USA

Over the past decade, our understanding of the fundamental differences in child development, behavior, and emotional maturity between boys and girls has increased dramatically, and as a result, many gender-specific interventions and support programs have been developed to meet the needs of parents, teachers, and mental health professionals. What has been needed is a pro-active program whose goal is to instill positive skills and patterns in 'at-risk' boys, rather than waiting to address problems after they are already visible. The BAM! program fills this need by providing the first guidebook for group facilitators who want to lead preventative boys groups designed to foster communication skills and emotional connections.

2007: 192pp.

Pb: 978-0-415-96318-3: £22.50/\$34.95

*Routledge Series on Counseling and Psychotherapy with Boys and Men*



New!

## Kids' Club Letters

### Narrative Tools for Stimulating Process and Dialogue in Therapy Groups for Children and Adolescents

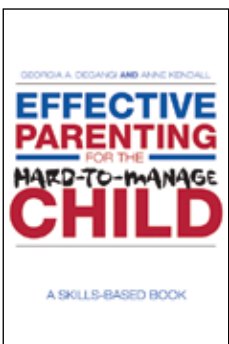
**Georgia A. DeGangi**, in private practice at ITS (Integrated Therapy Services) for Children and Families, Inc., Maryland, USA, and **Marc A. Nemiroff**, Washington School of Psychiatry, Washington, D.C., USA

*Kids' Club Letters* provides an innovative approach to group psychotherapy for school-aged children who experience a range of social and emotional problems. A narrative therapy approach is adapted, taking the form of letters written by the therapist in the voice of a child who is asking for advice about interpersonal or emotional problems. The child in the letter is asking for guidance from the participants in the group psychotherapy. These letters were devised and written for the purpose of structuring responses in group psychotherapy, allowing the participants to address relevant issues for them individually and at the group level. The children in the groups had previously experienced difficulty discussing these issues spontaneously. Hence the 'Dear Group' letter format was born.

**CONTENTS: Part I: Identity Formation and Understanding Oneself.** "Mirror, Mirror on the Wall: Who is the Smartest, Cleverest, Cutest, and Bravest of Them All?" Children Talk about Identity. The Square Peg in a Round Hole. Jack Sprat Got Too Fat, His Wife Got Too Lean. From Butterfly to Moth: Adolescent Metamorphosis. Back-stage or On-stage. To Be or Who to Be: The Question for Parents and the Budding Adolescent. An Unfocused Lens – The ADHD Child's Perspective. "What's Wrong With Me?" "Jumping Out of My Skin." **Part II: Interpersonal Effectiveness.** Living with a Short Fuse. Behind Closed Doors. Who's the Boss? "I'm the Boss!" Alone on a Desert Island. Tell Me Master What to Do! I'll Do Anything... To be Popular Like You. The Sibling Battleground: Friend or Foe? Aliens and Earthlings: Which One Am I? I'm the Best! Right? Impulsivity vs. Social Inhibition: "I'm Too Scared to Speak" vs. "I Couldn't Help Myself." **Part III: Emotional Regulation.** "Feeling Blue" Look Out! I'm Going to Explode! Wringing My Hands!

August 2009: 256pp.

Pb: 978-0-415-99432-3: £27.95/\$49.95



## Effective Parenting for the Hard-to-Manage Child

### A Skills-Based Book

**Georgia A. DeGangi**, in private practice at ITS (Integrated Therapy Services) for Children and Families, Inc., Maryland, USA, and **Anne Kendall**, Central Connecticut University, USA

*Effective Parenting for the Hard-to-Manage*

*Child* is a skills-based book for parents who need practical advice from experts, without all the jargon and generalizations. The book provides specific strategies and techniques for children who are intense, highly reactive, and unable to self-calm.

2007: 304pp.

Pb: 978-0-415-95546-1: £14.95/\$24.95

Forthcoming!

## Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families

### Towards the Promotion of Child and Family Wellbeing

**Ruth Schmidt Neven**, Director, Centre for Child and Family Development, Australia

This book provides an integrated approach to working with children, parents and families that can be applied in a variety of settings. Informed by a psychodynamic perspective, it identifies how we can avoid making generalisations about the behaviour of children by instead considering:

- the meaning of behaviour as an important source of communication
- the commonality of all experience for children, parents and families
- the emotional milestones of development
- the principles of assessment and therapeutic communication and how they are applied.

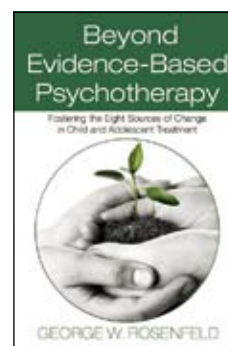
Through the presentation of sound clinical evidence and research *Core Principles of Assessment and Therapeutic Communication with Children, Parents and Families* creates connections between clinical practice and community action.

**CONTENTS: Part I: Point of Departure.** The Rationale for the Book: A Return to Core Principles. Finding the Meaning in Communication: Setting the Scene for Work with Children, Young People and their Parents – How the Child 'Speaks' the Family. Providing a Developmental Scaffold for Effective Practice: Understanding Emotional Milestones. **Part II: The Clinical Core.** Practicalities of the Assessment Process: How to Begin. Practicalities of Therapeutic Communication: How to Continue. **Part III: Application of Core Principles of Assessment and Therapeutic Communication.** Applying Core Principles of Assessment and Therapeutic Communication in Schools, Early Childhood and Health Settings. Assessment and Therapeutic Communication in Working with Separation Loss and Trauma. Towards an Organisational Understanding of Assessment and Therapeutic Communication: How the Professional 'Speaks' Their Organisation. Toward the Promotion of Child and Family Wellbeing: Identifying the Commonality of all Experience for Children, Parents and Families.

April 2010: 216pp.

Hb: 978-0-415-55242-4: £60.00/\$100.00

Pb: 978-0-415-55243-1: £22.99/\$39.95



## Beyond Evidence-Based Psychotherapy

### Fostering the Eight Sources of Change in Child and Adolescent Treatment

**George W. Rosenfeld**, Sutter Counseling Center, Sacramento, California, USA

*Beyond Evidence-Based Psychotherapy* teaches students through a common factors point-of-view, combining research, case studies,

multiple treatment orientations, and a perspective that describes the personal growth of a clinician's career. It differs from previous texts in that it presents the recent research on psychotherapy in a format that is understandable, memorable, and relevant to student concerns, while integrating research and clinical experience to pragmatically guide clinical decisions. This book provides students of child and adolescent psychotherapy that are pursuing degrees in psychiatry,

clinical psychology, social work, and marriage and family counseling with an insight into the practice of a child psychologist with 40,000 hours of experience working with thousands of clients and families.

**CONTENTS:** What Are Reasonable Expectations for Psychotherapy? The 8 Sources of Change in Psychotherapy. The Therapist's Contribution to Treatment. Using the Therapeutic Relationship as a Treatment Tool. How Can I Keep Clients in Treatment so They Can Benefit? Managing Treatment. Engaging Clients Through Seeking Greater Happiness. Has Being a Therapist Been a Good Career Choice? We Are Like Chefs Who Never Eat Out: A Typical Day. Seven and Eleven Week Follow-up.

**2008: 284pp.**

**Hb: 978-0-415-99335-7: £59.50/\$95.00**

**Pb: 978-0-415-99336-4: £25.00/\$39.95**

Series: *Counseling and Psychotherapy*

for further books in this series please visit

[www.routledgejournalhealth.com/counseling-and-psychotherapy](http://www.routledgejournalhealth.com/counseling-and-psychotherapy)



New!

## Child Psychotherapy and Research

New Approaches, Emerging Findings

Edited by **Nick Midgley**, Anna Freud Centre, London, UK, **Jan Anderson**, and **Eve Grainger**, both at North-East London NHS Foundation Trust, UK, **Tanja Nesic-Vuckovic**, South Essex Partnership NHS Trust, UK, and **Cathy Urwin**, Tavistock Clinic, London, UK

"A unique, outstanding and inspiring collection of research papers in child psychotherapy." - **Dr Sebastian Kraemer**, Honorary Consultant, Tavistock Clinic, UK

*Child Psychotherapy and Research* brings together some of the most exciting and innovative research activity taking place within psychoanalytic child psychotherapy today.

Drawing on the expertise of an international range of contributors, this book describes work at the cutting edge of research in psychoanalytic child psychotherapy and related areas. It presents many of the emerging findings while also illustrating a whole range of methodologies – both quantitative and qualitative – that have been developed to investigate this field. The book examines the historical and philosophical background of child psychotherapy research and shows how research illuminates different clinical phenomena, the processes of psychotherapy, its evaluation and outcome.

Recent developments in therapeutic work with children, including the increased focus on evidence-based practice, make research a much higher priority in the field than ever before. With this increasing significance, a whole new generation of clinicians are required to become familiar and competent with research methods and research literature.

**CONTENTS:** *Hobson*, Preface. *Urwin, Anderson, Grainger, Midgley, Nesic-Vuckovic*, Introduction. **Part I: What is Child Psychotherapy Research?** Editor's Introduction. *Fonagy*, Research in Child Psychotherapy: Progress, Problems and Possibilities? *Rustin*, What Do Child Psychotherapists Know? **Part II: Studying the Process of Child Psychotherapy.** Editor's Introduction. *Philps*, Mapping Process in Child Psychotherapy: Steps Towards Drafting a New Method for Evaluating Psychoanalytic Case Studies. *Schneider, Pruetzel-Thomas, Midgley*, Discovering New Ways of Seeing and Speaking About Psychotherapy Process: The Child Psychotherapy Q-set. *Moran, Fonagy*, Psychoanalysis and Diabetic Control: A Single-case Study. *Carlberg*, Exploring Change Processes in

Psychodynamic Child Psychotherapy: The Therapists' Perspective.

**Part III: The Routine Monitoring and Outcome of Child Psychotherapy.**

Editor's Introduction. *Boston, Lush, Grainger*, Evaluation of Psychoanalytic Psychotherapy with Fostered, Adopted and 'In Care' Children. *Trowell, Rhode, Joffe*, Childhood Depression: An Outcome Research Project. *Schacter, Target*, The Adult Outcome of Child Psychoanalysis: The Anna Freud Centre Long-term Follow-up Study. *Urwin*, A Qualitative Framework for Evaluating Clinical Effectiveness in Child Psychotherapy: The Hopes and Expectations for Treatment Approach (HETA).

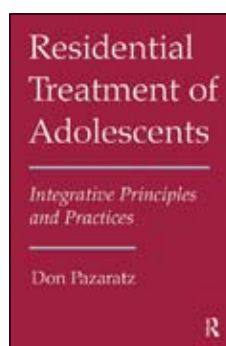
**Part IV: Inter-disciplinary Research.**

Editor's Introduction. *Alvarez, Lee*, Interpersonal Relatedness in Children With Autism: Clinical Complexity versus Scientific Simplicity? *Anderson*, The Mythic Significance of Risk-taking, Dangerous Behaviour. *Hodges, Steele, Kaniuk, Hillman, Asquith*, Narratives in Assessment and Research on the Development of Attachments in Maltreated Children. *Mayes, Thomas*, Social Neuroscience and Theories of Therapeutic Action: Some Implications for Child Psychotherapy.

**February 2009: 248pp.**

**Hb: 978-0-415-42202-4: £60.00/\$100.00**

**Pb: 978-0-415-42203-1: £22.99/\$40.00**



New!

## Residential Treatment of Adolescents

Integrative Principles and Practices

**Don Pazaratz**, president and founder of Warren Youth Services

In *Residential Treatment of Adolescents*, Pazaratz discusses how practitioners can remain emotionally available for the needs of

their residents without feeling overwhelmed. Readers will be apprised of ways to deal judiciously with residents who try to circumvent, con, play workers off each other, and even attempt to seduce or manipulate the worker.

Each chapter instructs readers to observe their clients and comprehend how they relate to the total environment, in order to determine what the resident is feeling and how he or she makes use of personal resources. This contextual understanding helps to answer questions such as: What are the youngster's goals? What factors obstruct the change process? What are the youngster's defenses and against what? How does the youngster use the milieu (staff and peers) and the community as resources? How can the youngster get significant others to react differently to him or her?

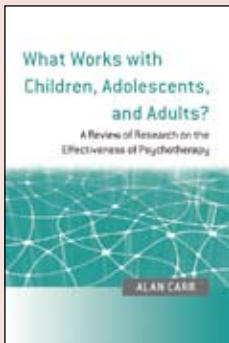
Ultimately, Pazaratz demonstrates that effective treatment staff do not create dependent youth, make treatment oppressive, or enact a role based upon giving consequences. Instead, the reader will learn to integrate diverse intervention strategies into the resident's normal cycle of daily life and how to interact within a team structure.

**CONTENTS:** Principles and Practices of Residential Treatment and of the Four Phase System. Evaluation. Psychosocial Assessment by Child and Youth Care Workers. Group Living. Family Work in Residential Treatment. Modifying Behaviour Through the Use of a Level/Reinforcement System. The Role of Direct Care Staff in Residential Treatment. Positive Discipline. Therapeutic Programming. The Role of Education in Residential Treatment. Residential Treatment of a Disturbed Adolescent: A Case Study. Afterword.

**February 2009: 242pp.**

**Hb: 978-0-415-99708-9: £24.99/\$44.95**

BOOKS BY ALAN CARR



**What Works with Children, Adolescents, and Adults?**

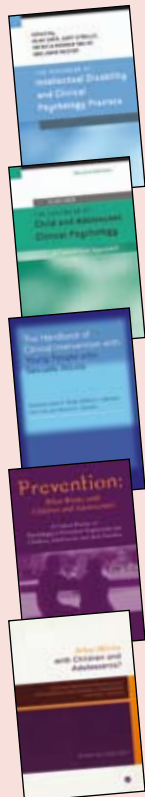
**A Review of Research on the Effectiveness of Psychotherapy**

Alan Carr, University College Dublin, Ireland

"... I have little doubt that *What Works with Children, Adolescents, and Adults?* will be one of the books that people will really value reading... It is a book that will be useful both for the novice to this area... as well as for the more expert reader for whom it will provide an excellent resource of up-to-date research evidence. An excellent book which I highly recommend." - **Ivan Eisler**, Kings College, Institute of Psychiatry, London, UK

*What Works with Children, Adolescents, and Adults?* provides an up-to-date review of research on the effectiveness of psychotherapy and psychological interventions with children, adolescents, adults, people in later life, and people with intellectual and pervasive developmental disabilities. This comprehensive, user-friendly guide will inform clinical practice, service development and policy. It will be invaluable to psychotherapists, service managers, policymakers, and researchers.

2008: 400pp.  
Hb: 978-0-415-45290-8: £65.00/\$110.00  
Pb: 978-0-415-45291-5: £24.99/\$43.95



**Carr et al., Eds.: The Handbook of Intellectual Disability and Clinical Psychology Practice**

Hb: 978-1-58391-861-6: 2007: 992pp. £100.00/\$170.95  
Pb: 978-1-58391-862-3: 2007: 992pp. £34.99/\$62.95

**Carr: The Handbook of Child and Adolescent Clinical Psychology: A Contextual Approach, Second Edition**

Hb: 978-1-58391-830-2: 2006: 1,224pp. £100.00/\$179.95  
Pb: 978-1-58391-831-9: 2006: 1,224pp. £34.99/\$62.95

**O'Reilly et al., Eds.: The Handbook of Clinical Intervention with Young People who Sexually Abuse**

Hb: 978-1-58391-125-9: 2004: 472pp. £60.00/\$107.95  
Pb: 978-1-58391-126-6: 2004: 472pp. £28.99/\$52.95

**Carr., Ed.: Prevention: What Works with Children and Adolescents?: A Critical Review of Psychological Prevention Programmes for Children, Adolescents and their Families**

Pb: 978-1-58391-277-5: 2003: 432pp. £21.99/\$39.95

**Carr., Ed.: What Works with Children and Adolescents?: A Critical Review of Psychological Interventions with Children, Adolescents and their Families**

Pb: 978-0-415-23350-7: 2000: 384pp. £21.99/\$39.95



New!

**Keeping the Baby in Mind**

**Infant Mental Health in Practice**

Edited by **Jane Barlow**, University of Warwick, UK, and **P.O. Svanberg**, Tyne and Wear NHS Trust, UK

"This well researched book will be of interest to many involved with infant mental health. Those engaged in direct work with families, academics concerned with infant development or social provision and those organising or making policy about the provision of services for Under 5s will find much to inspire them in these accessibly written chapters." - **Dr Janine Sternberg**, Consultant Child & Adolescent Psychotherapist, Tavistock & Portman NHS Trust, UK

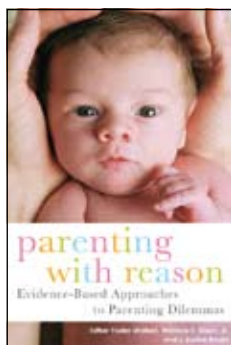
*Keeping the Baby in Mind* builds on the expanding evidence pointing to the crucial importance of parents in facilitating their baby's development, and brings together expert contributors to examine a range of innovative psychological and psychotherapeutic interventions that are currently being used to support parents and their infants. It not only provides an overview of the many projects that are now available but also makes recommendations for future practice and the way in which children's services are organised.

The book brings together interventions and ways of working that can be used both universally to support parents during the transition to parenthood, and with high-risk groups of parents where for example there may be child protection concerns or parents experience severe mental health problems. Each chapter describes the evidence supporting the need for such interventions and the approach being developed, and concludes with a description of its evaluation.

*Keeping the Baby in Mind* marks a new and exciting phase in the development of interventions to support infant mental health and will be of interest across a wide range of disciplines from primary and community care to early years and Children's Centre settings.

**CONTENTS:** *Daws*, Foreword. *Barlow, Svanberg*, Keeping the Baby in Mind. **Part I: Universal Approaches.** *Underdown*, The Power of Touch – Exploring Infant Massage. *Douglas, Rheeston*, The Solihull Approach: An Integrative Approach Across Agencies. *Hawthorne*, Promoting Development of the Early Parent-Infant Relationship Using the Neonatal Behavioural Assessment Scale. *Parr, Joyce*, 'First Steps in Parenting': Developing Nurturing Parenting Skills in Mothers and Fathers in the Pregnancy and Postnatal Period. *Davis*, The Family Partnership Model: Understanding the Processes of Prevention and Early Intervention. *Barrows*, The Importance of the Parental Couple in Parent-Infant Psychotherapy. **Part II: Selective Approaches.** *Street*, Empowering Parents Through 'Learning Together': The PEEP Model. *Svanberg*, Promoting a Secure Attachment through Early Screening and Interventions; The Sunderland Infant Programme. *Rowe*, Implementing the Nurse-family Partnership in England; Lessons from the Pilot Programme. *Marks, Hadley, McKay, Reay, Gelman*, Working with Parents from Black and Minority Ethnic Backgrounds in Children Centres. **Part III: Indicated Approaches.** *Baradon, Gerhardt, Tucker*, Working with the Hidden Obstacles in Parent-Infant Relating; Two Parent-Infant Psychotherapy Projects. *Puckering*, Mellow Babies: Mellow Parenting with Parents of Infants. *Pawlby, Fernyhough*, Enhancing the Relationship Between Mothers with Severe Mental Illness and their Infants. *Tarleton*, 'Parenting with Support': Supporting Parents with Learning Difficulties to Parent. *Svanberg, Barlow*, Developing Infant-centred Services: The Way Forward.

February 2009: 224pp.  
Hb: 978-0-415-44297-8: £55.00/\$95.00  
Pb: 978-0-415-44298-5: £19.99/\$34.95



**New!**

## Parenting with Reason Evidence-Based Approaches to Parenting Dilemmas

**Esther Yoder Strahan**, in private practice, Ohio, USA, **Wallace E. Dixon, Jr.**, East Tennessee State University, USA, and **J. Burton Banks**, Medical Practitioner, Southwest Virginia, USA

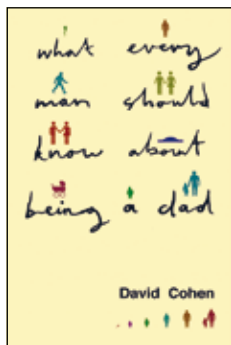
*"Almost every day there is a story in the news announcing another supposedly scientific finding pertaining to children, parents or families. Parenting with Reason not only offers thoughtful guidance but, much more significantly, provides parents with ways of thinking about what they read and ways to thoughtfully weigh the evidence behind the many claims they encounter... this clearly written, engaging volume should prove useful to all parents who want the best for their children."* - **Professor Jay Belsky**, Birkbeck University of London, UK

*Parenting with Reason* cuts through the masses of confusing and often contradictory advice about parenting by providing hard evidence to back up the tough decisions all parents face. Unlike many self-help guides to parenting which are based on the opinion of one author, this book is based on many findings from scientific research, giving you a trustworthy, 'evidence-based' guide to help see your way through parenting dilemmas.

October 2009: 376pp.  
Hb: 978-0-415-41328-2: £34.95/\$62.95  
Pb: 978-0-415-41329-9: £11.95/\$19.95

Series: Parent and Child

[www.parentingwithreason.com](http://www.parentingwithreason.com)



**New!**

## What Every Man Should Know About Being a Dad

**David Cohen**, Writer, psychologist and film maker

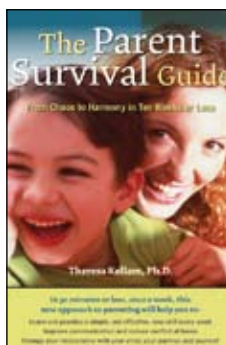
Written by psychologist and father of two, David Cohen, this book provides a guide for men on how to be a good dad and a supportive partner. Dealing directly with the

key issues and the many stresses that fathers can face, it looks at the psychological research on child development, parenting and fathering in particular. It examines such thorny topics as step-fatherhood, the changing relationship between partners and sex after babies. It also offers valuable advice on problems all dads will face – how to bond, how to provide sensible discipline, learning to play and managing teenage tantrums and traumas.

