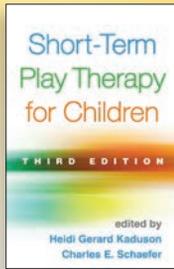
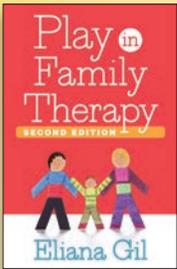


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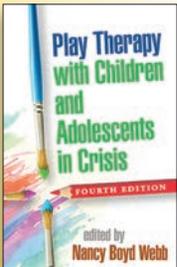
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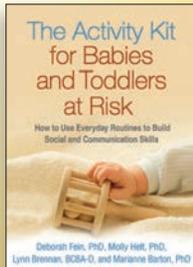
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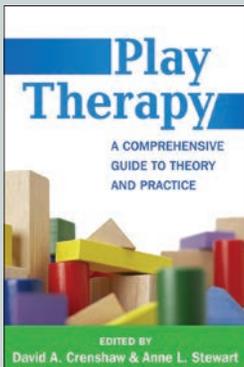
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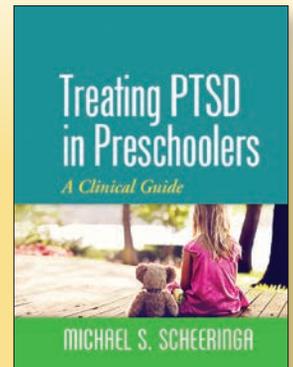
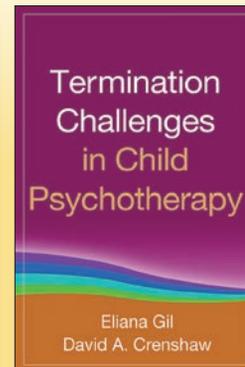
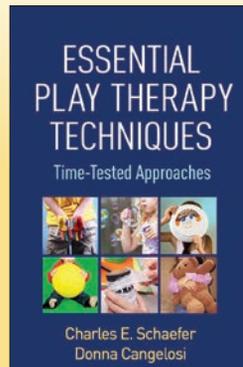
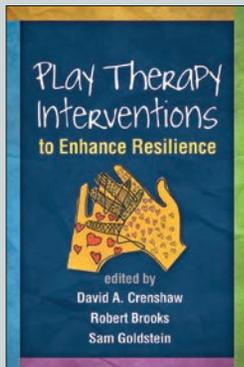
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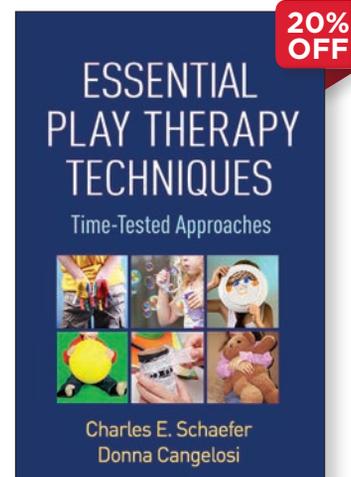
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ABOUT THE AUTHORS

Charles E. Schaefer, PhD, RPT-S, is Professor Emeritus of Psychology at Fairleigh Dickinson University. He is cofounder and director emeritus of the Association for Play Therapy, which recognized him with its Lifetime Achievement Award.



Donna Cangelosi, PsyD, RPT-S, maintains a private practice with children, adolescents, and adults in Wayne, New Jersey, where she practices psychotherapy, clinical supervision, and parent education.

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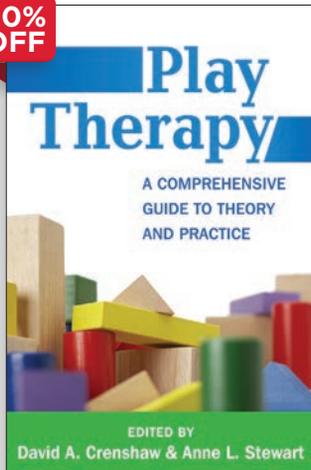
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ABOUT THE EDITORS

David A. Crenshaw, PhD, ABPP, RPT-S, is Clinical Director of the Children's Home of Poughkeepsie, New York.



Anne L. Stewart, PhD, RPT-S, is Professor of Graduate Psychology at James Madison University.