June 2009: 240pp.  
Hb: 978-0-415-48616-3: £19.95/\$34.95  
Pb: 978-0-415-48617-0: £8.99/\$15.95

Series: Parent and Child

[www.psypress.com/dad](http://www.psypress.com/dad)



## The Parent Survival Guide

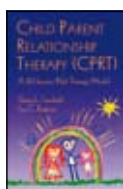
From Chaos to Harmony  
in Ten Weeks or Less

**Theresa Kellam**, in private practice, Texas, USA

In *The Parent Survival Guide* Theresa Kellam presents a way to strengthen the relationship with the child that simultaneously promotes the parent's own emotional healing and wellness. Grounded in a research-supported

therapeutic technique that uses structured play time as the catalyst for interpersonal connection and growth, Kellam's model is subtle in its simplicity. Through a series of guided exercises, Kellam gives parents the skills they need to begin to set aside special playtimes with their children, during which the most important part of the process is simply "being there" in a way that promotes healing, growth, and communication.

2008: 264pp.  
Pb: 978-0-415-98934-3: £14.95/\$19.95



## Child Parent Relationship Therapy (CPRT)

A 10-Session Filial Therapy Model

**Garry L. Landreth**, and **Sue C. Bratton**

Hb: 978-0-415-95110-4: 2005: 512pp. £24.99/\$41.95



## Child Parent Relationship Therapy (CPRT) Treatment Manual

A 10-Session Filial Therapy Model  
for Training Parents

**Sue C. Bratton**, **Garry L. Landreth**, **Theresa Kellam**,  
and **Sandra R. Blackard**

Pb: 978-0-415-95212-5: 2006: 272pp. £23.95/\$37.50



## The CPRT Package

This package includes one copy of *Child Parent Relationship Therapy (CPRT)* by Landreth and Bratton, *Child Parent Relationship Therapy (CPRT) Treatment Manual* by Bratton, Landreth, Kellam and Blackard, and *The Parent Survival Guide* by Kellam, sold at a discount of 20% off the total retail price of the three books.

Pack: 978-0-415-99633-4: 2008: £41.95/\$74.95

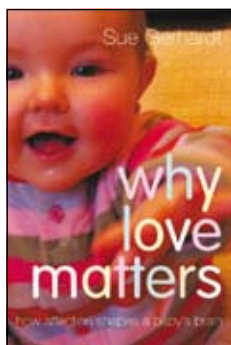
## ALSO BY GARRY L. LANDRETH



## Play Therapy The Art of the Relationship

Second Edition

Hb: 978-1-58391-327-7: 2002: 432pp. £26.50/\$44.95



**Bestseller!**

## Why Love Matters

**How Affection Shapes a Baby's Brain**

**Sue Gerhardt**, in private practice, Oxford, UK

"Why Love Matters is hugely important. It should be mandatory reading for all parents, teachers and politicians." - **The Guardian**

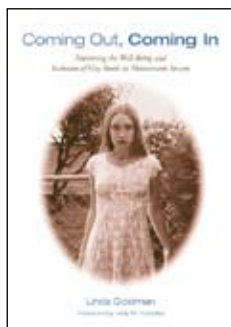
Why Love Matters explains why love is essential to brain development in the

early years of life, particularly to the development of our social and emotional brain systems.

2004: 256pp.

Pb: 978-1-58391-817-3: £9.99/\$17.95

[www.whylovematters.com](http://www.whylovematters.com)



## Coming Out, Coming In

**Nurturing the Well-Being and Inclusion of Gay Youth in Mainstream Society**

**Linda Goldman**, in private practice, Maryland, USA

Foreword by **Jody M. Huckaby**

Coming Out, Coming In describes the process of "coming in" to a welcoming and nurturing family, from both the teen's and the parents'

perspective. Linda Goldman draws on her personal and professional experience to build a common language and a new paradigm for understanding sexual orientation and gender identity.

2007: 320pp.

Pb: 978-0-415-95824-0: £18.95/\$29.95

**New Edition!**

## Understanding Research in Clinical and Counseling Psychology

Second Edition

Edited by **Jay C. Thomas**, and **Michel Hersen**, both at Pacific University, Portland, Oregon, USA

Understanding Research in Clinical and Counseling Psychology is designed and written for the graduate students aspiring to careers in practice rather than in psychological science who are the vast majority in clinical and counseling programs. This new edition builds on the successful features of the first, while updating the scope and content to reflect current concerns of evidence based practice, as well as performing and applying research cross culturally.

July 2010: 525pp.

Pb: 978-0-415-99221-3: £38.95/\$69.95



**Routledge Recommends!**

## Changepower!

**37 Secrets to Habit Change Success**

**Meg Selig**, St. Louis Community College, Florissant Valley, USA

"This book grabs your attention and doesn't let go. The secrets revealed in Changepower! will help you change your life, as well as your habit." - **Bill O'Hanlon**, author of *Change 101* and *Do One Thing Different*

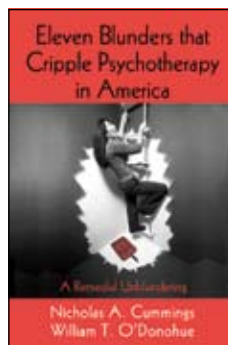
In *Changepower! 37 Secrets to Habit Change Success*, author Meg Selig guides readers through a step-by-step process that will help them achieve any habit change goal. Whether the reader wants to break a hurtful habit like smoking or overeating, or build a healthy habit like exercising or speaking up, *Changepower!* provides a springboard for change.

Selig helps habit-changers move beyond willpower and succeed with changepower – the synergy that comes from combining willpower with other resources, useful outside supports, and wise strategies. In *Changepower!*, she shows habit-changers how to beef up both their willpower and their changepower to achieve habit change success. The key is revving up motivation. Selig reveals the most powerful motivators for change – pain motivators, the Eight Great Motivators, and even not-so-noble motivators.

**SELECTED CONTENTS:** Introduction. Part I: Springboard: Change by Choice. Part II: The Precontemplation Stage: Open the Door. Part III: The Contemplation Stage: Discover Your Motivators. Part IV: The Preparation Stage: Use Plan Power. Part V: The Action Stage: Do It! Part VI: Relapse: Turn Setbacks into Success. Part VII: The Maintenance Stage: Keep On Keeping On. Part VIII: The Termination Stage: Move On.

October 2009: 281pp.

Pb: 978-0-415-80066-2: £9.99/\$19.95



## Eleven Blunders that Cripple Psychotherapy in America

**A Remedial Unblundering**

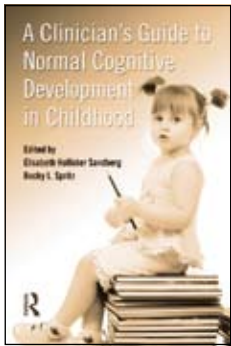
**Nicholas A. Cummings**, and **William T. O'Donohue**, both at University of Nevada, Reno, USA

After a period of economic success and high regard in society, clinical psychology has fallen onto hard times, assert authors Nicholas Cummings and William O'Donohue. What was and continues to be the reason for the decline and continuing descent of clinical psychology?

The authors posit that the profession blundered and has not adapted to the profound changes that have taken place in American society over the past 40 years. Psychotherapy practice is based on a 50-minute hour, yet mental health treatment must operate at a much briefer, more efficient pace. The authors enumerate and discuss the *Eleven Blunders That Cripple Psychotherapy in America* and offer remedies to correct the ongoing decline of the field.

2008: 408pp.

Hb: 978-0-415-98963-3: £19.95/\$25.95



New!

## A Clinician's Guide to Normal Cognitive Development in Childhood

Edited by **Elisabeth Hollister Sandberg**, Suffolk University, Massachusetts, USA, and **Becky L. Spritz**, Roger Williams University, Rhode Island, USA

*"This book marries developmental science with clinical practice. It's a great resource for anyone who works with children, including teachers, clinicians, childcare providers, and parents... This is an invaluable guide for communicating with children and interpreting their behavior."*

- **Kelly Mix**, Michigan State University, College of Education, USA

*A Clinician's Guide to Normal Cognitive Development in Childhood* provides students and professionals with an accessible set of descriptions of normal childhood cognition, accompanied by suggestions for how to think about normal development in a clinical context. Each sub-topic within cognitive development is explicated through a succinct presentation of empirical data in that area, followed by a discussion of the ethical implications.

**CONTENTS: Introduction.** *Spritz, Sandberg*, The Case for Children's Cognitive Development: A Clinical-developmental Perspective. **Part I: Communicating with Children.** *Haskill, Corts*, Acquiring Language. *Skelley, Crnic*, Communicating About Internal States. *Golden*, General Guidelines for Talking With Children. **Part II: Understanding Others' Perspectives.** *Fireman, Kose*, Perspective Taking. *Spritz, Fergusson, Bankoff*, False Beliefs and the Development of Deception. **Part III: Children's Memory.** *Reeder, Martin, Turner*, Memory Development in Childhood. *Sandberg, Spritz*, Remembering. *Gregory, Carol, Compo*, Talking With Children About Past Events: Children's Memory and Suggestibility. **Part IV: Developing Reason and Executive Control.** *Sandberg, McCullough*, The Development of Reasoning Skills. *White-Ajmani, O'Connell*, Moral Reasoning. *Holler, Greene*, Developmental Changes in Children's Executive Functioning. **Conclusion.** *Viola*, Knowing What We Know: The Developing Child and the Developing Clinician.

November 2009: 267pp.

Hb: 978-0-415-99183-4: £21.99/\$34.95

Forthcoming!

## Get the Diagnosis Right

### Assessment and Treatment Selection for Mental Disorders

**Jerome S. Blackman**, Eastern Virginia Medical School, Norfolk, USA

In this remarkable book, Dr. Blackman allows all readers, from beginners through advanced analysts, to learn about the details of diagnosis of mental disturbance and specific recommendations for treatment. *Get the Diagnosis Right!* amalgamates the most useful ideas from general psychiatry, cognitive psychology, and modern psychoanalytic theory into a compendium which serves as a helpful guide to those prescribing treatment for the mentally disturbed.

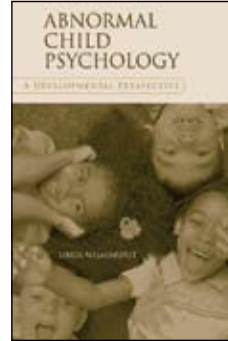
**CONTENTS: Part I: The Quick and Dirty.** The Basics. A Bit More Detail. Essential Elaborations I: Deficit Disorders. Essential Elaborations II: Conflict Disorders. How to Do an Initial Interview Using Psychoanalytic Concepts: Brief Format (24-41 Minutes). **Part II: The Rest of the Story.** Deficits in Basic Mental Functions: The Details with the Devil in them. Deficits in Control and Delay Mechanisms: The Nitty-gritty of Weakness. Object Relations Deficits and Self-Esteem Problems: Distance When You Least Expect It. Superego Deficits. Libidinal and Aggressive Drives: Sex and Violence in Everyday Life and in

Pathology. Affects: Your Feelings about Everything. Defenses: How the Mind Shields Itself. Compromise Formations and Psychopathology: Everything You Wanted to Repress about Conflict Disorders. Adult Psychiatric Evaluation: The Long Form.

April 2010: 265pp.

Hb: 978-0-415-80154-6: £61.00/\$110.00

Pb: 978-0-415-80155-3: £27.95/\$49.95



## Abnormal Child Psychology

### A Developmental Perspective

**Linda Wilmshurst**, Elon University, North Carolina, USA

*Abnormal Child Psychology: A Developmental Perspective* is intended for undergraduate and Masters-level students enrolled in courses in Abnormal Child and Adolescent Psychology. Written from a developmental perspective, the book is organized around five prominent

and recurring themes: the course of normal development proceeds in an orderly and predictable direction; maladaptive behaviors represent deviations from the normal path; maladaptive behavior is represented by a continuum of severity (symptoms, syndromes, disorders) based on the degree to which behaviors deviate from the norm; individual, interpersonal, contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations; theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result.

**CONTENTS: Part I: The Foundations of Abnormal Child Psychology: A Developmental Perspective.** Abnormal Child Psychology: Past, Present and Future. Understanding Abnormal Development: Theoretical Perspectives. Understanding Abnormal Development: Risks, Protective Factors and Culturally Diverse Youth. Developmental Considerations in Research and Practice: Ethical Issues and Research Methods. Issues in Diagnosis, Assessment and Treatment. **Part II: Emotional, Behavioral and Learning Difficulties in Children and Youth: Their Nature and Their Course. Part IA: Internalizing Problems: An Introduction.** Anxiety Disorders With Likely Onset in Childhood. Anxiety Disorders with Likely Onset in Adolescence and Stress Disorders. Mood Disorders: Depression, Bipolar Disorder and Suicide. **Part IB: Externalizing Problems: An Introduction.** Behavioral Problems and Disruptive Disorders. **Part II: Problems of Attention and Learning: An Introduction.** Attention Deficit/Hyperactivity Disorder (ADHD). Specific Learning Disabilities (SLD). **Part III: Problems of Late Childhood or Adolescence: An Introduction.** Eating Disorders. Substance Abuse and Abuse Among Youth. **Part IV: Intellectual and Developmental Disabilities and Pervasive Developmental Disorders: An Introduction.** Intellectual and Developmental Disabilities. Pervasive Developmental Disorders.

2008: 648pp.

Hb: 978-0-415-95363-4: £43.00/\$69.00



New!

## Self-Esteem Across the Lifespan

### Issues and Interventions

Edited by **Mary Guindon**, Johns Hopkins University, Maryland, USA

*"Self-esteem luminary Mary Guindon and her all-star cast of experts deliver the definitive guide to understanding and enhancing self-*

esteem across the lifespan... This remarkable resource will clearly guide the work of practitioners who are serious about self-esteem interventions in diverse clients from childhood through late-life." - **W. Brad Johnson**, United States Naval Academy, USA

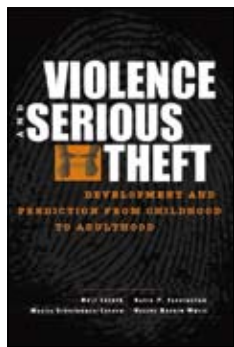
As long as clinicians write "increase self-esteem" on treatment plans, without knowing precisely what that means, there is a need for information on the construct of self-esteem and how its many components can have an effect on outcomes. This text defines self-esteem, describes its history and evolution, discusses its controversies, and presents information on intervention strategies that can make a difference when it receives clinical attention. Principles and concepts are applied to various clinical concerns faced by clients in each of the five developmental life stages: childhood, adolescence, young adulthood, midlife, and late life.

**SELECTED CONTENTS:** Part I: Introduction. Part II: Childhood: Introduction. Part III: Adolescence: Introduction. Part IV: Early Adulthood: Introduction. Part V: Midlife: Introduction. Part VI: Late Life: Introduction. Part VII: Conclusion. Appendices.

October 2009: 387pp.

Hb: 978-0-415-99699-0: £24.95/\$44.95

## CHILD AND ADOLESCENT FORENSIC PSYCHIATRY



## Violence and Serious Theft

### Development and Prediction from Childhood to Adulthood

Edited by **Rolf Loeber**, University of Pittsburgh, USA, **David P. Farrington**, Cambridge University, UK, **Magda Stouthamer-Loeber**, University of Pittsburgh, USA, and **Helene Raskin White**, Rutgers University, New Jersey, USA

In this volume, top experts in the field of delinquency discuss the implications of the findings of the Pittsburgh Youth Study for current conceptualizations of antisocial behavior. *Violence and Serious Theft* is unique in that it combines the strengths of three disciplines to explain delinquency in young people: developmental psychopathology, criminology, and public health. The book addresses questions in two main areas: serious offending as an outcome over time and developmental aspects of serious offending; and factors which explain why some young males become violent and/or commit serious crime while others do not. *Violence and Serious Theft* is a resource for researchers, practitioners and students in developmental, school and counseling psychology; psychopathology, psychiatry, public health and criminology.

**CONTENTS: Part I: Introduction and Methods.** Introduction and Key Questions. The Pittsburgh Youth Study: Its Design, Data Collection, and Early Key Findings. Measurement Instruments and Constructs. **Part II: Epidemiology of Violence, Serious Theft, Substance Use, Drug Dealing and Gang Membership.** The Age-crime Curve in Reported Offending. Comparing Arrests and Convictions with Reported Offending. Substance Use, Drug Dealing, Gang Membership, and Gun Carrying and Their Predictive Associations with Serious Violence and Serious Theft. **Part III: Prediction of Violence, Serious Theft and Desistance.** Promotive and Risk Processes at Different Life Stages. Developmental Trajectories of Violence and Theft. Desistance From and Persistence in Offending. **Part IV: Conclusions.** Conclusions and Policy Implications.

2008: 432pp.

Hb: 978-0-8058-5222-6: £50.00/\$80.00

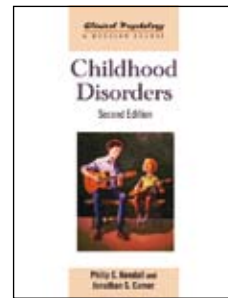
## Routledge Recommends!

## Childhood Disorders

### Second Edition

**Philip C. Kendall**, Temple University, Pennsylvania, USA, and **Jonathan S. Comer**, Columbia University Clinic for Anxiety and Related Disorders, USA

In this revised edition of *Childhood Disorders* Philip Kendall and Jonathan



Comer present current information about the full range of psychological disorders that occur in childhood, and discuss the major models that guide the thinking about each disorder. Specific criteria for diagnosis is presented alongside the latest research findings to provide an overview of methods used for treating childhood disorders.

Each chapter in this second edition is fully updated and includes information on the changes in the prevalence of childhood disorders and causes for this, as well as brand new sections on substance use and abuse, and post traumatic stress disorders in childhood with a focus towards reactions to terrorism and natural disaster. *Childhood Disorders, Second Edition* will prove essential reading for undergraduates, as well as being a useful introduction for professionals in related fields including mental health nursing, social work, and educational psychology.

**CONTENTS:** Getting to Know the Children. Models of Childhood Disorders. Issues Facing the Disorders of Childhood. Conduct Disorders. Attention-Deficit Hyperactivity Disorder. Anxiety Disorders. Depression. Eating Disorders. Mental Retardation and Learning Disabilities. Pervasive Developmental Disorders. Tics and Elimination Disorders. Questions for Your Consideration.

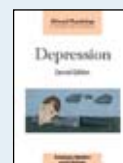
May 2010: 304pp.

Hb: 978-0-415-48641-5: £45.00/\$85.00

Pb: 978-0-415-48642-2: £15.95/\$28.95

Series: *Clinical Psychology: A Modular Course*

Published by Psychology Press



## Depression

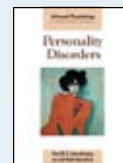
### Second Edition

**Constance Hammen**, and **Ed Watkins**

This up-to-date summary of research-based information on depression covers clinical and diagnostic information, as well as features of the course of depression and the demographic features of the disorder.

Hb: 978-0-415-41972-7: 2007: 272pp. £45.00/\$80.95

Pb: 978-0-415-41973-4: 2007: 272pp. £15.95/\$28.95



## Personality Disorders

**Paul M. G. Emmelkamp**, and **Jan Henk Kamphuis**

This comprehensive evidence-based book provides broad and in-depth coverage of personality disorders across a variety of patient groups and treatment settings.

Hb: 978-0-415-38518-3: 2007: 272pp. £45.00/\$80.95

Pb: 978-0-415-38519-0: 2007: 272pp. £15.95/\$28.95



Eating and Weight Disorders: **Grilo**

Hb: 978-1-84169-547-1: 2006: 256pp. £45.00/\$80.95

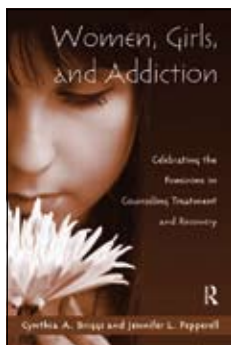
Pb: 978-1-84169-548-8: 2006: 256pp. £15.95/\$28.95

Anxiety, *Second Edition*: **Rachman**

Hb: 978-1-84169-515-0: 2004: 224pp. £45.00/\$80.95

Pb: 978-1-84169-516-7: 2004: 224pp. £15.95/\$28.95

for a complete list of books in this series please visit  
[www.psypress.com/clinicalmodular](http://www.psypress.com/clinicalmodular)



New!

## Women, Girls, and Addiction

### Celebrating the Feminine in Counseling Treatment and Recovery

Cynthia A. Briggs, Winona State University, Minnesota, USA, and Jennifer L. Pepperell, Minnesota State University, Mankato, USA

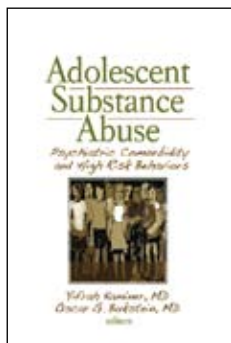
"In this landmark text, [the authors] have given a voice to a population and attention to a problem that heretofore has been overlooked, underserved, or inappropriately treated. Readers will find within these pages a wealth of ways to productively work with addicted women and girls. This book is both a first and a foremost contribution to the field of addiction." - Samuel T. Gladding, Wake Forest University; former president of the American Counseling Association

*Women, Girls, and Addiction* is the first book on the efficacy of treatment approaches and interventions that are tailored to working with addicted women, and the first publication of any kind to provide a feminist approach to understanding the experience of addiction from the female perspective.

**CONTENTS: Part I: Overview of Women, Girls and Addiction.** Feminist Theory and Addiction Counseling. Women, Girls, and Addiction: An Historical Perspective. **Part II: Biopsychosocial Influences.** Biological Factors. Psychological Factors. Social Factors. **Part III: Prevention, Treatment, and Relapse Prevention Across the Lifespan.** Children and Adolescents. Adult Women. Women in Late Adulthood.

June 2009: 220pp.