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Play Therapy

A Comprehensive Guide to Theory and Practice

Edited by **David A. Crenshaw, PhD, RPT-S**

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Foreword by **Stuart Brown, MD**

"The seminal anthology of play therapy...Goes further than any other work I know of in defining the breadth and scope of play therapy and its contribution to growth, development, education, and healing in children...[An] indispensable resource!"
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This authoritative work brings together leading play therapists to describe state-of-the-art clinical approaches and applications. The book explains major theoretical frameworks and summarizes the contemporary play therapy research base, including compelling findings from neuroscience. Contributors present effective strategies for treating children struggling with such problems as trauma, maltreatment, attachment difficulties, bullying, rage, grief, and autism spectrum disorder. Practice principles are brought to life in vivid case illustrations throughout the volume. Special topics include treatment of military families and play therapy interventions for adolescents and adults.

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Edited by **David A. Crenshaw, PhD, RPT-S**

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Sam Goldstein, PhD

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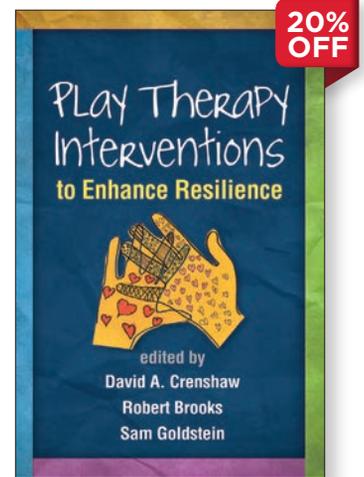
"Reflects the belief that all children can rebound from significant setbacks, and the best way to reach them is through their hands and their hearts, making play therapy the ideal treatment modality. Rather than seeking to ameliorate symptoms, the practitioners in this book aspire to find, nurture, and expand children's 'islands of competence.' Even play therapists who have been practicing for years will learn a great deal from the resilience perspective." **—Maurice J. Elias, PhD**

"Provides unique and valuable methods to harness the protective factors so vital for resilience. The book builds an excellent bridge between theory and practice." **—Jack A. Naglieri, PhD**

"The volume provides readers an opportunity to see how expert play therapists foster hope and resilience in the lives of children who have experienced trauma and other adversities. It will appeal not only to seasoned clinicians with an interest in play therapy, but also to graduate students and interns. I am grateful to the expert editors and contributors for this valuable resource." **—Mark Katz, PhD**

"Clinicians will discover this book inspires and supports their belief in the capacity of all people to find their way to recognition of their competencies."

—Play Therapy Magazine



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ABOUT THE EDITORS

David A. Crenshaw, PhD, ABPP, RPT-S, is Clinical Director of the Children's Home of Poughkeepsie, New York.



Robert Brooks, PhD, ABPP, is Assistant Clinical Professor of Psychology in the Department of Psychiatry at Harvard Medical School and former Director of the Department of Psychology at McLean Hospital.



Sam Goldstein, PhD, is Assistant Clinical Instructor in the Department of Psychiatry at the University of Utah School of Medicine and on staff at the University Neuropsychiatric Institute.

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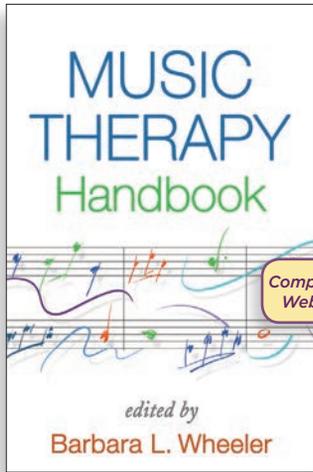
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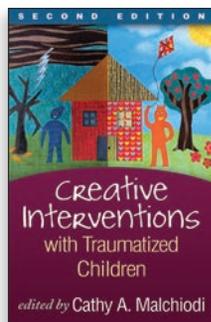
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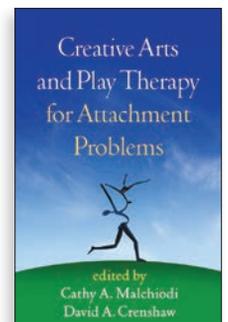
Creative Arts and Play Therapy for Attachment Problems

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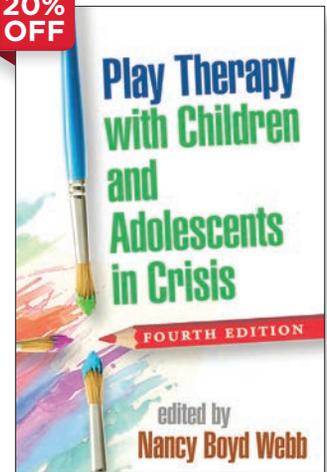
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Nancy Boyd Webb, DSW, LICSW, RPT-S, is University Distinguished Professor Emerita of Social Work in the