Hb: 978-0-415-99352-4: £18.00/\$32.95



## Adolescent Substance Abuse

### Psychiatric Comorbidity and High Risk Behaviors

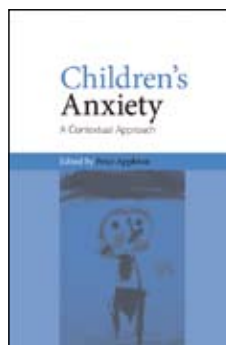
Edited by Yifrah Kaminer, University of Connecticut Health Center in Farmington, Connecticut, USA, and Oscar G. Bukstein, University of Pittsburgh School of Medicine in Pittsburgh, Pennsylvania, USA

*Adolescent Substance Abuse: Psychiatric Comorbidity and High Risk Behaviors* presents leading experts offering insightful viewpoints and dynamic suggestions on how to best provide simultaneous treatment and integrated services to these youths. The book covers the state of the art in the field of substance use disorders, and reviews different psychiatric disorders and high risk behaviors, and then addresses the issue of integrated services and ethical, legal, and policy issues pertaining to this population.

2008: 528pp.

Hb: 978-0-7890-3171-6: £56.00/\$89.95

Pb: 978-0-7890-3172-3: £37.50/\$59.95



## Children's Anxiety

### A Contextual Approach

Edited by Peter Appleton, chartered clinical psychologist, Cambridge, UK

"This book provides a refreshing approach towards understanding the development and maintenance of anxiety in children, with chapters organized around individuals rather than types of disorder... An excellent, thought-provoking book, for research workers as well as clinicians, and indeed anyone interested

in the psychology of anxiety." - Joan Stevenson-Hinde, University of Cambridge, UK

*Children's Anxiety: A Contextual Approach* provides an introduction to anxiety in children and teenagers, emphasising the importance of understanding the life circumstances of young people. The book provides an up-to-date account of research on the developmental, familial and social context of child anxiety, along with nine vibrant and detailed case studies illustrating the ways in which young people can be helped to deal with serious and complex anxiety problems.

2008: 200pp.

Hb: 978-0-415-41248-3: £60.00/\$107.95

Pb: 978-0-415-45944-0: £24.99/\$44.95

### BACKLIST BOOKS

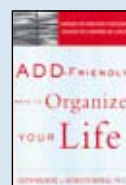


## Childhood Anxiety Disorders

### A Guide to Research and Treatment

Deborah C. Beidel, and Samuel M. Turner

Hb: 978-0-415-94797-8: 2005: 368pp. £29.95/\$49.95



Bestseller!

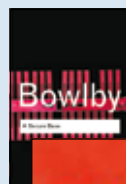
## ADD-Friendly Ways to Organize Your Life

### Strategies that Work from a Professional Organizer and a Renowned ADD Clinician

Judith Kolberg, and Kathleen Nadeau

Pb: 978-1-58391-358-1: 2002: 280pp. £13.50/\$21.95

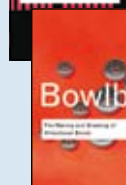
### BY JOHN BOWLBY



## A Secure Base

Pb: 978-0-415-35527-8: 2005: 192pp. £10.99/\$19.95

Series: *Routledge Classics*



## The Making and Breaking of Affectional Bonds

Pb: 978-0-415-35481-3: 2005: 224pp. £9.99/\$19.95

Series: *Routledge Classics*

[www.routledge.com/classics](http://www.routledge.com/classics)

Forthcoming!

## Social Skills for Teenagers with Developmental and Autism Spectrum Disorders

### The PEERS Treatment Manual

**Elizabeth A. Laugeson**, UCLA Semel Institute for Neuroscience and Human Behavior, California, USA, and **Fred Frankel**, UCLA School of Medicine, USA

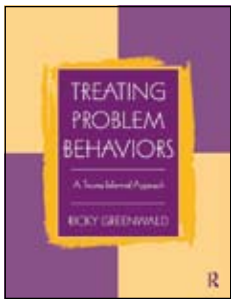
*"At last mental health therapists have a systematic well-researched program that they can use to help teenagers with Asperger's syndrome, autism, ADHD, or other developmental disabilities to make and keep friendships. This comprehensive behavioral social-skills training program can be implemented in 14 weeks and includes detailed lessons that can be used in groups with teenagers."* - **Georgia DeGangi**, coauthor, *Effective Parenting for the Hard-to-Manage Child: A Skills-Based Book*

*Social Skills for Teenagers with Developmental and Autism Spectrum Disorders* is a comprehensive, evidence-based, fourteen-week program based at UCLA's Semel Institute for Neuroscience and Human Behavior and the adaptation to teens of the highly successful *Children's Friendship Training* manual for children. After reviewing techniques designed to help parents and therapists tailor the manual to the needs of the teens with whom they're working, the text moves on to the individual treatment sessions and strategies for tackling issues such as developing conversational skills, choosing friends, using humor, get togethers, teasing, bullying, gossiping, and handling disagreements.

**CONTENTS: Part I: Introduction. Part II: Preparing for Treatment Screening. Part III: Treatment Sessions.** Session 1: Introduction and Conversational Skills I – Trading Information. Session 2: Conversational Skills II – Two-way Conversations. Session 3: Conversational Skills III – Electronic Communication. Session 4: Choosing Appropriate Friends. Session 5: Appropriate Use of Humor. Session 6: Peer Entry I – Entering a Conversation. Session 7: Peer Entry II – Exiting a Conversation. Session 8: Get-togethers. Session 9: Good Sportsmanship. Session 10: Rejection I – Teasing and Embarrassing Feedback. Session 11: Rejection II – Bullying and Bad Reputations. Session 12: Handling Disagreements. Session 13: Rumors and Gossip. Session 14: Graduation and Termination. Case Examples. List of Key Terms. **Appendix.** Assessment Measures. Session Materials.

March 2010: 432pp.

Pb: 978-0-415-87203-4: £27.99/\$49.95



New!

## Treating Problem Behaviors

### A Trauma-Informed Approach

**Ricky Greenwald**, Child Trauma Institute, Greenfield, Massachusetts, USA

The book is designed as a user-friendly textbook/manual for mental health professionals. It teaches a trauma-informed treatment approach as an organizing framework for a series of empirically supported interventions including motivational interviewing, cognitive-behavioral skills training, trauma resolution, and relapse prevention.

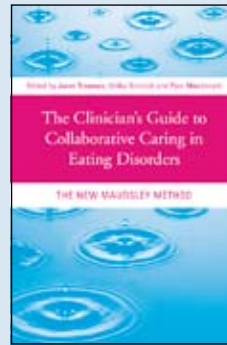
**CONTENTS:** Introduction. Trauma-Informed Treatment for Problem Behaviors. Initial Interview. History. Motivation. Treatment Contract. Avoid High Risk. Self-control Skills. More Skills and Strategies. Reduce Stress. Trauma Resolution. Anticipate Future Challenges. Challenging Cases. Appendices.

May 2009: 376pp.

Pb: 978-0-415-99801-7: £25.00/\$44.95

## FROM JANET TREASURE

Routledge Recommends!



## The Clinician's Guide to Collaborative Caring in Eating Disorders

### The New Maudsley Method

Edited by **Janet Treasure**, Guy's Hospital, King's College London, UK, **Ulrike Schmidt**, Maudsley Hospital

and Institute of Psychiatry, London, UK, and **Pam Macdonald**, Institute of Psychiatry, Kings College, University of London, UK

*"This book is a valuable companion piece to Treasure et al.'s existing volume, providing useful information, resources and skills for clinicians. However, this book's biggest contribution is the way in which it stresses that clinicians should see the family as a resource (rather than a nuisance or an irrelevance)."* - **Professor Glenn Waller**, Vincent Square Eating Disorders Service, CNWL NHS Foundation Trust, UK

Caring for a loved one with an eating disorder is a difficult task; carers often find it hard to cope, and this can contribute to the maintenance of the disorder. *The Clinician's Guide to Collaborative Caring in Eating Disorders* shows how active collaboration between professional and non-professional carers can maximise the quality of life for both the sufferer and all other family members. The book provides straightforward guidance for clinicians who work with families and carers.

September 2009: 304pp.

Hb: 978-0-415-48424-4: £65.00/\$110.00

Pb: 978-0-415-48425-1: £24.99/\$42.95



**Treasure et al.:** Skills-based Learning for Caring for a Loved One with an Eating Disorder: The New Maudsley Method

Pb: 978-0-415-43158-3: 2007: 248pp. £12.99/\$23.95

**Treasure:** Anorexia Nervosa: A Survival Guide for Families, Friends and Sufferers

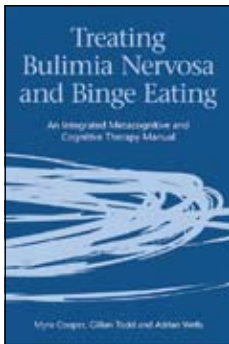
Pb: 978-0-86377-760-8: 1997: 176pp. £12.99/\$24.00

**Treasure/Schmidt:** Clinician's Guide: Getting Better Bit(e) by Bit(e): A Survival Kit for Sufferers of Bulimia Nervosa and Binge Eating Disorders

Hb: 978-0-86377-730-1: 1997: 240pp. £24.99/\$44.95

**Schmidt/Treasure:** Getting Better Bit(e) by Bit(e): A Survival Kit for Sufferers of Bulimia Nervosa and Binge Eating Disorders

Pb: 978-0-86377-322-8: 1993: 160pp. £12.95/\$26.95



## Treating Bulimia Nervosa and Binge Eating

### An Integrated Metacognitive and Cognitive Therapy Manual

**Myra Cooper**, University of Oxford, UK,  
**Gillian Todd**, University of Cambridge, UK, and  
**Adrian Wells**, University of Manchester, UK

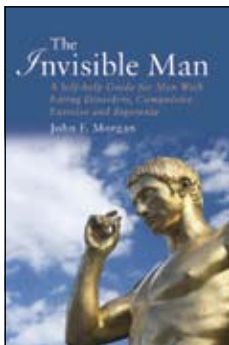
*"Underpinned by a strong and evidence-based model, this therapist guide is brimming with solid practical advice and detailed guidance on how to implement particular therapeutic strategies and deal with hurdles and challenges along the way... Both new and expert therapists will find this book highly useful."* - **Ulrike Schmidt**, Institute of Psychiatry, South London and Maudsley NHS Trust, UK

*Treating Bulimia Nervosa and Binge Eating* explains how cognitive therapy can be used to treat those suffering from bulimia nervosa. The manual provides a step-by-step treatment guide, incorporating a number of case examples offering detailed explanations of the treatment process, questionnaires, worksheets and practical exercises for the client, which will provide a framework and focus for therapy. The authors use existing techniques, as well as new integrated cognitive and metacognitive methods developed from their recent research, to take the therapist from initial assessment to the end of treatment and beyond.

2008: 264pp.

Hb: 978-1-58391-944-6: £60.00/\$100.00

Pb: 978-1-58391-945-3: £22.99/\$40.00



## The Invisible Man

### A Self-help Guide for Men With Eating Disorders, Compulsive Exercise and Bigorexia

**John F. Morgan**, Yorkshire Centre for Eating Disorders, Leeds, UK

*"An exceptionally experienced and expert clinician has given us an exceptionally useful book to guide boys and men in understanding*

*and healing eating disorders, compulsive exercise, and uniquely male body image disorders."* - **Arnold Andersen**, University of Iowa, USA

*The Invisible Man* applies the latest research to produce a practical, problem-focused self-help manual for men with eating disorders and body image problems. By combining the science of cognitive behaviour therapy with motivational enhancement and problem-solving therapies, *The Invisible Man* will provide help to all men with body image disorders, as well as families and professionals involved in their care.

2008: 184pp.

Hb: 978-1-58391-149-5: £55.00/\$98.95

Pb: 978-1-58391-150-1: £12.99/\$23.95

FROM BRYAN LASK AND  
RACHEL BRYANT-WAUGH



## Eating Disorders in Childhood and Adolescence

Third Edition

Hb: 978-0-415-39457-4: 2007: 424pp. £60.00/\$107.95

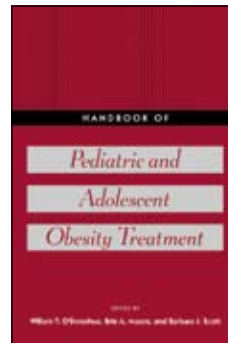
Pb: 978-0-415-42589-6: 2007: 424pp. £22.99/\$41.95

## Eating Disorders

A Parents' Guide

Revised Edition

Pb: 978-1-58391-860-9: 2004: 192pp. £9.99/\$17.95



## Handbook of Pediatric and Adolescent Obesity Treatment

Edited by **William T. O'Donohue**,  
**Brie A. Moore**, and **Barbara J. Scott**,  
all at University of Nevada, Reno, USA

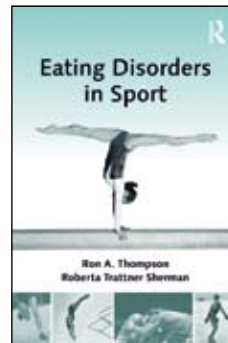
This volume brings together behavioral, medical, and public health approaches and provides the knowledge necessary for a wide range of practitioners to effectively address the current obesity epidemic among children

and adolescents. The book addresses several themes in pediatric and adolescent obesity. Experts in the field discuss the prevalence, etiology, and sequelae of pediatric and adolescent obesity, as well as the medical and behavioral assessment of the overweight child, adolescent, and family.

2007: 360pp.

Hb: 978-0-415-95432-7: £78.00/\$125.00

Pb: 978-0-415-99066-0: £43.50/\$69.95



Forthcoming!

## Eating Disorders in Sport

**Ron A. Thompson**, and **Roberta Trattner Sherman**, both in private practice, Bloomington, Indiana, USA

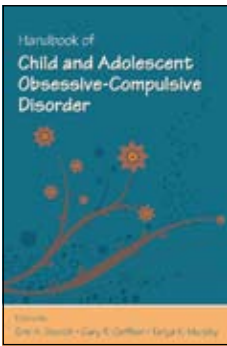
Available prevalence data indicate that disordered eating and clinical eating disorders are a significant problem for many athletes. Because athletes face the same

general risk factors as non-athletes, as well as risks unique to the sport environment, athletes could be considered a more at risk group than non-athletes.

*Eating Disorders in Sport* brings the field up to date while continuing to look to the next frontier in identification, prevention, treatment, and management of EDs in the sports world. The authors begin by identifying and marrying together the two "worlds" sport studies/ sport psychology and eating disorders prevention/treatment. Following is a series of chapters that present the various forms of clinical eating disorders, current literature on research and prevalence data, and risk factors in both general and sport-related populations.

January 2010: 276pp.

Hb: 978-0-415-99836-9: £28.00/\$49.95



## Handbook of Child and Adolescent Obsessive-Compulsive Disorder

Edited by **Eric A. Storch, Gary R. Geffken, and Tanya K. Murphy**, all at the University of Florida, USA

"[T]he Handbook of Child and Adolescent Obsessive-Compulsive Disorder makes an immense and timely contribution by synthesizing current awareness of this illness's developmental

aspects with state-of-the-art guidance on optimal clinical care for youth afflicted with this condition." - **Joseph C. Blader**, in *PsycCRITIQUES Handbook of Child and Adolescent Obsessive-Compulsive Disorder* is the definitive book on OCD in children and adolescents. It provides a comprehensive review of the existing literature on pediatric OCD, and is a welcome contribution to the extant literature.

2007: 432pp.

Hb: 978-0-8058-5766-5: £78.00/\$125.00

Pb: 978-0-8058-6254-6: £50.00/\$79.95



## Moving On After Childhood Sexual Abuse

### Understanding the Effects and Preparing for Therapy

**Jonathan Willows**, Sussex Partnership NHS Trust, UK

This self-help guide allows those who have experienced childhood sexual abuse to consider the impact that it has had on their

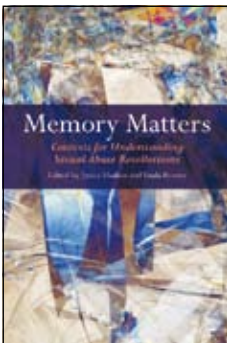
adult lives from a new perspective, helping them to understand the effects, and prepare for therapy.

Based on known reactions to physical and emotional trauma, the book explains how a broad range of difficulties in adulthood can result from sexual abuse in childhood. The reader is invited to think about how psychological therapy can be particularly helpful in reducing these difficulties and promoting change.

2008: 200pp.

Hb: 978-0-415-42482-0: £50.00/\$90.00

Pb: 978-0-415-42483-7: £12.99/\$23.95



**New!**

## Memory Matters

### Contexts for Understanding Sexual Abuse Recollections

Edited by **Janice Haaken**, Portland State University, Oregon, USA, and **Paula Reavey**, London Southbank University, UK

"Memory Matters provides an exhaustive overview and thorough grounding for anyone wishing to find out about research on memory

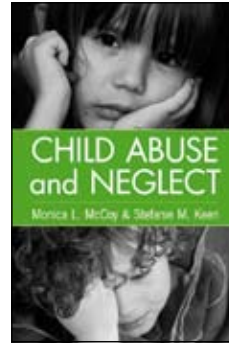
and abuse... I have rarely seen such an impressive, comprehensive anthology." - **Lynne Segal**, Birkbeck College, London, UK

Grounded in the debates of the 1980s and 90s surrounding recollections of childhood sexual abuse, this book begins with a

re-analysis of cases from the recovered memory era, informed by feminist and critical perspectives within psychology. Contributors introduce examples from their own qualitative research on processes of remembering.

July 2009: 248pp.

Hb: 978-0-415-44491-0: £39.95/\$69.95



**New!**

## Child Abuse and Neglect

Edited by **Monica L. McCoy**, Converse College, South Carolina, USA, and **Stefanie M. Keen**, University of South Carolina Upstate, USA

"In this highly readable and engaging book, McCoy and Keen have provided something quite valuable to students. Spanning chapters from the history of child maltreatment to modern diagnostic pitfalls, Child Abuse and Neglect will enhance any course dealing with this topic."

- **Stephen J. Ceci**, Cornell University, New York, USA

Child abuse and neglect are examined in this new book – the latest research, what it entails, and how to recognize and report it. Federal law mandates the reporting of suspected child maltreatment by many professionals. This book will appeal to those who one day find themselves in the role of a mandated reporter.

March 2009: 312pp.

Hb: 978-0-8058-6244-7: £32.50/\$59.95

Published by Psychology Press

**Forthcoming!**

## Protecting Children from Violence

### Evidence Based Interventions

Edited by **James M. Lampinen**, University of Arkansas, USA, and **Kathleen J. Sexton-Radek**, Elmhurst College, Illinois, USA

"A major strength of this volume is that it focuses on evidence-based practices... This volume highlights the complex nature of children's exposure to violence and the importance of considering all contextual levels when trying to understand violence exposure."

- **Manfred H. M. van Dulmen**, Kent State University, USA

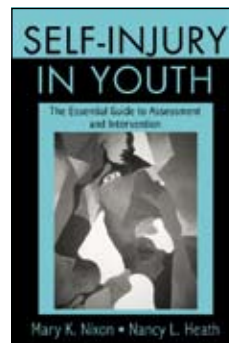
This volume provides an evidence based understanding of the causes and consequences of violence against children. Experts in the field examine the best practices that can be used to help protect children from violence.

April 2010: 296pp.

Hb: 978-1-84872-840-0: £49.95/\$75.00

Pb: 978-1-84872-841-7: £22.50/\$34.95

Published by Psychology Press



## Self-Injury in Youth

### The Essential Guide to Assessment and Intervention

Edited by **Mary K. Nixon**, University of Victoria Island Medical Program, Canada, and **Nancy L. Heath**, McGill University, Montreal, Canada

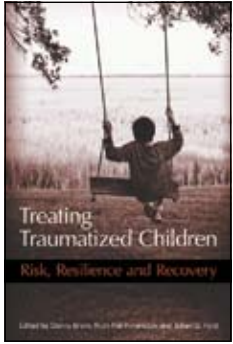
This edited volume features evidence-based reviews and practical approaches for the professional in the hospital, clinic,

## CLINICAL PROBLEMS

community and school, with case examples throughout. Divided into five major sections, the book offers background historical and cultural information, discussion of self-injury etiology, assessment and intervention/prevention issues, and relevant resources for those working with youths who self-injure.

2008: 368pp.

Hb: 978-0-415-95725-0: £28.00/\$44.95



## Treating Traumatized Children

### Risk, Resilience and Recovery

Edited by **Danny Brom**, and **Ruth Pat-Horenczyk**, both at the Israel Center for the Treatment of Psychotrauma, and **Julian D. Ford**, University of Connecticut, USA

*"An excellent and diverse set of reviews that puts resiliency on the child trauma map, and provides promising directions for research, policy, and practice."*

- **Ricky Greenwald**, Founder/Executive Director, Child Trauma Institute, USA

While recent years have seen a vast increase in the literature on adult trauma, interest in childhood trauma has only recently started to gain momentum, encouraging new research and evidence-based interventions. Here the editors have brought together an international list of contributors to look at both innovative and established treatments of trauma in a range of contexts, and provide up-to-date coverage of what is on offer in prevention, assessment and treatment.

2008: 304pp.

Hb: 978-0-415-42636-7: £60.00/\$100.00

Pb: 978-0-415-47150-3: £24.99/\$43.95

## Forthcoming!

## Dissociation in Children and Adolescents

### Therapeutic Case Studies

**Sandra Wieland**, in private practice, Centre for Counselling and Therapy, British Columbia, Canada

*Dissociation in Children and Adolescents* provides an excellent learning experience for both beginning and experienced therapists. It begins by providing background information on dissociation among children and adolescents and goes on to present eight therapeutic case studies, detailed narratives that illustrate both the therapy's progression as well as the therapist's reactions and thought process during case development.

**CONTENTS:** *Wieland*, Dissociation: What It Is, How It Presents, and How to Understand It. *Baita, Dalma* (4 Years Old). *Grimminck*, Emma (6 Years Old). *Potgieter Marks*, Jason (7 Years Old). *Waters*, Ryan (8 Years Old). *Wieland*, Joey (12 Years Old). *Silberg*, Angela (14 Years Old). *Yehuda*, Leroy (7 Years Old). *Wieland*, Discussion and Conclusion.

October 2010: 352pp.

Hb: 978-0-415-87749-7: £24.99/\$44.95

Series: *Psychosocial Stress*

for a complete list of books in this series please visit

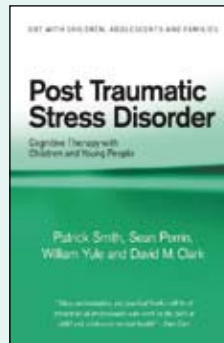
[www.routledgejournalhealth.com/pss](http://www.routledgejournalhealth.com/pss)

## CBT WITH CHILDREN, ADOLESCENTS AND FAMILIES SERIES

SERIES EDITOR: PAUL STALLARD

ROUTLEDGE  
RECOMMENDS

New!



## Post Traumatic Stress Disorder

### Cognitive Therapy with Children and Young People

**Patrick Smith**, **Sean Perrin**, **William Yule**, and **David M. Clark**, all at the Institute of Psychiatry, King's College London, UK

*"Post Traumatic Stress Disorder provides state-of-the-art guidance on how to effectively treat this neglected disorder. Written by leading experts in the field and filled with clinical wisdom this book will be an invaluable resource for mental health professionals who work with traumatized children and adolescents and their parents."*

- **Professor Anke Ehlers**, King's College London, UK

Post traumatic stress disorder develops after exposure to one or more terrifying events that have caused, or threatened to cause the sufferer grave physical harm. This book discusses how trauma-focused cognitive therapy can be used to help children and adolescents who suffer from post traumatic stress disorder.

Cognitive therapy is frequently used to treat adults who suffer from PTSD with proven results. *Post Traumatic Stress Disorder* provides the therapist with instructions on how CT models can be used with children and young people to combat the disorder.

The authors provide case studies and practical tips, as well as examples of self-report measures and handouts for young people and their parents which will help the practitioner to prepare for working with this difficult client group.

**CONTENTS:** Introduction to Cognitive Therapy for PTSD with Children and Adolescents. Post Traumatic Stress Disorder. Assessment. Formulation and Treatment Planning. CT for PTSD Methods. CT for PTSD with Adolescents. CT for PTSD with Young Children. Common Hurdles in Treatment. Co-morbidity. Future Issues. Appendices.

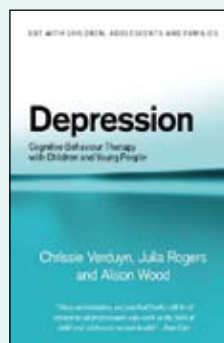
September 2009: 224pp.

Hb: 978-0-415-39163-4: £55.00/\$95.00

Pb: 978-0-415-39164-1: £19.99/\$34.95

Series: *CBT with Children, Adolescents and Families*

New!



## Depression

### Cognitive Behaviour Therapy with Children and Young People

**Chrissie Verduyn**, Central Manchester & Manchester Children's University Hospitals NHS Trust, UK, **Julia Rogers**, Berkshire Healthcare NHS Foundation Trust, UK, and **Alison Wood**, in private practice, Manchester, UK

*"This is a well-written, well-researched and clearly presented book. If you are training or trained in CBT and working in the area of depression with children or adolescents, this is the book for you."* - **Caroline Anstiss**, Counselling Children and Young People

*Depression: Cognitive Behaviour Therapy with Children and Young People* provides an accessible guide to recognising and treating depression in young people. Based on a successful manual developed for research

trials, this book presents an overview of a cognitive behavioural model for working with this age group, as well as practical ideas about how to start therapy.

*Depression* includes case examples and practical tips to prepare the practitioner for working with young people. Information is presented in a readable and practical style making this book ideal for professionals working in child and adolescent mental health services, as well as those in training.

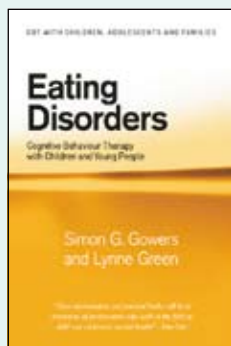
**CONTENTS:** Depression in Adolescence. Cognitive Behaviour Therapy. Cognitive Behavioural Assessment and Formulation. Starting Therapy. Early Stages of Therapy. Cognitive Techniques. General Cognitive Behavioural Techniques. Ending Therapy. Working with the Wider System. Special Issues. Common Problems.

March 2009: 224pp.

Hb: 978-0-415-39977-7: £55.00/\$95.00

Pb: 978-0-415-39978-4: £19.99/\$34.95

Series: *CBT with Children, Adolescents and Families*



New!

## Eating Disorders Cognitive Behaviour Therapy with Children and Young People

Simon G. Gowers, University of Liverpool, UK, and Lynne Green, Cheshire and Merseyside Eating Disorders Service for Adolescents, UK

Eating disorders comprise a range of physical, psychological and behavioural features that often have an impact on social functioning and can invade most areas of the sufferer's life. Although eating and weight disorders are common in children and adolescents, there is a scarcity of practical guidance on treatment methods for eating disorders in young people.

In this book, Simon Gowers and Lynne Green bring together up-to-date research, clinical examples and useful tips to guide practitioners in working with young people, as well as helping families of children and adolescents to deal with their difficulties. *Eating Disorders* provides the clinician with an introduction about how CBT can be used to challenge beliefs about control, restraint, weight and shape, allowing young people to manage their eating disorder.

This practical text will be essential reading for mental health professionals, paediatric teams and those in primary care working with children and adolescents with eating disorders.

**CONTENTS: Part I: Introduction.** Eating Disorders and their Management. The Role of CBT in the Treatment of Eating Disorders in Children and Adolescents.

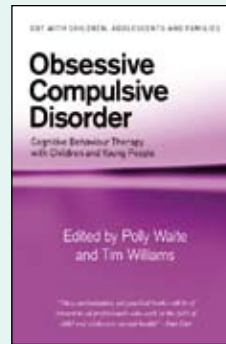
**Part II: Preparing for Therapy.** Assessment and Formulation. Engaging and Motivating Young People. The Role of the Family. **Part III: A CBT Treatment Programme.** Stage 1: Planning and Establishing Principles and Embarking on Change. Stage 2: Tackling Problem Eating, Challenging Compensatory Behaviours. Stage 3: Treatment Monitoring and Review. Stage 4: Addressing Unhelpful Cognitions and Solving Problems Maintaining the Eating Disorder. Stage 5: Relapse Prevention and Discharge Planning. **Part IV: Applications and Challenges.** Inpatient Management, Groups and Self-Help. Future Challenges. List of Handouts.

March 2009: 200pp.

Hb: 978-0-415-44462-0: £55.00/\$95.00

Pb: 978-0-415-44463-7: £19.99/\$34.95

Series: *CBT with Children, Adolescents and Families*



New!

## Obsessive Compulsive Disorder Cognitive Behaviour Therapy with Children and Young People

Edited by Polly Waite, and Tim Williams, both at the University of Reading, UK

In this concise, accessible book experienced contributors provide detailed guidance on carrying out assessments and treatment for children and young people with OCD from a cognitive behavioural perspective. This approach has been developed from extensive research and clinical work with young people with OCD and associated problems.

This straightforward text provides essential direction for practitioners and trainees in a range of professions including psychiatry, psychotherapy, counselling, nursing, education and social work.

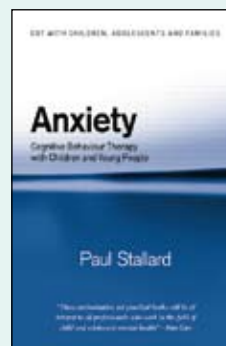
**CONTENTS:** Waite, Williams, Introduction to Obsessive Compulsive Disorder. Creswell, Waite, The Use of CBT with Children and Adolescents. Gallop, Cognitive Behavioural Assessment of OCD in Children and Adolescents. Waite, Gallop, Atkinson, Planning and Carrying Out Treatment. Atkinson, CBT with Younger Children. Waite, CBT with Adolescents. Stobie, Working with Families. Salkovskis, Waite, Williams, Issues and Future Directions in Childhood OCD. Appendices.

January 2009: 208pp.

Hb: 978-0-415-40388-7: £55.00/\$95.00

Pb: 978-0-415-40389-4: £19.99/\$34.95

Series: *CBT with Children, Adolescents and Families*



## Anxiety

### Cognitive Behaviour Therapy with Children and Young People

Paul Stallard, Consultant Clinical Psychologist, Avon and Wiltshire Mental Health Partnership NHS Trust, UK

"... this book is a 'must' and an excellent read for all professionals wanting effective treatment for anxiety disorders." - Joyce Cope, Counselling Children and Young People

In *Anxiety: Cognitive Behaviour Therapy with Children and Young People* Paul Stallard describes the nature and extent of anxiety problems that are suffered in childhood and discusses evidence for the effectiveness of the cognitive behavioural model as a method of treatment.

This concise and accessible book, written specifically for the clinician, provides a clear outline of how CBT can be used with children suffering from anxiety disorders in an easy to follow format.

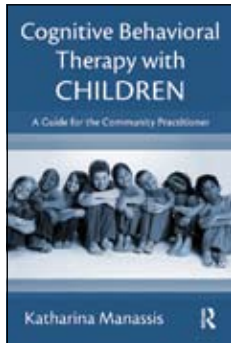
2008: 224pp.

Hb: 978-0-415-37256-5: £55.00/\$95.00

Pb: 978-0-415-37255-8: £19.99/\$34.95

Series: *CBT with Children, Adolescents and Families*

for FREE downloadable resources for books in this series please visit:  
[www.routledge mentalhealth.com/cbt-with-children](http://www.routledge mentalhealth.com/cbt-with-children)



New!

## Cognitive Behavioral Therapy with Children

### A Guide for the Community Practitioner

**Katharina Manassis**, University of Toronto, Canada

This book aims to bridge the gap between child cognitive behavioral therapy (CBT)

as practiced in academic centres and its use in community settings. Because CBT is considered the 'gold standard' in the treatment of a variety of child mental health conditions and has been evaluated in numerous randomized controlled trials, practitioners often face pressure to "do CBT" for children meeting criteria for certain disorders, especially anxiety and depression. This book uses a step-by-step, practical approach to spell out child CBT assessment and treatment considerations that are often not detailed in treatment manuals but are highly relevant to community practitioners.

**CONTENTS:** Why the Gap Between Efficacy and Effectiveness? Leveling the Playing Field. Priorities and Timing of Therapy. Treatment Expectations. Using Manuals Appropriately. How Child CBT Differs from Adult CBT. Working with Challenging Children. Working with Challenging Families. Group-based and School-based Child CBT. Overcoming Therapeutic Obstacles. Concluding Therapy. Appendices.

June 2009: 288pp.

Pb: 978-0-415-99670-9: £22.50/\$39.95



## Handbook of Cognitive-Behavior Group Therapy with Children and Adolescents

### Specific Settings and Presenting Problems

Edited by **Ray W. Christner**, Philadelphia College of Osteopathic Medicine, USA,

**Jessica Stewart**, in private practice, Rhode Island, USA, and **Arthur Freeman**, President of the Freeman Institute for Cognitive Therapy, USA

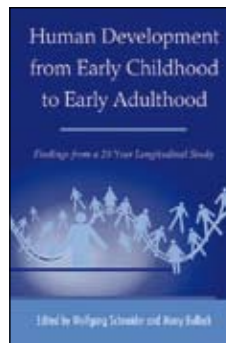
This *Handbook* offers a much-needed resource of theoretical knowledge, evidence-based interventions, and practical guidelines for professionals providing group psychotherapy to youth clients.

Written by leading professionals in the field of child and adolescent cognitive-behavioral therapy, this comprehensive volume offers readers a collection of innovative and well established approaches for group interventions with youth in a variety of treatment settings.

**CONTENTS:** Part I: Group Therapy Essentials. Part II: Specific Settings. Part III: Presenting Problems. Part IV: Conclusions and Future Directions.

2007: 552pp.

Hb: 978-0-415-95254-5: £34.50/\$54.95



## Human Development from Early Childhood to Early Adulthood

### Findings from a 20 Year Longitudinal Study

Edited by **Wolfgang Schneider**, University of Wuerzburg, Germany, and **Merry Bullock**, American Psychological Association (APA), Washington D.C., USA

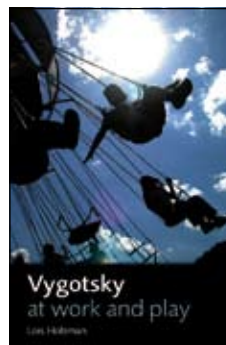
This book describes and summarizes a landmark longitudinal study of approximately 200 children, from the ages 3 to 23, that traced developmental pathways in cognitive, social, and motor skills from preschool to young adulthood in a sample of children who grew up during the 1980s and 1990s in and around Munich, Germany. Each chapter provides a summary of the literature, answers the questions was development stable and was it possible to predict later variables from earlier ones, and summarizes developmental trends and issues of individual development.

2008: 296pp.

Hb: 978-0-8058-6107-5: £56.50/\$90.00

Pb: 978-0-8058-6108-2: £28.00/\$44.95

Published by Psychology Press



## Vygotsky at Work and Play

**Lois Holzman**, East Side Institute for Group and Short Term Psychotherapy, New York, USA

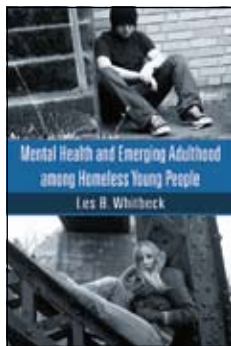
*"I highly recommend this work to students, educators, and practitioners... I found this to be a fascinating application of Vygotsky's theory to the work environment and organizational culture."* - **Stephanie L. Brooke**, in *PsycCRITIQUES*

*Vygotsky at Work and Play* relates the discoveries and insights of Russian psychologist Lev Vygotsky to ordinary people and their communities. The author – working with her intellectual partner Fred Newman – has advanced a unique performance-based methodology of development and learning that draws upon a fresh and in some ways unconventional reading of Vygotsky. In this book, Holzman shows this methodology at work in key learning environments: psychotherapy, classrooms, out-of-school youth programs, and the workplace.

*Vygotsky at Work and Play* presents a challenge to the underlying distinctions and boundaries of psychology, most significantly to the presumption of a cognitive-emotive divide, the notion of fixed identity, the privileging of the individual over the group, and the instrumental nature of play and performance.

2008: 168pp.

Hb: 978-0-415-42294-9: £29.95/\$53.95



New!

## Mental Health and Emerging Adulthood among Homeless Young People

Les B. Whitbeck, University of Nebraska-Lincoln, USA

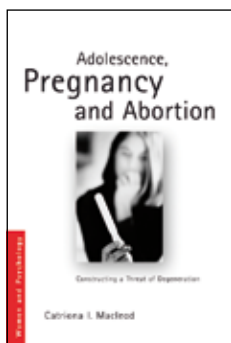
Findings from a three-year study of homeless and runaway adolescents that examined the consequences of runaway episodes are explored in this compelling book. The only longitudinal study of this hard to access population, the study paints a picture of the lives of adolescent runaways and evaluates the occurrence of mental and substance abuse disorders, suicidal behaviors, and the potential for future negative impact on such things as intimate relationships, education, and employment. Nutritional and health problems are explored along with the social and economic impact on society. As such the book sheds light on the adult consequences of adolescent homelessness and provides insight about why current prevention and treatment programs are failing. This book will appeal to anyone who works with and/or is interested in homeless adolescents.

April 2009: 312pp.

Hb: 978-1-84169-751-2: £35.00/\$65.00

Pb: 978-1-84169-752-9: £18.99/\$34.95

Published by Psychology Press



Forthcoming!

## Adolescence, Pregnancy and Abortion

### Constructing a Threat of Degeneration

Catriona I. Macleod, Rhodes University, South Africa

Why does the narrative of the negative consequences of teenage pregnancy, abortion and childbearing persist? This book outlines a critical view of "teenage pregnancy" and abortion, arguing that the negative view of these issues relies on a particular understanding of adolescence. The book traces the invention of 'adolescence', the imaginary wall that it constructs between young people and adults, as well as its deeply entrenched status within a colonialist discourse that equates development of the individual with the development of civilisation, and the consequent threat of degeneration that is implied in the very notion of 'adolescence'.

March 2010: 200pp.

Hb: 978-0-415-55339-1: £45.00/\$70.00

Pb: 978-0-415-55338-4: £16.95/\$27.95

Series: *Women and Psychology*

for a complete list of books in this series please visit [www.womenandpsychology.com](http://www.womenandpsychology.com)

[www.psypress.com/adolescence-and-society](http://www.psypress.com/adolescence-and-society)



Forthcoming!

## Illegal Leisure Revisited

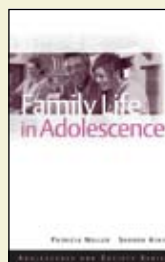
### Changing Patterns of Alcohol and Drug Use in Adolescents and Young Adults

Judith Aldridge, Fiona Measham, Howard Parker, and Lisa Williams

This book updates the progress into adulthood of 14-year-olds that were tracked for the first edition, using qualitative interviews and self-report surveys. The new edition shows them moving into the world of work, relationships and parenthood.

Hb: 978-0-415-49552-3: August 2010: 264pp. £45.00/\$79.00

Pb: 978-0-415-49553-0: August 2010: 264pp. £19.95/\$34.00



Forthcoming!

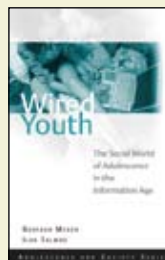
## Family Life in Adolescence

Patricia Noller, and Sharon Atkin

This book describes how the family environment is the key to whether adolescents thrive, or get involved in problem behaviours. It will be of help to parents, teachers, social workers, youth leaders, clergy, psychologists and psychiatrists.

Hb: 978-0-415-47032-2: July 2010: 216pp. £49.95/\$88.00

Pb: 978-0-415-47033-9: July 2010: 216pp. £22.50/\$39.00



Forthcoming!

## Wired Youth

### The Social World of Adolescence in the Information Age

Gustavo Mesch, and Ilan Talmud

This book investigates the driving forces of social interaction, such as shared interests and adolescents' need of diversification of their social circle.

Hb: 978-0-415-45993-8: March 2010: 176pp. £49.95/\$88.00

Pb: 978-0-415-45994-5: March 2010: 176pp. £19.95/\$34.95



New!

## Moving Out, Moving On

### Young People's Pathways In and Through Homelessness

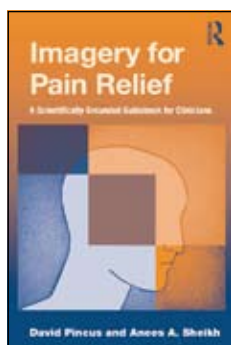
Shelley Mallett, Doreen Rosenthal, Deb Keys, and Roger Averill

Based on a large longitudinal study of homeless young people, this book examines the factors that impact on homeless young people's long-term outcomes, referring these factors to research and policy literature on youth homelessness.

Hb: 978-0-415-47029-2: November 2009: 208pp. £44.95/\$80.95

Pb: 978-0-415-47030-8: November 2009: 208pp. £19.95/\$35.95

for a complete list of books in this series please visit [www.psypress.com/adolescence-and-society](http://www.psypress.com/adolescence-and-society)



New!

## Imagery for Pain Relief A Scientifically Grounded Guidebook for Clinicians

**David Pincus**, Chapman University  
in Orange, California, USA, and  
**Anees A. Sheikh**, Marquette University,  
Wisconsin, USA

*"Effective treatment of pain still is a challenge,  
and it is for that reason that this volume will*

*be welcomed by health care professionals. It will unlock the neglected  
potential of mental imagery for clinicians who are faced with the  
pervasive and often baffling problem of pain."* - **Barbara Dossey**, Author:  
*Holistic Nursing: A Handbook for Practice and Florence Nightingale: Mystic,  
Visionary, Healer*

*Imagery for Pain Relief*, the first book of its kind, familiarizes the reader  
with basic scientific information about pain and mental imagery  
and shows why imagery is a valuable tool for pain management.  
Scientifically grounded and easy-to-read, it provides readers with a  
wealth of practical information, including imagery techniques that  
have been successfully used in the past. This is a useful text not only  
for physicians and clinical psychologists, but also for counselors, social  
workers, nurses, and graduate students in all health related fields,  
including sports medicine.

**CONTENTS:** Rossi, Foreword. Pain: A Primer. Imagery: More Than Make-believe.  
Imagery for Pain Relief: How Does it Work? The Process of Image Therapy. Pain  
Management: Simple Techniques. Pain Management: Deeper Techniques. Pain  
Management: Deepest Techniques. Imagery for Children in Pain. The Gift of  
Pain and Suffering.

March 2009: 310pp.

Hb: 978-0-415-99702-7: £33.50/\$59.95

Forthcoming!

## An Introduction to Art Therapy Research

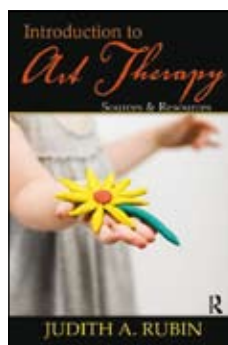
**Lynn Kapitan**, Mount Mary College, Wisconsin, USA

Art therapy is a relatively young field that is growing rapidly. There  
are an estimated 10,000 art therapists in the U.S., with over 40  
accredited graduate programs in art therapy. This text speaks to  
those students, filling in a much-needed gap in a field that requires  
all students to enroll in at least one graduate-level research course.  
This is a pragmatic text that is grounded in art therapy research  
literature and surrounding contexts, providing guidance to students  
and practitioners in research design via a broad survey of appropriate  
questions, methods, and ethical values.

**CONTENTS: Part I: Overview of Art Therapy.** Art Therapy Research Ideas,  
Tools, and Steps in the Process. How Art Informs Art Therapy Research.  
**Part II: Art Therapy Research Methods.** Quantitative Models of Art  
Therapy Research. Outcomes Research to Generate Evidence-based Practice.  
Investigating the Field: Participant-observation. Researching the Phenomena  
of Conscious Experience. Art-based Inquiry: An Emerging Paradigm in Art  
Therapy. **Part III: Doing Art Therapy Research.** Before You Begin: The  
Research Proposal and Other Ethical Safeguards. Models of Good Research:  
Conducting the Study and Reporting Results. Writing for Publication in *Art  
Therapy* and Other Scholarly Journals. Glossary of Research Terminology.