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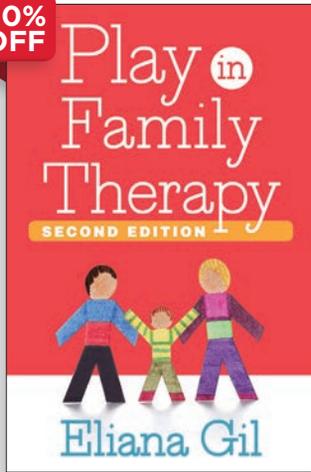
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ABOUT THE AUTHOR

Eliana Gil, PhD, is founding partner in a private group practice, the Gil Institute for Trauma Recovery and Education, in Fairfax, Virginia, which provides therapy, consulting, and training services. She is also Director of Starbright Training Institute for Child and Family Play Therapy in northern Virginia. Dr. Gil has worked in the field of child abuse prevention and treatment for over 40 years.

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Foreword by **Matthew D. Selekman, MSW**

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CRITICAL ACCLAIM

“Every family and child therapist should read this book! Gil is the most creative family play therapist and teacher I have ever known....This book will be indispensable for any therapist interested in helping families—which nearly always requires working with children—and vice versa. Gil offers a brilliant summary of the roots of family play therapy and describes her fantastic work with family members to transform their problems and find imaginative solutions.”

—**Monica McGoldrick, MSW, PhD (h.c.)**

“Metaphorically speaking, Eliana Gil is starlight. Her work sets the gold standard for family and play therapy integration. This book is a ‘must read’ for beginning and experienced child clinicians who recognize the necessity of engaging families in the therapeutic process. The book is rich in practical assessment and therapy techniques as well as illustrative case examples.” —**Charles E. Schaefer, PhD**

“This book has been a valuable resource for me in clinical practice, and for many years has been a required text in the play therapy courses I teach. The second edition provides a number of important updates. Therapists working with children, teens, and their families will benefit from Gil’s thoughtful, integrative approach.”

—**John W. Seymour, PhD, LMFT**

CONTENTS

Foreword, *Selekman*

1. The Rationale for Integrating Play and Family Therapy, *with Catherine Ford Sori*
2. Obstacles and Opportunities in Utilizing Family Play Therapy, *with Catherine Ford Sori*
3. The Development of Clinical Creativity for Use in Family Play Therapy, *with Lynn B. Hadley*
4. Goldilocks’s Peaceful Protest: The Use of Puppets and Storytelling
5. The Wolf Who Wanted to Be King of the World: The Use of Puppets and Storytelling
6. The Shark with a Heart of Gold: A Family Aquarium
7. The Sea Serpent Rises from the Sea: A Family Scribble Drawing Facilitates a Teen’s Coming Out
8. The Owl Spreads His Wings: The Family Play Genogram Comes to Life
9. Love Leads the Way: When Clarity Emerges in a Couple’s Scribble Drawing
10. “What’s That Guy Doing in My Mouth”?: A Shark Story Illustrates the Use of Family Artwork in Assessing Family Dynamics
11. “Take Me to Your Leader”: The Use of Drama Therapy Techniques to Provoke Family Change
12. Epilogue

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New

Termination Challenges in Child Psychotherapy

Eliana Gil, PhD

David A. Crenshaw, PhD, RPT-S

Ending therapy in an appropriate and meaningful way is especially important in work with children and adolescents, yet the topic is often overlooked in clinical training. From leading play therapists, this much-needed book examines the termination process—both for brief and longer-term encounters—and offers practical guidance illustrated with vivid case material. The authors describe how to use rituals, symbolic play, and other strategies to help children and families understand termination and work through associated feelings of loss and grief. Challenges in creating positive endings to therapy with children who have experienced trauma and adversity are given particular attention. Several reproducible forms can be downloaded and printed from the companion website in a convenient 8½" x 11" size. The companion website also features nine full-color figures.

 The e-book editions of this title sold by Guilford and other e-book vendors feature many full-color photographs. (If you have a black-and-white e-reader, the illustrations will appear in black and white, as in the print book.)