May 2010: 337pp.

Hb: 978-0-415-87147-1: £22.50/\$39.95



New Edition!

## Introduction to Art Therapy Sources & Resources

Second Edition

**Judith A. Rubin**, University of Pittsburgh,  
USA

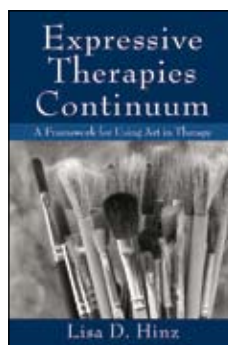
*Introduction to Art Therapy: Sources and  
Resources*, is the thoroughly updated and  
revised second edition of Judith Rubin's landmark 1999 text, the first  
to describe the history of art in both assessment and therapy, and  
to clarify the differences between artists or teachers who provide  
"therapeutic" art activities, psychologists or social workers who  
request drawings, and those who are trained as art therapists to do  
a kind of work which is similar, but qualitatively different. This new  
edition contains a DVD-ROM with over 400 still images and 250 edited  
video clips for much richer illustration than is possible with figures  
alone; an additional chapter describing the work that art therapists  
do; and new material on education with updated information  
on standards, ethics, and informing others. To further make the  
information accessible to practitioners, students, and teachers, the  
author has included a section on treatment planning and evaluation,  
an updated list of resources – selected professional associations and  
proceedings – references, expanded citations, and clinical vignettes  
and illustrations.

**CONTENTS:** Introduction to the Revised Edition. Previews. What is Art Therapy?  
History. The Basics. Approaches. Assessment. Technique(s). People We Serve.  
Problems We Address. Places We Practice. Professional Issues. What Next?



August 2009: 356pp.

Hb: 978-0-415-96093-9: £29.00/\$52.95



New!

## Expressive Therapies Continuum

A Framework for Using Art in  
Therapy

**Lisa D. Hinz**, clinical psychiatrist and a  
registered art therapist

*"Expressive Therapies Continuum is an  
impressive work that is carefully researched,*

*organized, and well-written. It is highly recommended for people in all  
creative arts therapies fields and contains useful information on historical  
perspectives and foundations, case studies, and clinical applications."*

- **Stephanie L. Brooke**, Capella University, Minnesota, USA

*Expressive Therapies Continuum* is distinctive in its application as a  
foundational theory in the field of art therapy. First developed by  
Vija Lusebrink, this theory can be used by persons of any theoretical  
orientation, and has the ability to unite art therapists of varying  
backgrounds. The information contained in this book demonstrates  
how the Expressive Therapies Continuum provides a framework  
for the organization of assessment information, the formulation of  
treatment goals, and the planning of art therapy interventions.

**CONTENTS: Part I: Historical Perspectives and Foundations.** Overview of  
the Expressive Therapies Continuum. History and Evolution of the Expressive  
Therapies Continuum. **Part II: Characteristics of the Expressive Therapies  
Continuum and its Components.** Kinesthetic Component of the Expressive

## ART THERAPY

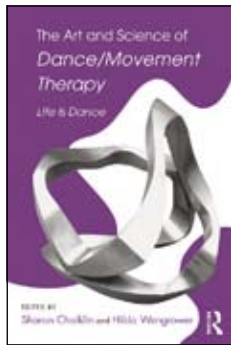
Therapies Continuum. Sensory Component of the Expressive Therapies Continuum. Perceptual Component of the Expressive Therapies Continuum. Affective Component of the Expressive Therapies Continuum. Cognitive Component of the Expressive Therapies Continuum. Symbolic Component of the Expressive Therapies Continuum. Creative Level of the Expressive Therapies Continuum. **Part III: Assessment and Clinical Applications.** Assessment Within the Structure of the Expressive Therapies Continuum. Individual Interventions. Couples, Families, and Groups.

March 2009: 309pp.

Hb: 978-0-415-96347-3: £44.50/\$79.95

Pb: 978-0-415-99585-6: £22.00/\$39.95

## DANCE THERAPY



New!

## The Art and Science of Dance/Movement Therapy

Life Is Dance

Edited by **Sharon Chaiklin**, president of the Marian Chace Foundation of the American Dance Therapy Association, and **Hilda Wengrower**, Hebrew University, Jerusalem, Israel

*"This exceptional text is a must read for professionals in the mental health, health and education fields, graduate students in DMT, and allied professionals who want a more thorough understanding of DMT. It captures the essence of this unique and powerful treatment modality and offers a rich and diverse cross-cultural perspective."* - **Arlyne Stark**, Past President, American Dance Therapy Association

*The Art and Science of Dance/Movement Therapy* offers both a broad understanding and an in-depth view of how and where dance therapy can be used to produce change. The chapters go beyond the basics that characterize much of the literature on dance/movement therapy, and each of the topics covered offers a theoretical perspective followed by case studies that emphasize the techniques used in the varied settings. Several different theoretical points of view are presented in the chapters, illuminating the different paths through which dance can be approached in therapy.

**CONTENTS: Part I: Basic Concepts of Dance/Movement Therapy.** Chaiklin, We Dance from the Moment Our Feet Touch the Earth. Wengrower, The Creative-artistic Process in Dance/Movement Therapy. Fischman, Therapeutic Relationships and Kinesthetic Empathy. Chodorow, Dance Therapy: Motion and Emotion. **Part II: The Path from Theory to Practice.** Capello, BASICS: An Intra/Interactional Model of Dance/Movement Therapy with the Adult Psychiatric Patient. Dascal, Body, Style, and Psychotherapy. Kleinman, Becoming Whole Again: Dance/Movement Therapy for Those Who Suffer from Eating Disorders. Dulicai, Family Dance/Movement Therapy: A Systems Model. Tortora, Dance/Movement Psychotherapy in Early Childhood Treatment. Hill, Dancing with Hope: Dance Therapy with People with Dementia. Berrol, Dance/Movement Therapy with Acquired Brain Trauma Rehabilitation. **Part III: Aspects Integral to the Practice of Dance/Movement Therapy.** Queyquep White, Laban's Movement Theories: A Dance/Movement Therapist's Perspective. Loman, Sossin, Applying the Kestenberg Movement Profile in Dance/Movement Therapy: An Introduction. Shahar-Levy, Emotomics: A Psychomotor Model for the Analysis and Interpretation of Emotive Motor Behavior. Chang, Cultural Consciousness and the Global Context of Dance/Movement Therapy. Hervey, Encouraging Research in Dance/Movement Therapy.

July 2009: 380pp.

Hb: 978-0-415-99657-0: £49.99/\$89.95

Pb: 978-0-415-99656-3: £24.99/\$44.95

## DRAMATHERAPY



Forthcoming!

## Drama as Therapy Clinical Work and Research into Practice

Volume 2

Edited by **Phil Jones**, Leeds Metropolitan University, UK

*"The important quality of Phil Jones' work is that he is able to move the debate and practice*

*of dramatherapy forward... This is a significant book which includes important contributions from previously unpublished dramatherapists."*  
- **Sue Jennings**, Tel Hai College, Israel

This book examines the many ways clients and therapists explore the therapeutic possibilities of drama. Whilst the first volume combined theory, practice and research in the field, this second volume concentrates on clinical material from a range of contexts, with thorough description and analysis of therapeutic work.

*Drama as Therapy Volume 2: Clinical Work and Research into Practice* is not only a welcome companion to the first volume, but also is an important stand alone work which will be of great interest to all those studying, practicing or with an interest in dramatherapy.

**CONTENTS: Part I: Clinical Practice: Contexts, Research and Dialogues.** Jones, The Nature of Practice and Practitioner Research in Dramatherapy. Jones, The Social and Political Contexts of Dramatherapy. Jones, The Theory Within the Practice: Dialogues with Key Theorists. **Part II: Clinical Practice and Practitioner Research.** Novy, The Narratives of Change Project: Dramatherapy and Women in Conflict with the Law. McKenna, Haste, Clinical Effectiveness of Dramatherapy in the Recovery from Neuro-trauma. Chipman, Expanding The Frame: Self Portrait Photography in Dramatherapy with a Young Adult Living with Cancer. Meyer, Dramatherapy with Adolescents Living with HIV: Story Making, Drama and Body Mapping. Ramsden, Guernieri, Dramatherapy and Victim Empathy: A Workshop Approach in a Forensic Setting. Gardner, Dramatherapy, Learning Disabilities and Acute Mental Health. Sanjani, Minding the Gap: Facilitating Transformative Witnessing Amongst Audiences. Dokter, Embodying Difference – To Join or Not to Join the Dance. Powis, Cinderella – The Role Fights Back. Vaughan, 'The River of My Life – Where Things Can Break and Things Can Mend': Ruth's Nine Years Therapy Programme at Family Futures and Three Sessions that Stand Out, An Account by Ruth and her Therapist. Madan, Saisir Les Étoiles: Fostering a Sense of Belonging with Child Survivors of War.

March 2010: 320pp.

Hb: 978-0-415-47607-2: £60.00/\$100.00

Pb: 978-0-415-47608-9: £22.99/\$41.95

## VOLUME 1



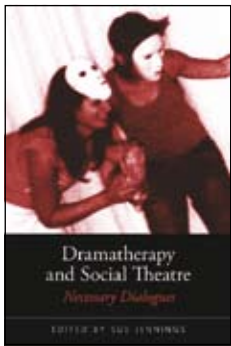
## Drama as Therapy Theory, Practice and Research

Second Edition

Phil Jones

Hb: 978-0-415-41555-2: 2007: 384pp. £60.00/\$107.95

Pb: 978-0-415-41556-9: 2007: 384pp. £22.99/\$41.95



New!

## Dramatherapy and Social Theatre Necessary Dialogues

Edited by **Sue Jennings**, Freelance dramatherapist, play therapist, supervisor, performer and storyteller

*Dramatherapy and Social Theatre: Necessary Dialogues* considers the nature of drama, theatre and dramatherapy, examining

how dramatherapy has evolved over the past decade and how the relationship between dramatherapy and social theatre has developed as a result.

In this book Sue Jennings brings together international dramatherapists and theatre practitioners to challenge, clarify, describe and debate some of the theoretical and practical issues in dramatherapy and social theatre. Contributors cover topics including:

- dramatherapy in communities
- ground rules and definitions
- cross-cultural perspectives
- dramatherapy with adoptive and foster families
- research with professional actors.

*Dramatherapy and Social Theatre* is illustrated throughout with case vignettes providing examples of how theatre and therapeutic processes can be brought together. It will be valuable reading for both professionals and students involved in dramatherapy and theatre studies.

**CONTENTS:** *Jennings*, Prologue: Escape Unto Myself: Personal Experience and Public Performance. **Part I: Dramatherapy and Social Theatre: A Debate of Ground Rules and Definitions.** *Tselikas*, Social Theatre: An Exercise in Trusting the Art. *Seymour*, Dramatherapy and Social Theatre: A Question of Boundaries. *Schininà*, Like Ham in a Temperance Hotel: Healing, Participation, and Education in Social Theatre. *Thompson*, Aapo! Nathiye: Respecting Silence and the Performances of Not-telling. *Bernardi*, On the Dramatherapy of Communities. **Part II: Theatre, Social Theatre and Change: An Exploration of Texts and Contexts.** *Schutzman*, What a Riot! *Casson*, Seventeenth Century Theatre Therapy: Six Jacobean Healing Plays. *Pitruzzella*, Theatre and Therapy: A Necessary Dialogue. *Magill*, *Marquis-Muradaz*, The Making of *Mickey B*, A Modern Adaptation of *Macbeth* Filmed in a Maximum Security Prison in Northern Ireland. *Chabukswar*, Making, Breaking, and Making Again: Theatre in Search of Healing in India. **Part III: Social Theatre, Politics and Change: A Development of Cross-cultural Perspectives.** *Hickson*, Social Theatre: A Theatre of Empowerment to Address Bullying in Schools. *Barham*, Social Theatre. *Vidrih*, The Only Thing Better Than Playing on Stage is Playing at the Heart of Life. *Valente*, From Education Through Art to Social Theatre: A Personal Story from a Portuguese Point of View. *Brathwaite*, Trinidad's Camboulay Street Dance-play and the Carnavalesque Placebo: A Neurotheological Interface Between Social Theatre and Post-Traumatic Slave Syndrome. **Part IV: Dramatherapy and Social Theatre in Practice: Descriptions of What We Actually Do.** *Okumoto*, Using an Art Form for Mutual Understanding and Reconciliation in East Asia: A Drama Project, "Ho'o Pono Pono: Pax Pacifica". *Somers*, Drama and Well-being: Narrative Theory and the Use of Interactive Theatre in Raising Mental Health Awareness. *Moore*, Theatre of Attachment: Dramatherapy with Adoptive and Foster Families. *Raileanu*, The Puppet that Felt a Breeze of its Own Energy: Applied Social Theatre in the Field of Sexuality in Moldova. *Evans*, *Ackerman*, *Tripp*, Where Professional Actors Are Too "Good": The RAP (Respect and Protect) Project. *Grainger*, Epilogue: Talking to Actors.

June 2009: 264pp.

Hb: 978-0-415-42206-2: £65.00/\$110.00

Pb: 978-0-415-42207-9: £22.99/\$39.95



New Edition!

## The Handbook of Play Therapy and Therapeutic Play

Second Edition

Linnet McMahon, University of Reading, UK

*"This book is pervaded by a sense of hope and an overriding belief in the 'healing power of play.' I was moved by the case examples and*

*by McMahon's sense of compassion and empathy for the children whose stories are recorded in this book. I would highly recommend it to anyone considering play therapy as a career or to those already practicing."*

- Jackie Townsend, Counselling Children and Young People

This completely revised and updated second edition provides a comprehensive introduction to using play to communicate with troubled or traumatized children and their families, and to heal emotional damage. The book gives examples of good practice in different settings and situations, including schools, hospitals, residential settings, families and foster carers. It also includes a consideration of the support needs of workers and carers.

Drawing on psychodynamic, systemic and attachment theory, the book provides an integrated theory base for using play in therapeutic work with children. It emphasizes non-directive approaches to therapeutic play and play therapy, based on supporting the child's developing self within the safe boundaries provided by the setting and the worker's emotional holding and containment. Areas explored include:

- children with disabilities and illnesses
- daily living with abused and traumatized children
- helping troubled families
- difficulties in early years
- children experiencing separation, loss and bereavement
- children moving to new families.

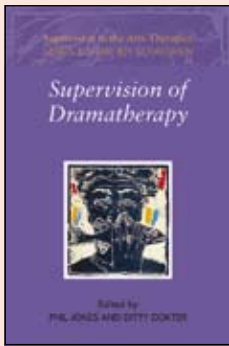
*The Handbook of Play Therapy and Therapeutic Play* is an invaluable resource for all of those using play therapy with children and will appeal not only to play therapists but also to professionals working in the broader field of therapeutic play.

**CONTENTS:** Introduction: The State of Play. The Development of Play. Approaches to Therapeutic Play. The Process of Therapeutic Play and Play Therapy. Therapeutic Play in the Early Years. Play in Helping Troubled Families. Therapeutic Play for Children with Disabilities and Illness. Therapeutic Play for Children Experiencing Separation, Loss and Bereavement in Their Families. Therapeutic Play with Children who have Experienced Continual Trauma and Loss. Therapeutic Play in Daily Living with Abused and Traumatized Children. Play in Therapeutic Work with Children Moving to New Families.

January 2009: 296pp.

Hb: 978-0-415-43941-1: £60.00/\$100.00

Pb: 978-0-415-43942-8: £20.99/\$36.95



## Supervision of Dramatherapy

Edited by **Phil Jones**, Leeds Metropolitan University, UK, and **Ditty Dokter**, Hertfordshire Partnership Trust, UK

*"I would recommend Supervision of Dramatherapy as a varied and comprehensive resource, not only for supervisors but for all dramatherapists."* - **Kate Kent**, Dramatherapy

*Supervision of Dramatherapy* offers a thorough overview of dramatherapy

supervision and the issues that can arise during the supervisory task.

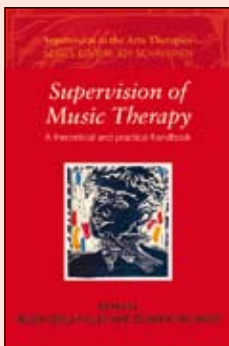
Phil Jones and Ditty Dokter bring together experts from the field to examine supervision in a range of contexts with different client groups, including dramatherapy with children, forensic work, and intercultural practice.

2008: 240pp.

Hb: 978-0-415-44702-7: £55.00/\$100.00

Pb: 978-0-415-44703-4: £19.99/\$35.95

Series: *Supervision in the Arts Therapies*



## Supervision of Music Therapy

### A Theoretical and Practical Handbook

Edited by **Helen Odell-Miller**, and **Eleanor Richards**, both at Anglia Polytechnic University, UK

*Supervision of Music Therapy* discusses the theoretical bases underlying approaches to supervision in music therapy, as well as

focusing on the distinctive aspects of music therapy supervision from both clinical and conceptual perspectives.

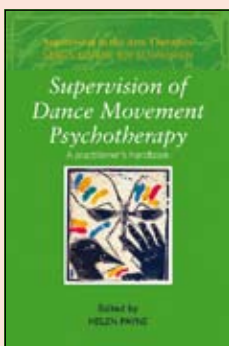
In this book, leading music therapy supervisors and researchers demonstrate how music therapy trainees and practising clinicians can be supported through supervision, allowing them to develop confidence and authenticity in their work.

2008: 216pp.

Hb: 978-0-415-41125-7: £55.00/\$100.00

Pb: 978-0-415-41126-4: £19.99/\$35.95

Series: *Supervision in the Arts Therapies*



## Supervision of Dance Movement Psychotherapy

### A Practitioner's Handbook

Edited by **Helen Payne**, University of Hertfordshire, UK

*"... this publication serves not only as a rich and enriching supervision resource, it provides solid support for the notion of supervision as a specialized area of training."* - **Cynthia Berrol**, Body, Movement, and Dance in Psychotherapy

*Supervision of Dance Movement Psychotherapy* is the first book of its kind to explore the supervisory process in the psychotherapeutic

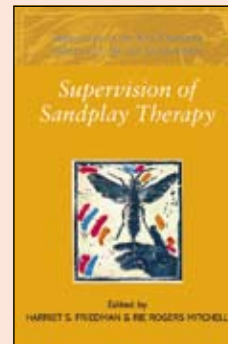
practice of movement and dance. Helen Payne brings together international contributors to discuss how the language of the body plays an important part in the supervisory experience for psychotherapists and counsellors.

2008: 208pp.

Hb: 978-0-415-41343-5: £55.00/\$100.00

Pb: 978-0-415-41344-2: £19.99/\$35.95

Series: *Supervision in the Arts Therapies*



## Supervision of Sandplay Therapy

Edited by **Harriet S. Friedman**, in private practice, Los Angeles, USA, and **Rie Rogers Mitchell**, California State University, Northridge, USA

*Supervision of Sandplay Therapy*, the first book on this subject, is an internationally-based volume that describes the state of the art in supervision of sandplay therapy. Recognizing that practitioners are eager to incorporate sandplay therapy into their practice, Harriet

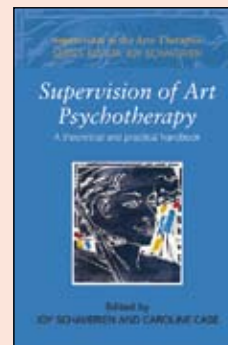
Friedman and Rie Rogers Mitchell respond to the need for new information, and successfully translate the theories of sandplay therapy into supervision practice.

2007: 248pp.

Hb: 978-0-415-41089-2: £55.00/\$100.00

Pb: 978-0-415-41090-8: £19.99/\$35.95

Series: *Supervision in the Arts Therapies*



## Supervision of Art Psychotherapy

### A Theoretical and Practical Handbook

Edited by **Joy Schaverien**, in private practice, UK, and **Caroline Case**, Knowle Clinic, Bristol, UK

*Supervision of Art Psychotherapy* will be an inspiration for advanced practitioners and students in training. It is the first book

to formulate a unique theoretical base to current practice in art psychotherapy supervision. A central theme is the nature of the image in supervision, defining its difference from other forms of supervision in the mental health professions. Clinical practice is brought to life through vivid vignettes from diverse settings with a variety of client groups.

2007: 256pp.

Hb: 978-0-415-40960-5: £55.00/\$100.00

Pb: 978-0-415-40961-2: £19.99/\$35.95

Series: *Supervision in the Arts Therapies*

Forthcoming!

## Attachment

### Expanding the Cultural Connections

Edited by **Phyllis Erdman**, Washington State University, USA, and **Kok-Mun Ng**, University of North Carolina at Charlotte, USA

*Attachment: Expanding the Cultural Connections* presents a current analysis of the theory and application of attachment within cross-cultural settings. It is a compilation of research, clinical applications, and theoretical conceptualizations and is intended for clinicians and researchers in counseling, family therapy, and psychology as well as graduate level courses in family therapy and psychology.

**CONTENTS: Part I: Introduction.** Metzger, Erdman, Ng, Attachment in Cultural Contexts. **Part II: Conceptual Extensions and Measurement Issues.** Wang, Song, Adult Attachment Reconceptualized. Imamoğlu, Imamoğlu, Attachment within a Cultural Perspective. Behrens, Amae through the Eyes of Japanese Mothers. Gassin, Cultural Variations in the Link between Attachment and Bereavement. Shaver, Mikulincer, Alonso-Arbiol, Lavy, Assessment of Adult Attachment Across Cultures. Karakurt, Kafescioğlu, Keiley, Cross-cultural Adult Attachment Research. Morgenstern, Magai, The Utility of the Adult Attachment Interview in the United States. **Part III: Child-caregiver Attachment.** Jin, Jacobvitz, Hazen, A Cross-cultural Study of Attachment in Korea and the U.S. Sümer, Kağıtçibaşı, Culturally Relevant Parenting Predictors of Attachment Security. Tomlinson, Murray, Cooper, Attachment Theory, Culture, and Africa. **Part IV: Adult Attachment.** Yalçınkaya, Rapoza, Malley-Morrison, Adult Attachment in Cross-cultural and International Research. Schmitt, Romantic Attachment from Argentina to Zimbabwe. Hatfield, Rapson, Culture, Attachment Style, and Romantic Relationships. Johri, Mothering from the Margins. Shi, Adult Attachment Patterns and Their Consequences in Romantic Relationships. **Part V: Clinical Applications.** Peluso, Miranda, Firpo-Jimenez, Pham, Attachment Dynamics and Latin Cultures. Shi, Contextual Thinking in Attachment.