CRITICAL ACCLAIM

“Wow! This book will grab you! Gil and Crenshaw teach by openly sharing their experiences of emotionally impactful terminations, and in the process you will gain insights into your own clinical work. The authors offer an ‘up close and personal’ look at children’s pain, and their own. This is unique reading, a powerful book that sets a new standard. Clinicians will want to return to this book again and again as they struggle with termination issues.” —Garry L. Landreth, EdD

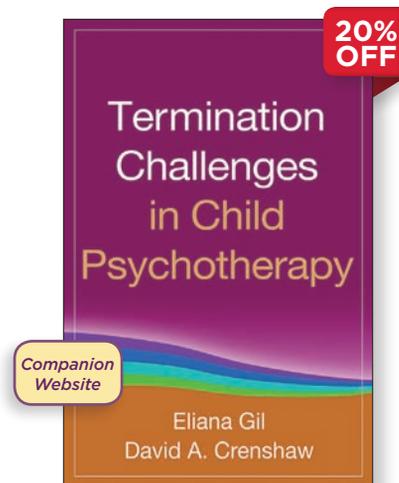
“Research on the centrality of relationships in human development is often overlooked in child psychotherapy, in favor of emphasizing discrete techniques. Those who read this timely work will gain a deeper understanding of the value of the therapeutic relationship for child clients and the need to create successful terminations. With thoughtfulness and clinical wisdom, Gil and Crenshaw show us how to integrate the crucial work of termination into treatment.” —Daniel Hughes, PhD

“Termination in child psychotherapy—particularly in relation to the use of expressive techniques—has received scant attention in the literature. Gil and Crenshaw address this topic in a practical and readable manner, combining research findings with personal experiences and case studies. This book is an important addition to the libraries of practicing clinicians and academic training programs.”

—Daniel S. Sweeney, PhD

CONTENTS

1. Termination as a Necessary and Useful Closure of the Formal Therapy Relationship
2. Open-Door Terminations: A Developmentally Sensitive Approach
3. The Revolving Door of Managed Care
4. Premature Termination
5. Unique Issues in Termination in Child Therapy
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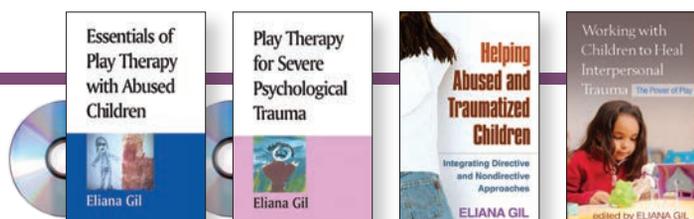
ABOUT THE AUTHORS

Eliana Gil, PhD, has worked in the field of child abuse prevention and treatment for over 40 years. A licensed marriage, family, and child counselor; an approved marriage and family therapy supervisor; a registered art therapist; and a registered play therapy supervisor, she is a former President of the Association for Play Therapy, which honored her with its Lifetime Achievement Award.

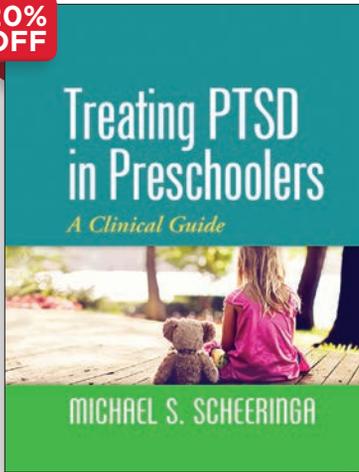


David A. Crenshaw, PhD, ABPP, RPT-S, a Fellow of the American Psychological Association and of its Division of Child and Adolescent Psychology, is past president of the Hudson Valley Psychological Association, which honored him with its Lifetime Achievement Award, and of the New York Association for Play Therapy. Dr. Crenshaw has taught graduate play therapy courses at Johns Hopkins University and has published widely on child therapy, child abuse and trauma, and resilience in children.

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ABOUT THE AUTHOR

Michael S. Scheeringa, MD, MPH, holds the Venancio Antonio Wander Garcia IV, MD, Chair of Psychiatry and

is Vice Chair of Research and Professor of Psychiatry and Behavioral Sciences at the Tulane University School of Medicine. His research focuses on posttraumatic stress disorder (PTSD) in youth, including preschool children, and has included large multimodal assessment studies and randomized clinical trials.

New

Treating PTSD in Preschoolers

A Clinical Guide

Michael S. Scheeringa, MD, MPH

Adapting cognitive-behavioral therapy (CBT) to meet the needs of 3- to 6-year-olds with PTSD, this book provides an evidence-based framework for assessment and treatment. Step-by-step instructions are provided for conducting graduated exposure in a safe, developmentally appropriate fashion. Case examples and sample dialogues illustrate how to implement each component of therapy, engage both children and parents, and motivate them to complete treatment successfully. The treatment is suitable for children exposed to any type of trauma. **In a large-size format for easy photocopying, the book contains dozens of reproducible handouts and forms. Purchasers get access to a Web page where they can download and print the reproducible materials.**

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“Tackling the challenge of how to conduct CBT for PTSD with young children, this practical manual provides a detailed treatment overview, clearly defined goals and objectives for each session, and user-friendly guidance for conducting sessions. The section chock full of clinical worksheets is a boon to clinicians.”
—**Lisa Amaya-Jackson, MD, MPH**

“This compelling book is written by one of the true pioneers in the field of trauma in very young children. Scheeringa provides a very readable guide to his theory-driven manualized protocol based on CBT. Practitioners will particularly love the step-by-step instructions, many case examples, discussions of specific clinical challenges, and downloadable child and parent worksheets.”
—**Markus A. Landolt, PhD**

“Scheeringa has provided us with a brilliant, easy-to-use manual, complete with excellent examples that include the voices of therapists, children, and parents. His detailed ‘how-to’ instructions are grounded in theory, research, and extensive experience working with young children after trauma. This book should be in the hands of all clinicians working with young children and their caregivers.”
—**Alison Salloum, PhD, LCSW**

CONTENTS

I. Introduction and Background

- 1. Overview of Preschool PTSD Treatment
- 2. Assessment

II. Treatment Manual

- Sessions 1–12 • Psychoeducation • Oppositional Defiance • Feelings • Coping Skills • Tell the Story • Easy Exposure • Medium Exposure • Medium Exposure • Worst Exposure • Worst Exposure • Relapse Prevention • Graduation

III. Parent Handouts, Child Worksheets, and Therapist Forms

- Appendices: Illustrations of PTSD Symptoms • Fidelity and Achievement Checklist (FACT) • Cheat Sheets

PARENT HANDOUT 8.1
Homework Check Sheet: Practice Real-Life Medium-Scary Exposure Once during the Next Week
Plan: _____
Day/Time: _____
How scared did you get?
3. A lot
2. Medium

THERAPIST FORM 1
Reluctance Checklist
Today's Date: _____ Session No.: _____
How Reluctant Did the Parent Feel before Coming to Today's Session?
"How strongly did you consider not coming today?"
0 1 2 3 4 5 6 7 8 9
None A little Medium Go to the dentist
Comparison to other things: Clean the dishes
Why Did the Parent Not Want to Come to Today's Session?
None A little A lot
0 1 2 Thought child would be distressed.
0 1 2 Thought parent would be distressed.
0 1 2 Believed child improved enough/didn't need more therapy.
0 1 2 Believed child was not improving/this was a waste of time.
0 1 2 Not enough time for this because of other life pressures.
0 1 2 Other: _____
How Reluctant Did the Child Feel before Coming to Today's Session?
"How strongly did your child consider not coming today?"

THERAPIST FORM 3
Scary Feelings Score Form
Write the child's scary feelings score (1, 2, or 3) in the boxes below. Check every 3–5 minutes. The exposure does not have to last 10 minutes, or it can last longer. Use the bottom or the back of this sheet if more columns are needed.

Base-line	Minutes since Exposure Started										
	0	1	2	3	4	5	6	7	8	9	10
Session 5: Telling the Story											
Session 6: Easy Exposure											
Session 7: Medium Exposure											
Session 8: Medium											

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PREVIEW

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New in Paperback

Short-Term Play Therapy for Children

THIRD EDITION

Edited by **Heidi Gerard Kaduson, PhD, RPT-S**
Charles E. Schaefer, PhD, RPT-S

Illustrated with rich case examples, this widely used practitioner resource and text presents a range of play approaches that facilitate healing in a shorter time frame. Leading play therapists from diverse theoretical orientations show how to tailor brief interventions to each child's needs. Individual, family, and group treatment models are described and clinical guidelines are provided. Chapters demonstrate ways to rapidly build alliances with children, adolescents, and their caregivers; plan treatment for frequently encountered clinical problems; and get the most out of play materials and techniques.

NEW TO THIS EDITION: ✓ Incorporates the latest research and clinical developments.
✓ Chapters on additional approaches: Theraplay, combined art and play therapy, Gestalt play therapy, animal-assisted play therapy, child–parent relationship therapy, Floortime, and more.
✓ Chapters on additional clinical problems: grief, sexual behavior problems, and autism spectrum disorder.

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“This book has expanded the knowledge base on short-term play therapy. The third edition addresses additional topics of growing interest to clinicians, such as animal-assisted play therapy. This volume is stimulating