May 2010: 328pp.

Hb: 978-0-415-99059-2: £31.50/\$49.95

Series: *Family Therapy and Counseling*



## Family Art Therapy

### Foundations of Theory and Practice

**Christine Kerr**, Long Island University, USA, **Janice Hoshino**, Antioch University, Ohio, USA, **Judy Sutherland**, in private practice, Illinois, USA, **Sharyl Thode Parashak**, Southern Illinois University – Edwardsville, USA, and **Linda Lea McCarley**, in private practice, Texas, USA

*Family Art Therapy* is designed to help the reader incorporate clinical art therapy intervention techniques into family therapy practice. Expressive modalities are often used in work with families, particularly visual art forms, and there is already considerable evidence and literature that point to a positive link between the two. This text is unique in that it draws together, for the first time in a single volume, an overview of the evolution of the theories and techniques from the major schools of classic family therapy, integrating them with practical clinical approaches from the field of art therapy.

2007: 264pp.

Hb: 978-0-415-95464-8: £24.95/\$39.95

Series: *Family Therapy and Counseling*



## Engaging Children in Family Therapy

### Creative Approaches to Integrating Theory and Research in Clinical Practice

Edited by **Catherine Ford Sori**, Governors State University, University Park, Illinois, USA

This book is intended as a guide for both novice and experienced counselors and family therapists, covering a wide range of

topics and offering a large body of information on how to effectively counsel children and their families. It includes recent research on a number of topics including working with children in a family context, the exclusion of children from counseling, and counselor training methods and approaches, the effectiveness of filial play therapy, the effects of divorce on children, and ADHD.

2006: 304pp.

Hb: 978-0-415-94981-1: £25.00/\$39.95

Series: *Family Therapy and Counseling*

## ALSO IN THE SERIES

Forthcoming!

**Carlson/Sperry, Eds.:** *Recovering Intimacy in Love Relationships: A Clinician's Guide*

Hb: 978-0-415-99253-4: May 2010: 382pp. £27.95/\$49.95



**Castaldo:** *Divorced, without Children: Solution Focused Therapy with Women at Midlife*

Hb: 978-0-415-95585-0: 2008: 256pp. £22.50/\$34.95



**Onedera, Ed.:** *The Role of Religion in Marriage and Family Counseling*

Hb: 978-0-415-95499-0: 2007: 304pp. £24.95/\$39.95



**Peluso:** *Infidelity: A Practitioner's Guide to Working with Couples in Crisis*

Hb: 978-0-415-95390-0: 2007: 352pp. £30.00/\$47.95



**Smith/Montilla, Eds.:** *Counseling and Family Therapy with Latino Populations: Strategies that Work*

Hb: 978-0-415-95109-8: 2005: 256pp. £21.99/\$34.95



**Sperry:** *Assessment of Couples and Families: Contemporary Cutting Edge Strategies*

Hb: 978-0-415-94657-5: 2004: 304pp. £28.99/\$41.95



**Crenshaw:** *Treating Families and Children in the Child Protective System: Strategies for Systemic Advocacy and Family Healing*

Hb: 978-0-415-94870-8: 2004: 304pp. £26.50/\$42.50



**Ng, Ed.:** *Global Perspectives in Family Therapy: Development, Practice, Trends*

Hb: 978-1-58391-311-6: 2003: 240pp. £28.50/\$45.95



**Erdman/Caffery, Eds.:** *Attachment and Family Systems: Conceptual, Empirical, and Therapeutic Relatedness*

Hb: 978-1-58391-351-2: 2002: 280pp. £31.50/\$50.00

**New Edition!**

## Children of Divorce

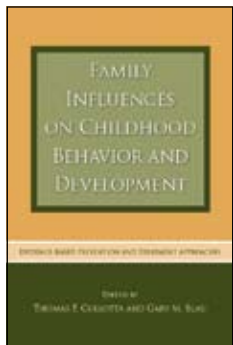
### Stories of Loss and Growth

Second Edition

Edited by **John H. Harvey**, University of Iowa, Iowa City, USA, and **Mark A. Fine**, University of Missouri/Columbia, USA

This volume paints a picture of the pain, the hope, and the resiliency shown by young adults while in the throes of divorce and in the years to follow. Featuring excerpts of stories collected from thousands of young people this book demonstrates the value of storytelling in helping people deal with major loss in their lives. These poignant narratives are framed by an analysis of the most recent divorce literature. By examining these vivid and realistic experiences, readers gain a greater understanding of the effects of divorce and help to strengthen relationships in the future.

June 2010: 192pp.  
**Hb: 978-0-415-87256-0: £29.95/\$49.95**  
**Pb: 978-0-415-87258-4: £17.50/\$29.95**  
 Published by Psychology Press



## Family Influences on Childhood Behavior and Development

### Evidence-Based Prevention and Treatment Approaches

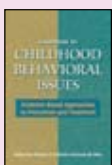
Edited by **Thomas P. Gullotta**, C.E.O. of Child and Family Agency, USA, and **Gary M. Blau**, Chief of the Child, Adolescent and Family Branch of the Center for Mental Health Services, USA

"[Family Influences on Childhood Behavior and Development] will serve as a solid reference for all of us who aspire to do a better job in prevention and intervention for children and youth – and families."  
 - **PsycCRITIQUES**

This book is about families and their children. This book is about those times when the family unit experiences distress. This distress may be found in the serious illness of a child or a parent. It may be the result of a reconfiguration of the family as in divorce and remarriage. Or it may involve the harming of a family member sexually or physically. In this volume, the authors explore what family means today, what functions it serves, and those circumstances that can make family life painful.

2008: 360pp.  
**Hb: 978-0-415-96532-3: £31.00/\$49.95**

ALSO BY THOMAS P. GULLOTTA AND GARY M. BLAU



## Handbook of Childhood Behavioral Issues

### Evidence-Based Approaches to Prevention and Treatment

**Hb: 978-0-415-95461-7: 2007: 432pp. £60.00/\$95.00**

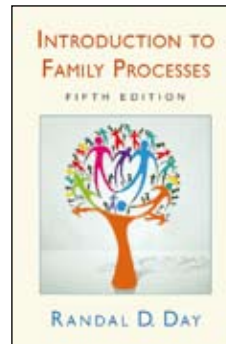
**Forthcoming!**

## Jay Haley Revisited

Edited by **Madeleine Richeport-Haley**, Milton H. Erickson Foundation, San Diego State University, USA, and **Jon Carlson**, Governors State University, University Park, Illinois, USA

*Jay Haley Revisited* brings together some of the most influential professionals who introduce, analyze, and put into context some of the most interesting and significant papers Jay Haley produced, both published and unpublished. Jay Haley was one of the most influential thinkers in psychotherapy who revolutionized the field through his writings, teachings, research, and supervision for more than half a century. The seminal classic papers found in this volume capture the wit, humor, and the ability to look at a field and offer critique that leads to constructive change.

February 2010: 534pp.  
**Hb: 978-0-415-80531-5: £49.99/\$89.95**  
**Pb: 978-0-415-80533-9: £22.50/\$39.95**



**New Edition!**

## Introduction to Family Processes

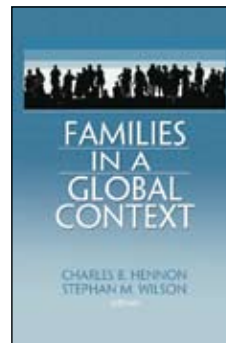
### Fifth Edition

Edited by **Randal D. Day**, Brigham Young University, Utah, USA

What goes on "behind closed doors" in families is examined in this text. Through his storytelling style, Randy Day introduces readers to the family processes approach

– the strategies and behaviors families use to achieve goals. The emphasis is on how families work and interact rather than on the psychological, sociological, or economic processes. It examines emotions in families, communication, relationship formation/dissolution, family rituals, and power and conflict.

July 2009: 288pp.  
**Hb: 978-1-84169-761-1: £32.50/\$59.95**



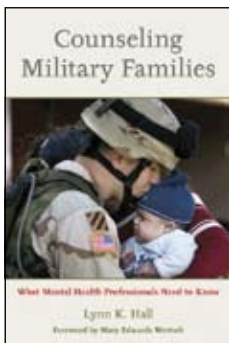
## Families in a Global Context

Edited by **Charles B. Hennon**, Miami University, USA, and **Stephan M. Wilson**, Oklahoma State University, USA

How are families the same or different around the world? *Families in a Global Context* puts the similarities and differences into perspective, presenting an in-depth comparative analysis of family life in 17 countries around the world. Contributors

discuss different countries' family life by using a standard framework to review major influences and patterns. The framework allows readers to do comparative reflection across several countries on a variety of daily living elements, including social and economic forces such as urbanization and modernization, changes in gender/courtship/spousal patterns, and war. This book provides an informative illustration of current as well as future trends of family life worldwide.

2008: 624pp.  
**Hb: 978-0-7890-2707-8: £85.00/\$129.95**  
**Pb: 978-0-7890-2708-5: £65.00/\$94.95**



## Counseling Military Families

### What Mental Health Professionals Need to Know

**Lynn K. Hall**, Western New Mexico University, USA

*Counseling Military Families* helps the practicing counselor understand how the military works, what issues are constants for the military family, and what stressors are faced by the military member and the family.

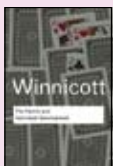
The book describes military life, including demographic information and examples of military family issues, before delving into specific chapters focused on problems unique to military personnel, spouses, and children.

2008: 288pp.

Hb: 978-0-415-95687-1: £53.00/\$85.00

Pb: 978-0-415-95688-8: £18.95/\$29.95

## BACKLIST BOOKS

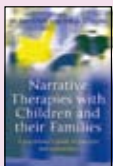


### Winnicott: The Family and Individual Development

Pb: 978-0-415-40277-4: 2006: 288pp. £12.99/\$23.95

Series: *Routledge Classics*

[www.routledge.com/classics](http://www.routledge.com/classics)

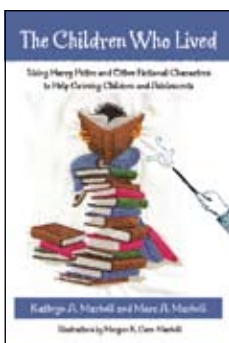


### Vetere/Dowling, Eds.: Narrative Therapies with Children and their Families: A Practitioner's Guide to Concepts and Approaches

Hb: 978-1-58391-826-5: 2005: 336pp. £50.00/\$90.00

Pb: 978-1-58391-827-2: 2005: 336pp. £20.99/\$37.95

## GRIEF AND BEREAVEMENT



## The Children Who Lived

### Using Harry Potter and Other Fictional Characters to Help Grieving Children and Adolescents

**Kathryn A. Markell**, Anoka-Ramsey Community College, Minnesota, USA, and **Marc A. Markell**, St. Cloud State University, Minnesota, USA

*The Children Who Lived* is a unique approach toward grief and loss in children. Focusing on

fictional child and adolescent characters experiencing grief, this book uses classic tales and the Harry Potter books to help grieving children and adolescents. Included in the text, and the companion CD, are a number of activities, discussion questions, and games that could be used with grieving children and adolescents.



2008: 208pp.

Pb: 978-0-415-95765-6: £21.95/\$34.95

Forthcoming!

## Grief After Suicide

### Understanding the Consequences and Caring for the Survivors

**John R. Jordan**, Director, The Family Loss Project, Sherborn, Massachusetts, USA, and **John L. McIntosh**, Indiana University South Bend, Indiana, USA

This edited volume addresses the need for an up-to-date, professionally oriented summary of the clinical and research literature on the impact of suicide bereavement on survivors. It is geared towards mental health professionals, grief counselors, clergy, and others who work with survivors in a professional capacity.

August 2010: 350pp.

Hb: 978-0-415-99355-5: £24.95/\$39.95

Series in *Death, Dying and Bereavement*

Forthcoming!

## Parenting after the Death of a Child A Practitioner's Guide

**Jennifer L. Buckle**, Sir Wilfred Grenfell College, Memorial University of Newfoundland, Canada, and **Stephen Fleming**, York University, Ontario, Canada

The death of a child has a tremendous and overwhelming impact on parents and siblings, completely altering the psychological landscape of the family. How can someone attempt to cease parenting a deceased child while maintaining this role with his/her other children? *Parenting after the Death of a Child* addresses this complex and daunting dilemma. Following on the heels of a qualitative research study that involved interviewing bereaved parents, both fathers and mothers, Buckle and Fleming have put together several different stories of loss and recovery to create an invaluable resource for clinicians, students, and grieving parents.

April 2010: 256pp.

Hb: 978-0-415-99573-3: £22.00/\$39.95

Series in *Death, Dying and Bereavement*

## ALSO IN THE SERIES

Forthcoming!

**Martin/Doka**: *Grieving Beyond Gender: Understanding the Ways Men and Women Mourn, Second Edition*

Hb: 978-0-415-99571-9: March 2010: 239pp. £53.00/\$95.00

Pb: 978-0-415-99572-6: March 2010: 239pp. £19.00/\$34.95



**Werth Jr./Blevins, Eds.**: *Decision Making near the End of Life*

Hb: 978-0-415-95448-8: 2008: 408pp. £31.00/\$49.95

**Rogers, Ed.**: *The Art of Grief*

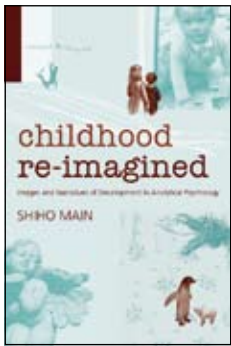
Pb: 978-0-415-95535-5: 2007: 224pp. £19.95/\$31.95

**Leong/Leach, Eds.**: *Suicide Among Racial and Ethnic Minority Groups*

Hb: 978-0-415-95532-4: 2007: 352pp. £24.95/\$40.00

for a complete list of books in this series please visit

[www.routledgejournalmentalhealth.com/death-dying-and-bereavement](http://www.routledgejournalmentalhealth.com/death-dying-and-bereavement)



## Childhood Re-imagined

### Images and Narratives of Development in Analytical Psychology

Shiho Main, University of Essex, UK

*"Shiho Main has given us the most important Jungian work on childhood in recent years... This is essential reading for psychotherapists, psychologists, trainees and everyone concerned with what 'childhood' means in our time."*

- **Christopher Hauke**, IAAP Jungian analyst and Goldsmiths College, University of London, UK

*Childhood Re-imagined* considers Carl Jung's psychological approach to childhood and argues that his symbolic view deserves a place between the more traditional scientific and social-constructionist views of development.

This book discusses how Jung's view of development in terms of individuation is relevant to child development, particularly the notion of regression and Jung's distinction between the child archetype and the actual child. It shows how Jung's understanding of the historically controversial notion of recapitulation differs from that of other psychologists of his time and aligns him with contemporary, post-modern critiques of development.

2008: 216pp.

Hb: 978-0-415-38495-7: £55.00/\$90.00

Pb: 978-0-415-38496-4: £21.99/\$34.95



## The Child That Haunts Us

### Symbols and Images in Fairytale and Miniature Literature

Susan Hancock, Roehampton University, UK

*"In this scholarly and important study of children's literature, Susan Hancock decisively explores the mysteries and contradictions surrounding the adult perceptions of childhood."*

*The Child That Haunts Us* is a brilliant fusion of Jungian criticism and insightful historical analysis." - **Susan Rowland**, University of Greenwich, UK

*The Child That Haunts Us* focuses on the symbolic use of the child archetype through the exploration of miniature characters from the realms of children's literature. Jung argued that the child archetype should never be mistaken for the 'real' child. In this book Susan Hancock considers how the child is portrayed in literature and fairytale and explores the suggestion from Jung and Bachelard that the symbolic resonance of the miniature is inversely proportionate to its size.

2008: 168pp.

Hb: 978-0-415-44775-1: £55.00/\$98.95

Pb: 978-0-415-44776-8: £18.99/\$29.95

From MONICA LANYADO, and ANN HORNE



Routledge Recommends!

## The Handbook of Child and Adolescent Psychotherapy

### Psychoanalytic Approaches

Second Edition

Edited by **Monica Lanyado**, training supervisor at the British Association of

Psychotherapists, UK, and **Ann Horne**, Senior member of the British Association of Psychotherapists, UK

*"This revised edition is a thoroughly impressive and impressively thorough achievement. The writing, the level of specialism and expertise evidenced, and the rich variety of clinical and research illustrations make it also a great read."* - **Anne Alvarez**, Consultant Child and Adolescent Psychotherapist

This updated edition of *The Handbook of Child and Adolescent Psychotherapy* reflects the many changes in the profession. It includes:

- additional chapters on neuroscience, work with 'looked after children' and with foster parents, working in schools
- enlarged chapters on research, attachment theory, work with parents, and developments in child and adolescent psychotherapy around the world
- chapters on areas of specialist interest including violence, sexual abuse and abusing, trauma, parent-infant psychotherapy, autism, victims of political violence, delinquency and gender dysphoria.

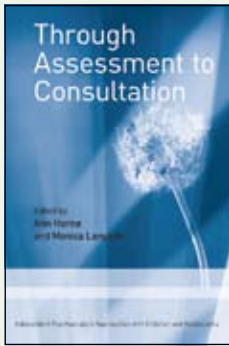
The *Handbook* remains accessible and jargon-free. It will be a valuable resource for all who work in allied professions where the emotional well-being of children is of concern.

**CONTENTS:** Introduction. **Part I: Theoretical Foundations.** The Roots of Child and Adolescent Psychotherapy in Psychoanalysis. Normal Emotional Development. Contributions from Attachment Theory and Research. The Contribution from Neuroscience. Research in Child and Adolescent Psychotherapy: An Overview. **Part II: Context.** The Child Psychotherapist in the Multi-disciplinary Team. Race and Cultural Issues. The International Scene. **Part III: Diversity of Treatments and Settings.** The Therapeutic Setting and Process. Individual Psychotherapy: Assessment, Intensive and Non-intensive Work. Brief Psychotherapy and Therapeutic Consultations. How Much Therapy is 'Good-Enough'? Work with Parents. Parent-infant Psychotherapy. Group Psychotherapy. Working within Schools and Educational Settings. The Challenges of In-patient Work in a Therapeutic Community. Consultation within Residential Care. **Part IV: Areas of Specialist Interest.** Child Psychotherapy for Children on the Autistic Spectrum. Psychotherapy with Severely Traumatised Children and Adolescents: 'Far Beyond Words.' Psychotherapy for Children Looked After by Local Authorities. Working with Foster Carers. Sexual Abuse and Sexual Abusing in Childhood and Adolescence. The Roots of Violence: Theory and Implications for Technique with Children and Adolescents. Work with Children and Adolescents Exposed to Political Violence. Delinquency. Working with People with Eating Disorders: 'What If I Die Without Knowing Why?' Gender Identity Dysphoria.

June 2009: 480pp.

Hb: 978-0-415-46368-3: £60.00/\$100.00

Pb: 978-0-415-46369-0: £24.99/\$39.95



New!

## Through Assessment to Consultation

### Independent Psychoanalytic Approaches with Children and Adolescents

Edited by **Ann Horne**, Senior member of the British Association of Psychotherapists, UK, and **Monica Lanyado**, training supervisor at the British Association of Psychotherapists, UK

*"This book is a welcome addition to the clinical accounts of analytic work with children, young people and their families. The understanding provided here is a timely reminder that working indirectly to help frontline staff reflect is essential if good, objective decision making is to underpin the complex situations confronting workers in a whole range of settings in Children's services."* - **Judith Trowell**, University of Worcester and Honorary Consultant Psychiatrist, Tavistock Clinic, UK

Winnicott's description of "doing something else" or "working as a psychoanalyst" when not engaged in the actual analysis of his patients resonates with the child psychotherapist today. Individual psychotherapy is certainly a valuable part of the work but much of the time the CPT is "doing something appropriate to the occasion". Some of this time is spent in assessment work – for therapy, for the multi-professional team and for other agencies – and some in consultation to colleagues and other professional staff or in a combination of the two.

Drawing from the Independent tradition in psychoanalysis, *Through Assessment to Consultation* explores the application of psychoanalytic thinking to daily work, reflecting on what is actually done and why. Contributors provide a variety of clinical illustrations as they describe a range of approaches and settings in the tasks of both assessment and consultation.

This book will help both new and experienced Child and Adolescent Psychotherapists re-examine their role and function in the team and in the outside world, and will also be of interest to specialist health workers, educational psychologists and those wanting to explore more Winnicottian approaches to therapeutic work.

**CONTENTS:** *Horne, Lanyado*, Introduction: 'Appropriate to the Occasion.'  
**Part I: Assessment.** *Walker*, Every Assessment Matters: The Child Psychotherapist's Role in Assessment in Child and Adolescent Mental Health Settings. *Dowling*, Thinking Aloud: A Child Psychotherapist Assessing Families for Court. *Parsons, Horne*, Anxiety, Projection and the Quest for Magic Fixes: When One is Asked to Assess Risk. *Alfillé-Cook*, Peculiarities and Problems in Assessing Adolescents. **Part II: Overlaps.** *Onions*, Infant Mental Health: A Conversation with Dilys Daws. *Gibbs*, Reflections on Race and Culture in Therapeutic Consultation and Assessment. *Hamilton*, Death in the Family: Post 9/11 at Pier 94 Manhattan. *Horne*, From Intimacy to Acting Out: Assessment and Consultation about a Dangerous Child. **Part III: Consultation and Beyond.** *Robson*, Consultation to an Under 5s' Service. *Lanyado*, The Impact of Listening on the Listener: Consultation to the Helping Professions who Work with Sexually Abused Young People. *Vastardis*, 'You are Paid to be a Nuisance': Tensions in the Role of a Clinician-manager. *Wilson*, Beyond Consultation: Towards YoungMinds.

May 2009: 208pp.

Hb: 978-0-415-46289-1: £55.00/\$100.00

Pb: 978-0-415-46290-7: £19.99/\$34.95

Series: *Independent Psychoanalytic Approaches with Children and Adolescents*



**Lanyado/Horne, Eds.:** A Question of Technique: Independent Psychoanalytic Approaches with Children and Adolescents

Hb: 978-0-415-37913-7: 2006: 272pp. £60.00/\$107.95

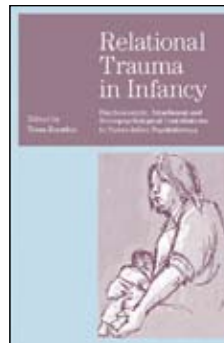
Pb: 978-0-415-37915-1: 2006: 272pp. £20.99/\$37.95

Series: *Independent Psychoanalytic Approaches with Children and Adolescents*

**Lanyado:** The Presence of the Therapist: Treating Childhood Trauma

Hb: 978-1-58391-297-3: 2003: 160pp. £50.00/\$89.95

Pb: 978-1-58391-298-0: 2003: 160pp. £19.99/\$35.95



New!

## Relational Trauma in Infancy

### Psychoanalytic, Attachment and Neuropsychological Contributions to Parent-Infant Psychotherapy

Edited by **Tessa Baradon**, Anna Freud Centre, UK

*"Sensitive and creative research and clinical papers contribute to an interdisciplinary exploration of the biological, psychological and social consequences of trauma on infant development and to extensive consideration of various modes of intervention, making this volume of value to both developmental investigators and clinicians."*

- **Sidney J. Blatt**, Yale University, USA, and author of *Polarities of Experience: Relatedness and Self-definition in Personality Development, Psychopathology and the Therapeutic Process*

This book presents an interdisciplinary discussion between researchers and clinicians about trauma in the relationship between infants and their parents. It makes an innovative contribution to the field of infant mental health in bringing together previously separated paradigms of relational trauma from psychoanalysis, attachment and the neurosciences.

With contributions from a range of experts, areas of discussion include:

- intergenerational transmission of relational trauma and earliest intervention
- the nature of the traumatising encounter between parent and infant
- the therapeutic possibilities of parent-infant psychotherapy in changing the trajectory of transmitted trauma
- training and supporting professionals working with traumatised parents and infants.

*Relational Trauma in Infancy* will be of particular interest to trainee and qualified child and adult psychotherapists, clinical psychologists, child and adult psychiatrists, psychoanalysts, health care professionals and social workers.

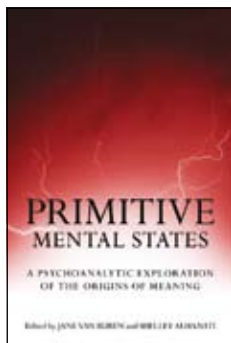
**CONTENTS:** *Mayes*, Introduction. *Baradon*, Preface. *Pretorius*, Research into Genetic and Environmental Contributors to the Intergenerational Transmission of Disorganised Attachment Relationships. *Schore*, Relational Trauma and the Developing Right Brain: The Neurobiology of Broken Attachment Bonds. *Woodhead*, Trauma in the Crucible of the Parent-Infant Relationship: The Baby's Experience. *Joyce*, Infantile Psychosomatic Integrity and Maternal Trauma. *Jones*, The Traumatic Sequelae of Pathological Defensive Processes in Parent-Infant Relationships. *James, Newbury*, Infants, Relational Trauma and Homelessness: Therapeutic Possibilities Through a Hostel Baby Clinic Group and its Research Evaluations. *Tomas, Chakraborty*, Babies Behind Bars: Working

with Relational Trauma in Prison. *Dalley*, Containment of Trauma – Working in The Community. *Baradon*, Discussion: And What About Fathers? *Sleed, Fonagy*, Understanding Disruptions in the Parent-Infant Relationship: Are Words Enough? *Baradon, Bronfman*, Contributions and Divergences between Clinical Work and Research Tools Relating to Trauma and Disorganisation. *Broughton*, Measuring the Parent-Infant Relationship. *Steele, Steele, Murphy*, The Adult Attachment Interview and Relational Trauma: Implications for Parent-Infant Psychotherapy. *Baradon*, Epilogue: 'Ghosts and Angels in the Nursery' – Windows of Opportunity and Remaining Vulnerability.

December 2009: 228pp.

Hb: 978-0-415-47374-3: £60.00/\$100.00

Pb: 978-0-415-47375-0: £20.99/\$34.95



New!

## Primitive Mental States A Psychoanalytic Exploration of the Origins of Meaning

Edited by **Jane Van Buren**, in private practice, California, USA, and **Shelley Alhanati**, Psychoanalytic Institute of Northern California, USA

"This is an exceptional book... the scholarship is outstanding and the integrity of the authors

and their work is evident throughout." - **Thomas H. Ogden**, Director, Centre for the Advanced Study of the Psychoses; Personal and Supervising Analyst, Psychoanalytic Institute of Northern California, USA

Traditional psychoanalysis relies on the presence of certain meaning-making capacities in the patient for its effectiveness. *Primitive Mental States* examines how particular capacities including those for symbolising, fantasising, dreaming, experiencing and finding meanings in those experiences, can be taken for granted. Many of us lack these capacities in certain dimensions of our minds making traditional psychoanalysis ineffective.

In this book, international contributors are brought together to consider a radical evolution in contemporary psychoanalytic theory developed from a combination of ultrasound studies, infant analysis, and observation of mothers and babies. These findings demonstrate how much mental life exists even before birth and considers unevolved, unborn and barely born aspects of the self such as the birth of emotion and the birth of alpha functioning.

**CONTENTS:** *Van Buren, Alhanati*, Introduction. *Grotstein*, "Orphans of O" The Negative Therapeutic Reaction and the Longing for the Childhood that Never Was. *Ferro*, Experiencing Emotions, Avoiding Emotions: Between Hercules and Puss-in-Boots. *Williams*, Incorporation of an Invasive Object. *Fix Korbivcher*, The Theory of Transformations and Autistic States. *Autistic Transformations: A Proposal*. *Robinson*, A Binocular View of Adhesion: From Prenatal Contiguity to Postnatal Appetite. *Wilheim*, The Trauma of Conception – Cellular Memory. *Van Buren*, Thoughts Without a Thinker. *Gonzalez*, Nothing Comes From Nothing: Failed Births, Dead Babies. *Chuster*, The Origins of the Unconscious: Framework of The Future Mind. *Reiner*, Pre-verbal Language in the Treatment of a Mother and Infant: A Clinical Exploration. *Norman*, Transformations of Early Infantile Experience: A 6-month Old in Psychoanalysis. *Salomonsson* "Talk to Me Baby, Tell Me What's The Matter Now." Semiotic and Developmental Perspectives on Communication in Psychoanalytic Infant Treatment.

December 2009: 240pp.

Hb: 978-0-415-46893-0: £60.00/\$99.00

Pb: 978-0-415-46894-7: £22.99/\$36.95

Forthcoming!

## Ecobehavioral Consultation in Schools

### Theory and Practice for School Psychologists, Special Educators, and School Counselors

**Steven W. Lee**, and **John W. Eagle**, both at the University of Kansas, Lawrence, USA

Consultation is a primary course in most school psychology and school counseling programs, which makes *Ecobehavioral Consultation in Schools* a text that is applicable to all school psychologists and students. The ecobehavioral perspective in school consultation is a shift from the behavioral perspective to include the ecological and environmental relationships of a person. This volume covers the research base for ecobehavioral consultation as well as the processes and strategies of the model.



November 2010: 256pp.

Hb: 978-0-415-99342-5: £59.00/\$95.00

Pb: 978-0-415-99343-2: £21.95/\$34.95

Series: *School-Based Practice in Action*

Forthcoming!

## Serving the Gifted

### Evidence-Based Clinical and Psycho-Educational Practice

**Steven I. Pfeiffer**, Florida State University, Tallahassee, USA

Designed specifically for school psychologists and school counselors, this volume is intended to serve as a practical and easy-to-use resource for working with gifted students, their teachers, and their parents and families. It provides timely, practical, evidence-based techniques and guidelines to help these practitioners better help an underserved group. The book has been written in a user-friendly style that will make this a quick, simple, and easy reference. Topics covered include identification and assessment of gifted students; important information for understanding the needs of the gifted; counseling and psychotherapy strategies; career counseling for gifted and talented students and methods for working with the families of the gifted.



July 2010: 224pp.

Hb: 978-0-415-99749-2: £53.00/\$95.00

Pb: 978-0-415-99750-8: £22.00/\$37.95

Series: *School-Based Practice in Action*

Forthcoming!

## The Power of Partnering Families and Schools

### A Practical Guide for School Mental Health Professionals and Educators

**Cathy Lines**, Cherry Creek School District, Colorado, USA, **Gloria Miller**, University of Colorado, USA, and **Amanda Arthur**, Cherry Creek School District, Colorado, USA

Ongoing, strategic family-school partnering (FSP) is an essential component of every educational community. FSP is a multi-dimensional process in which schools, families, and communities engage in shared actions to ensure a child's academic, social, and emotional success. With this text, the authors offer a practical

guide that demonstrates how this partnering can be strategically implemented in all levels of schooling. The main focus of the text is how to plan, implement, and evaluate FSP within existing school structures and resources.



**July 2010: 224pp.**  
**Hb: 978-0-415-80147-8: £53.00/\$95.00**  
**Pb: 978-0-415-80148-5: £19.00/\$34.95**

*Series: School-Based Practice in Action*

**Forthcoming!**

## Comprehensive Children's Mental Health Services in Schools and Communities

**Rick Jay Short**, Middle Tennessee State University, USA, and **Robyn S. Hess**, University of Northern Colorado, USA

In this text, the authors propose a public health model for comprehensive children's mental health services that encompasses, rather than replaces, the traditional model in school psychology. The background and theoretical perspective for this public health model is discussed as an important way to solve problems and accomplish goals in schools, after which the authors outline and develop a clear, practical procedure for implementing and evaluating programs based on public health ideas.



**June 2010: 224pp.**  
**Hb: 978-0-415-80448-6: £53.00/\$95.00**  
**Pb: 978-0-415-80449-3: £19.95/\$34.95**

*Series: School-Based Practice in Action*

**Forthcoming!**

## A Guide to Psychiatric Services in Schools

### Understanding Roles, Treatment, and Collaboration

**Shawna S. Brent**, Board Certified Child and Adolescent Psychiatrist

The purpose of this text is to provide the practical information to school professionals that is necessary to meet the educational and treatment needs of students with different psychiatric diagnoses. The text begins with the necessary background information on the process and content of psychiatric evaluations and formulations, as well as a discussion of the roles psychiatry has in the counseling and education of students.



**April 2010: 224pp.**  
**Hb: 978-0-415-87101-3: £53.00/\$95.00**  
**Pb: 978-0-415-87102-0: £19.95/\$34.95**

*Series: School-Based Practice in Action*

**Forthcoming!**

## Behavioral Interventions in Schools

### A Response to Intervention Guidebook

**David Hulac**, University of South Dakota, USA, **Joy Terrell**, school psychologist, Recovery School District in New Orleans, Louisiana, USA, **Odell Vining**, school psychologist, Georgia, USA, and **Joshua Bernstein**, Chatham University, Pennsylvania, USA

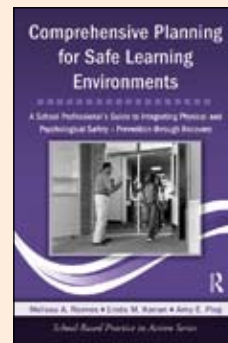
This book is a how-to manual for school mental health professionals, educators, and administrators that discusses a series of steps that can be used to proactively manage and prevent many different types of

behavioral problems in a positive manner. It incorporates both the high structure and high behavioral expectations that are crucial for school success, but also describes following this structure in such a way that students feel included, important, and respected.



**February 2010: 224pp.**  
**Hb: 978-0-415-87584-4: £53.00/\$95.00**  
**Pb: 978-0-415-87585-1: £19.95/\$34.95**

*Series: School-Based Practice in Action*



**New!**

## Comprehensive Planning for Safe Learning Environments

### A School Professional's Guide to Integrating Physical and Psychological Safety - Prevention through Recovery

**Melissa A. Reeves**, Winthrop University, South Carolina, USA, **Linda M. Kanan**, Intervention Coordinator in the Cherry Creek School District, Colorado, USA, and **Amy E. Plog**, Director of Research for Creating Caring Communities, USA

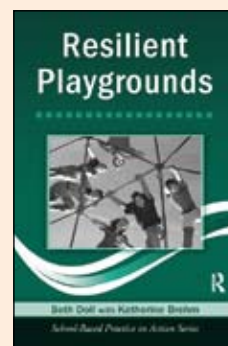
This book provides school administrators, school-based mental health professionals, and other educational professionals with the framework and tools needed to establish a comprehensive safe learning environment. The authors identify four necessary phases to achieve this (prevention, preparedness, response, and recovery) and provides numerous examples and tools to help readers create safe environments, while also addressing students' academic, emotional, and social needs.

**CONTENTS: Part I: Establishing a Safe School Climate.** Introduction and Overview to Establishing a Safe School. Obtaining Support from Key Stakeholders. **Part II: Physical Safety: Multi-hazards Prevention and Preparedness.** Integrating a Multi-hazards Approach to Establish a Safe Learning Environment. Establishing an Effective School Crisis Plan. Monitoring Crisis Planning and Preparation. **Part III: Psychological Safety: Multi-level Prevention and Intervention.** Universal Prevention and Preparedness. Early and Targeted Interventions. Managing Risky Behaviors and Intensive Interventions. Crisis Management and Recovery Efforts.



**December 2009: 371pp.**  
**Hb: 978-0-415-99834-5: £53.00/\$95.00**  
**Pb: 978-0-415-99835-2: £19.00/\$34.95**

*Series: School-Based Practice in Action*



**New!**

## Resilient Playgrounds

**Beth Doll**, University of Nebraska at Lincoln, USA, with **Katherine Brehm**, school psychologist, Ysleta School District, El Paso, Texas, USA

"Resilient Playgrounds... provides classroom teachers, school administrators, and other educators with a wealth of practical suggestions and materials to help make playgrounds physically, socially, and emotionally safe places

for all children." - **George Bear**, University of Delaware, USA

While recess provides children with a time to play and take a break from the school day, research has shown that it is also a necessary

and vital part of their social, emotional, and academic development. This book provides tools and strategies for school mental health professionals, teachers, and administrators to evaluate and improve the recess experience in order to ensure that children benefit as much as possible from this important time.

**CONTENTS:** Introduction to Resilient Playgrounds. Students' Peer Relationships. School Playground Facilities. Data-based Problem Solving. Playground Interventions. Documenting the Impact of Resilient Playgrounds. Case Examples.

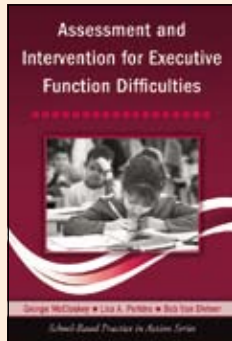


November 2009: 183pp.

Hb: 978-0-415-96087-8: £59.00/\$95.00

Pb: 978-0-415-96088-5: £21.95/\$34.95

Series: *School-Based Practice in Action*



## Assessment and Intervention for Executive Function Difficulties

**George McCloskey**, Philadelphia College of Osteopathic Medicine, USA, **Lisa A. Perkins**, in private practice, Family Study Center, Connecticut, USA, and **Bob Van Diviner**, Milton Hershey School, Philadelphia, USA

In *Assessment and Intervention for Executive Function Difficulties*, McCloskey, Perkins, and Diviner provide a unique blend of theory, research, and practice that offers clinicians an overarching framework for the concept of executive functions (EFs) in educational settings. The conceptual model of executive functions is detailed, including their role in behavior, learning, and production across all settings.

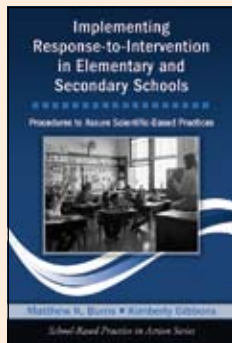


2008: 392pp.

Hb: 978-0-415-95783-0: £56.95/\$90.00

Pb: 978-0-415-95784-7: £21.95/\$34.95

Series: *School-Based Practice in Action*



## Implementing Response-to-Intervention in Elementary and Secondary Schools

### Procedures to Assure Scientific-Based Practices

**Matthew K. Burns**, University of Minnesota, USA, and **Kimberly Gibbons**, St. Croix River Education District, Minnesota, USA

A practical guidebook for implementing a school-wide RTI model, this volume clearly and concisely presents issues ranging from assessment and decision-making to Tiers I, II, and III interventions. As with other volumes in the *School-Based Practice in Action Series*, a companion CD includes examples of forms, checklists, reports, and progress monitoring materials for the practitioner.



2008: 264pp.

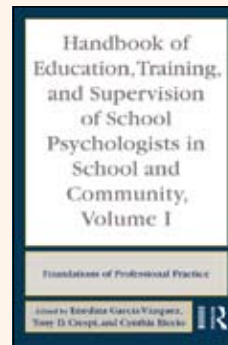
Hb: 978-0-415-96391-6: £60.00/\$95.00

Pb: 978-0-415-96392-3: £22.50/\$34.95

Series: *School-Based Practice in Action*

## TWO VOLUME HANDBOOK

CO-PUBLISHED WITH THE TRAINERS OF SCHOOL PSYCHOLOGISTS



New!

## Handbook of Education, Training, and Supervision of School Psychologists in School and Community

### Foundations of Professional Practice

Volume I

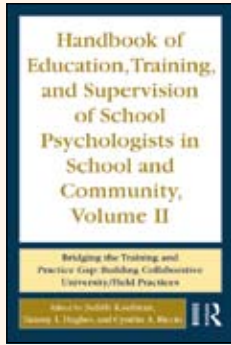
Edited by **Enedina García-Vázquez**, New Mexico State University, USA, **Tony D. Crespi**, University of Hartford, Connecticut, USA, and **Cynthia Riccio**, Texas A&M University, USA

Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree. It explores contemporary university training programs, the foundations of school education, and key areas of responsibility for school-based mental health professionals, and takes a look at the future of training for school psychologists. Specific issues such as the teaching of specialty skills and training for unique areas and special populations are also discussed. By way of raising questions and issues that ultimately play out in the field, it lays the groundwork for *Volume II*, which is dedicated to bridging the training and practice gap.

**CONTENTS: Part I: Contemporary School Psychology Training: The University.** Riccio, Garcia-Vasquez, Crespi, Why School Psychology as a Profession: Introduction and Overview. Fagan, Putting School Psychology Training into Historical Perspective: What's New? What's Old? Kaufman DeOrnellas, Maricle, What is so Special about the Specialist Degree? Givner, Combined-integrated Training: An Alternative to Traditional School Psychology Training Models. **Part II: Foundations of Training.** Nastasi, How Much Theory Do We Teach? Williams, Epifanio, Sinko, Teaching Legal and Ethical Issues. Arroyos-Jurado, Fernandez, Navarro, Multiculturalism and Diversity: Implications for Training of School Psychologists. Lowell, Rimmer, Zeeman, Preparing Students for Leadership Roles. **Part III: Training for Assessment and Evidence-based Practice.** Tomes, Culture and Psychoeducational Assessment: Cognition and Achievement. Hughes, McGoey, Owen, The Importance of Personality Assessment in School Psychology Training Programs. Fiorello, Hale, Decker, Coleman, Neuropsychology in School Psychology. **Part IV: Training for Intervention: Systems, Settings, and Special Populations.** Mennuti, Christner, School-Based Mental Health: Training School Psychologists for Comprehensive Service Delivery. Rosenfeld, Levinsohn-Klyap, Cramer, Educating Consultants for Practice in Schools. Crespi, Lovelace, Adult Incarceration and Children's Psychiatric Hospitalization: Training School Psychologists for Non-traditional Settings. McCormick, Fournier, Training for Work with Special Populations: Children with Emotional and Behavioral Disorders. Phelps, Training for Work with Special Populations: Children with Chronic Illness. **Part V: School Psychology Training: Rooted in the Past, Practicing in the Present, and Contemplating the Future: Summary and Conclusions.** Garcia-Vazquez, Crespi, Riccio, Hughes, Kaufman, Into the Future: New Directions for Education and Training.

November 2009: 369pp.

Hb: 978-0-415-96260-5: £34.00/\$55.00



New!

## Handbook of Education, Training, and Supervision of School Psychologists in School and Community

**Bridging the Training and Practice Gap: Building Collaborative University/Field Practices**

Volume II

Edited by **Judith Kaufman**, and **Tammy L. Hughes**, both at Duquesne University, Pittsburgh, USA, and **Cynthia A. Riccio**, Texas A&M University, USA

Volume II extends the discussion of the training of school psychologists from Volume I to an examination of issues critical to the practice of school psychology, focusing on the roles of the supervisor as trainer in different contexts. Each chapter raises issues for university training in a manner that facilitates the dialogue between university and field trainers. This volume also considers issues of professional development, credentialing, and developing a professional identity, topics that predominate in practice settings yet are typically not addressed in any school psychology text. It concludes by offering recommendations on how the collaboration between university and field-based education can be further improved in the future to anticipate and meet the needs of the next generation of professionals and the children in their care.

**CONTENTS: Part I: Contemporary School Psychology Training: University/Field Collaboration.** *Hughes, Kaufman, Miller, Is Everything Old New Again: School Psychology Training Past, Present, and Future.* **Part II: What About Supervision Anyway? Trainers as Supervisors.** *Kaufman, Contemporary Issues in Supervision. Welsh, Meche, Broussard, Competency-based School Psychology Practica: A Collaborative Training Model. Herbert, Patterson, Collaborative Supervision of Internship Experiences. Gordon, Zacarrio, Supervision of School Psychology Interns in a Pediatric Hospital. Hatzichristou, Lampropoulou, Lykitsakou, Dimitropoulou, Promoting University and Schools Partnership: Transnational Considerations and Future Directions.* **Part III: Difficult Dialogues.** *Lopez, Rogers, Multicultural Competence and Diversity: University and Field Collaboration. Cruise, Swerdluck, Problematic Behaviors: Mediating Differences and Negotiating Change. Dailor, Jacob, Ethical and Legal Challenges: Negotiating Change. Kaufman, Hughes, Dealing with Harassment, Abuse and Other Difficult Topics. Theodore, Hughes, Kaufman, Developing Professional Identity: Values, Behaviors and Reputation. Jacob, Drevon, Abuh, Taton, Preparing School Psychologists to Address the Needs of Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) Youth.* **Part IV: Professional Issues.** *Crespi, Professional Credentialing: Options and Needs. Snyder, Cash, Valley-Gray, Cunningham, Continuing Education: Fostering Life Long Learning. Brock, Martinez, Navarro, Teran, Collaboration in School-based Crisis Intervention. Levinson, Black, Rofoth, Slonim, Community Collaboration and University-based Clinics.* **Part V: Into the Future.** *Hughes, Kaufman, Hoover, Creating Congruent Change in Training and Field Based Practice. Hughes, Kaufman, Riccio, Crespi, Garcia-Vasquez, Envisioning the Future: Looking into the Crystal Ball.*

November 2009: 369pp.

Hb: 978-0-415-96279-7: £35.00/\$55.00

Forthcoming!

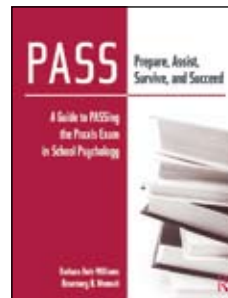
## A Guide to Practicum and Internship for School Counselors-in-Training

Edited by **Jeannine R. Studer**, and **Joel Diambra**, both at the University of Tennessee, USA

There are numerous books available for counseling students who are entering their practicum and internship experience that provide them with an overview of the different details of the program and the knowledge they need to complete it successfully. What is lacking among these titles, however, is a focus on and discussion of the important information needed by those students who specifically intend to enter the school counseling field. Studer and Diambra have finally filled this gap with *A Guide to Practicum and Internship for School Counselors-in-Training*.

March 2010: 258pp.

Pb: 978-0-415-99747-8: £22.00/\$39.95



Forthcoming!

## PASS: Prepare, Assist, Survive, and Succeed

**A Guide to PASSing the Praxis Exam in School Psychology**

Edited by **Barbara Bole Williams**, Rowan University, New Jersey, USA, and **Rosemary B. Mennuti**, Philadelphia College of Osteopathic Medicine, USA

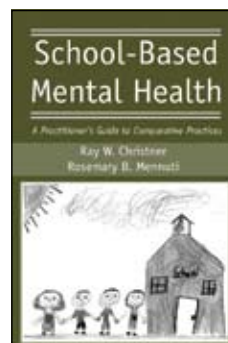
A passing grade on the Praxis Exam in School Psychology is a requirement to achieve the Nationally Certified School Psychologist (NCSP) credential, which is awarded by the NASP association. In *PASS: Prepare, Assist, Survive and Succeed*, Williams and Mennuti will present their tried and true approach for reviewing and preparing for the praxis exam. This book stands apart from what little competition exists by providing a holistic system to preparing, reviewing, and taking the exam – beyond simply a set of sample questions and answers.

**CONTENTS:** Introduction. **Part I: Process of Preparing.** Preparation. Assisting. Surviving. **Part II: Content of the Exam.** Diagnosing and Fact Finding. Prevention and Intervention. Applied Psychological Foundations. Applied Educational Foundations. Ethical and Legal Considerations. **Part III: Succeeding.** Personal Reflections.



February 2010: 190pp.

Pb: 978-0-415-99347-0: £25.00/\$40.00



## School-Based Mental Health

**A Practitioner's Guide to Comparative Practices**

Edited by **Ray W. Christner**, and **Rosemary B. Mennuti**, both at Philadelphia College of Osteopathic Medicine, USA

This volume provides school-based practitioners with a comprehensive and comparative guide to the strategic interventions, therapeutic modalities, and treatment approaches that are most commonly and effectively used in educational settings. Three main sections of the text present a foundation of universal

interventions, targeted interventions, and alternative interventions appropriate for use in schools. Unifying the chapters are two central case examples, allowing the reader to see and evaluate the strengths and potential challenges of each technique in a familiar situation.

2008: 456pp.  
Hb: 978-0-415-95558-4: £28.00/\$44.95



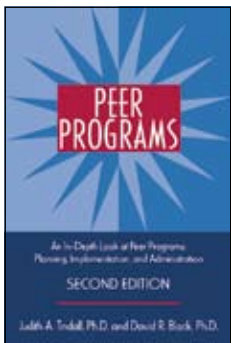
## Theory and Cases in School-Based Consultation

A Resource for School Psychologists, School Counselors, Special Educators, and Other Mental Health Professionals

Laura M. Crothers, Tammy L. Hughes, and Karen A. Morine, all at Duquesne University, Pittsburgh, USA

This casebook provides an applied perspective regarding school-based consultation, including an overview of mental health consultation, behavioral consultation, social learning theory consultation, Adlerian consultation, and ecological/organizational consultation. Along with relevant discussion of the issues in each case study, critical thinking questions are included for discussion among students and educators regarding school-based consultation. This text includes many more and diverse case examples than the competing casebooks available, and is designed to be used in conjunction with any of the established primary texts in Consultation.

2008: 192pp.  
Pb: 978-0-415-96337-4: £21.95/\$34.95



## Peer Programs: An In-Depth Look at Peer Programs: Planning, Implementation, and Administration

Second Edition

Judith A. Tindall, Psychological Network, Inc., Missouri, USA, and David R. Black, Purdue University, Indiana, USA

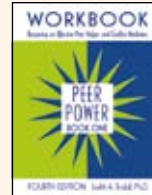
An overview of peer helping, *Peer Programs* explains the value of and techniques for helping non-professionals learn to help others one-on-one, in small groups and in groups of classroom size. Intended to be of use to those responsible for planning, implementing and/or administering peer programs, this text should also convince those who are not directly involved that peer helping is a worthwhile undertaking – reducing drug and alcohol abuse, dropouts, violence and conflict, HIV and AIDS, pregnancy, stress and negative peer pressure.

2008: 352pp.  
Pb: 978-0-415-96236-0: £28.00/\$44.95

By JUDITH A. TINDALL,  
Psychological Network Inc., Missouri, USA

*The Peer Power Program* is a peer training program designed for middle and high school students, focusing on 8 core skills: Attending, Empathizing, Summarizing, Questioning, Genuineness, Assertiveness, Confrontation, and Problem Solving. Through a series of exercises, games, and self-awareness techniques, children and adolescents involved in the program gain the basic communication and mediation skills necessary to effectively help their peers.

Contact our sales team for information on discounts and bulk orders of the student workbooks at [orders@taylorandfrancis.com](mailto:orders@taylorandfrancis.com)



## Peer Power, Book One Workbook: Becoming an Effective Peer Helper and Conflict Mediator Fourth Edition

*Peer Power, Book One Workbook* brings the participating students through first of all understanding their role as a peer helper, next, it takes the participant through eight core skills, and the last part of the book indicates strategies for implementing peer work into practice.

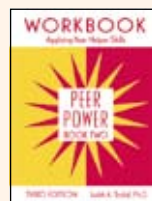
Pb: 978-0-415-96232-2: 2008: 384pp. £18.50/\$29.95



## Peer Power, Book One Strategies for the Professional Leader: Becoming an Effective Peer Helper and Conflict Mediator Fourth Edition

The professional strategies book provides the program leader/facilitator with clear and easy to follow guidelines for implementing the peer power program. After an overview of the peer program philosophy, training structure, and goals, the leader's guide proceeds through the thirteen Modules that are found in the student workbook.

Pb: 978-0-415-96231-5: 2008: 240pp. £18.50/\$29.95



## Peer Power, Book Two Workbook: Applying Peer Helper Skills Third Edition

Picking up where *Book One* left off, the *Peer Power, Book Two Workbook* brings the participating students through a series of Modules, focusing on how to apply the core skills learned in the first half of the program in real life situations.

Pb: 978-0-415-96234-6: 2008: 416pp. £18.50/\$29.95



## Peer Power, Book Two Strategies for the Professional Leader: Applying Peer Helper Skills Third Edition

Picking up where *Book One* left off, the leader's guide to *Book Two* proceeds through the same series of Modules found in the *Book Two Workbook*. For each exercise, this leader's guide provides instructions for introducing and implementing the exercise, time and material requirements.

Pb: 978-0-415-96233-9: 2008: 208pp. £18.50/\$29.95

## AUTHOR INDEX

### A

Aldridge, J. .... 18  
 Alhanati, S., Ed. .... 28  
 Anderson, J., Ed. .... 5  
 Appleton, P., Ed. .... 11  
 Arthur, A. .... 28  
 Atkin, S. .... 18  
 Averill, R. .... 18

### B

Banks, J. B. .... 7  
 Baradon, T., Ed. .... 27  
 Barlow, J., Ed. .... 6  
 Beckett, R. C. .... 6  
 Beidel, D. C. .... 11  
 Bernstein, J. .... 29  
 Black, D. R. .... 32  
 Blackard, S. R. .... 7  
 Blackman, J. S. .... 9  
 Blau, G. M., Ed. .... 24  
 Blevins, D., Ed. .... 25  
 Bowlby, J. .... 11  
 Bratton, S. C. .... 7  
 Brehm, K. .... 29  
 Brent, S. S. .... 29  
 Briggs, C. A. .... 11  
 Brom, D., Ed. .... 15  
 Bryant-Waugh, R. .... 13  
 Buckle, J. L. .... 25  
 Bukstein, O. G., Ed. .... 11  
 Bullock, M., Ed. .... 17  
 Burns, M. K. .... 30

### C

Caffery, T., Ed. .... 23  
 Carlson, J., Ed. .... 23, 24  
 Carr, A. .... 6  
 Case, C., Ed. .... 22  
 Castaldo, D. D. .... 23  
 Chae, M. H., Ed. .... 2  
 Chaiklin, S., Ed. .... 20  
 Christianson, H. F. .... 2  
 Christner, R. W. .... 17, 31  
 Clark, D. M. .... 15  
 Cohen, D. .... 7  
 Comer, J. S. .... 10  
 Cooper, M. .... 13  
 Crane, A. .... 12  
 Crenshaw, W. .... 23  
 Crespi, T. D., Ed. .... 30  
 Crothers, L. M. .... 32  
 Cummings, N. A. .... 8

### D

Day, R. D. .... 24  
 DeGangi, G. A. .... 4  
 Diambra, J., Ed. .... 31  
 Dixon, W. E., Jr. .... 7  
 Doka, K. J. .... 25  
 Dokter, D., Ed. .... 22  
 Doll, B. .... 29  
 Dowling, E., Ed. .... 25

### E

Eagle, J. W. .... 28  
 Emmelkamp, P. M. G. .... 10  
 Englar-Carlson, M., Ed. .... 3  
 Erdman, P., Ed. .... 23

### F

Farrington, D. P., Ed. .... 10  
 Fine, M. A. .... 24

Fleming, S. .... 25  
 Ford, J. D., Ed. .... 15  
 Frankel, F. .... 12  
 Freeman, A., Ed. .... 17  
 Friedman, H. S., Ed. .... 22

### G

Garcia-Vazquez, E., Ed. .... 30  
 Geffken, G. R., Ed. .... 14  
 Gerhardt, S. .... 8  
 Gibbons, K. .... 30  
 Goldman, L. .... 8  
 Gowers, S. G. .... 16  
 Grainger, E., Ed. .... 5  
 Grant, S. .... 3  
 Green, L. .... 16  
 Greenwald, R. .... 12  
 Grilo, C. M. .... 10  
 Guindon, M., Ed. .... 9  
 Gullotta, T. P., Ed. .... 24

### H

Haaken, J., Ed. .... 14  
 Hall, L. K. .... 25  
 Hammen, C. .... 10  
 Hancock, S. .... 26  
 Harvey, J. H. .... 24  
 Heath, N. L., Ed. .... 14  
 Hennon, C. B., Ed. .... 24  
 Hersen, M., Ed. .... 8  
 Hess, R. S. .... 29  
 Hinz, L. D. .... 19  
 Hiton, H. .... 3  
 Holzman, L. .... 17  
 Horne, A., Ed. .... 26, 27  
 Horne, A. M., Ed. .... 3  
 Hoshino, J. .... 23  
 Hughes, T. .... 31, 32  
 Hulac, D. .... 29

### I

Iwamoto, D. K., Ed. .... 2

### J

Jennings, S., Ed. .... 21  
 Jones, P., Ed. .... 20, 22  
 Jordan, J. R. .... 25

### K

Kaminer, Y., Ed. .... 11  
 Kamphuis, J. H. .... 10  
 Kanan, L. M. .... 29  
 Kapalka, G. .... 2  
 Kapitan, L. .... 19  
 Kaufman, J., Ed. .... 31  
 Keen, S. M. .... 14  
 Kellam, T. .... 7  
 Kendall, A. .... 4  
 Kendall, P. C. .... 10  
 Kerr, C. .... 23  
 Keys, D. .... 18  
 Kiselica, M. S., Ed. .... 3  
 Kolberg, J. .... 11

### L

Lampinen, J. M., Ed. .... 14  
 Landreth, G. L. .... 7  
 Lanyado, M., Ed. .... 26, 27  
 Lask, B. .... 13  
 Laugeson, E. A. .... 12  
 Leach, M. M., Ed. .... 25  
 Lee, S. W. .... 28  
 Leong, F. T. L., Ed. .... 25  
 Lines, C. .... 28  
 Liu, W. M., Ed. .... 2  
 Loeber, R., Ed. .... 10

### M

Macdonald, P., Ed. .... 12  
 Macleod, C. I. .... 18  
 Main, S. .... 26  
 Mallett, S. .... 18  
 Manassis, K. .... 17  
 Markell, K. A. .... 25  
 Markell, M. A. .... 25  
 Marshall, W. L., Ed. .... 6  
 Martin, T. L. .... 25  
 McCarley, L. L. .... 23  
 McCloskey, G. .... 30  
 McCoy, M. L. .... 14  
 McEvoy, J., Ed. .... 6  
 McIntosh, J. L. .... 25  
 McMahon, L. .... 21  
 Measham, F. .... 18  
 Mennuti, R. B. .... 31  
 Mesch, G. .... 18  
 Midgley, N., Ed. .... 5  
 Miller, G. .... 28  
 Mitchell, R. R., Ed. .... 22  
 Montilla, R. E., Ed. .... 23  
 Moore, B. A., Ed. .... 13  
 Morgan, J. F. .... 13  
 Morine, K. A. .... 32  
 Mortola, P. .... 3  
 Murphy, T. K., Ed. .... 14

### N

Nadeau, K. .... 11  
 Nemiroff, M. A. .... 4  
 Nestic-Vuckovic, T., Ed. .... 5  
 Neven, R. S. .... 4  
 Ng, K. M., Ed. .... 23  
 Ng, K. S., Ed. .... 23  
 Nixon, M. K., Ed. .... 14  
 Noller, P. .... 18

### O

Odell-Miller, H., Ed. .... 22  
 O'Donohue, W. T. .... 8, 13  
 Onedera, J. D., Ed. .... 23  
 O'Reilly, G., Ed. .... 6  
 Oren, C. Z., Ed. .... 3  
 Oren, D. C., Ed. .... 3

### P

Parashak, S. T. .... 23  
 Parker, H. .... 18  
 Pat-Horenczyk, R., Ed. .... 15  
 Payne, H., Ed. .... 22  
 Pazaratz, D. .... 5  
 Peluso, P. R., Ed. .... 23  
 Pepperell, J. L. .... 11  
 Perkins, L. A. .... 30  
 Perrin, S. .... 15  
 Pfeiffer, S. I. .... 28  
 Pincus, D. .... 19  
 Plog, A. E. .... 29

### R

Rachman, S. .... 10  
 Reavey, P., Ed. .... 14  
 Reeves, M. A. .... 29  
 Riccio, C., Ed. .... 30, 31  
 Richards, E., Ed. .... 22  
 Richeport-Haley, M., Ed. .... 24  
 Rogers, J. .... 15  
 Rogers, J. E., Ed. .... 25  
 Rosenfeld, G. W. .... 4  
 Rosenthal, D. .... 18  
 Rubin, J. A. .... 19

### S

Sandberg, E. H., Ed. .... 9  
 Schaverien, J., Ed. .... 22  
 Schmidt, U. .... 12  
 Schneider, W., Ed. .... 17  
 Scott, B. J., Ed. .... 13  
 Selig, M. .... 8  
 Sexton-Radek, K. J., Ed. .... 14  
 Sheikh, A. A. .... 19  
 Sherman, R. T. .... 13  
 Short, R. J. .... 29  
 Smith, G. .... 12  
 Smith, P. .... 15  
 Smith, R. L., Ed. .... 23  
 Sori, C. F., Ed. .... 23  
 Sperry, L. .... 23  
 Spritz, B. L., Ed. .... 9  
 Stallard, P. .... 16  
 Stewart, J., Ed. .... 17  
 Storch, E. A., Ed. .... 14  
 Stouthamer-Loeber, M., Ed. .... 10  
 Strahan, E. Y. .... 7  
 Studer, J. R., Ed. .... 31  
 Sutherland, J. .... 23  
 Svanberg, P. O., Ed. .... 6

### T

Talmud, I. .... 18  
 Terrell, J. .... 29  
 Thomas, J. C., Ed. .... 8  
 Thompson, R. A. .... 13  
 Tindall, J. A. .... 32  
 Todd, G. .... 13  
 Treasure, J. .... 12  
 Turner, S. M. .... 11

### U

Urwin, C., Ed. .... 5

### V

Van Buren, J., Ed. .... 28  
 Van Diviner, B. .... 30  
 Vacha-Haase, T. .... 2  
 Verduyn, C. .... 15  
 Verhaagen, D. .... 2  
 Vetere, A., Ed. .... 25  
 Vining, O. .... 29

### W

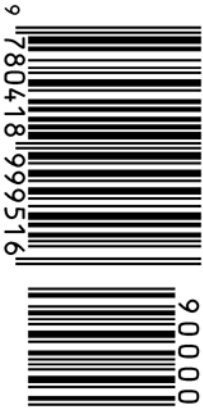
Waite, P., Ed. .... 16  
 Walsh, P. N., Ed. .... 6  
 Watkins, E. .... 10  
 Wells, A. .... 13  
 Wengrower, H., Ed. .... 20  
 Werth, Jr., J. L., Ed. .... 25  
 Wester, S. R. .... 2  
 Whitbeck, L. B. .... 18  
 White, H. R., Ed. .... 10  
 Wieland, S. .... 15  
 Williams, B. B. .... 31  
 Williams, L. .... 18  
 Williams, T., Ed. .... 16  
 Willows, J. .... 14  
 Wilmshurst, L. .... 9  
 Wilson, S. M., Ed. .... 24  
 Winnicott, D. W. .... 25  
 Wood, A. .... 15

### Y

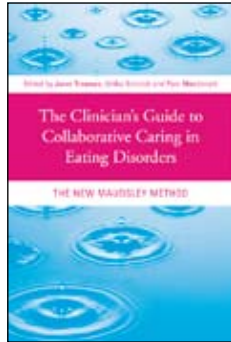
Yule, W. .... 15

Routledge  
 c/o CMFS  
 31 Styertowne Road  
 Clifton, NJ 07012  
 RETURN SERVICE REQUESTED

PRSR STD  
 U.S. Postage  
 PAID  
 Wayne, NJ  
 Permit No. 1104



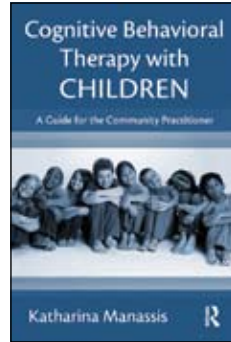
PAGE 8



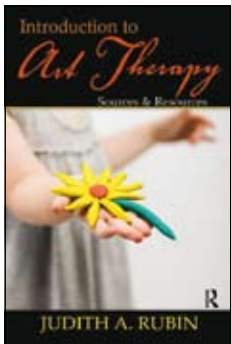
PAGE 12



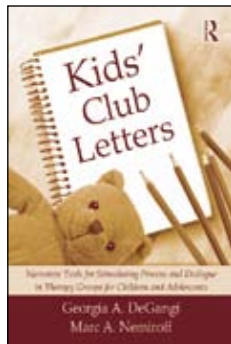
PAGE 26



PAGE 17



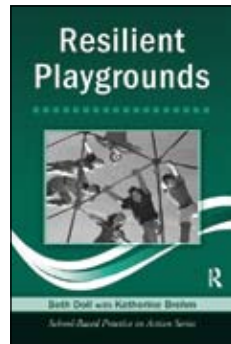
PAGE 19



PAGE 4



PAGE 25



PAGE 29

**Routledge**  
 Taylor & Francis Group

Routledge  
 270 Madison Avenue  
 New York, NY 10016, USA  
 Psychology Press  
 27 Church Road, Hove  
 East Sussex, BN3 2FA, UK  
[www.routledge-mentalhealth.com](http://www.routledge-mentalhealth.com)

**TO ORDER A BOOK:**  
 Customer Services  
 Taylor and Francis, 7625 Empire Drive,  
 Florence, Kentucky, KY 41042, USA  
 Toll Free Phone: 1-800-634-7064  
 Toll Free Fax: 1-800-248-4724  
 Phone RoW: +1 859-525-2230  
 Fax RoW: +1 859-647-5027  
 email: [orders@taylorandfrancis.com](mailto:orders@taylorandfrancis.com)

**an informa business**

Routledge is part of the Taylor & Francis group, a trading division of Informa UK Ltd. Registered in England under no. 3099067 Registered Office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH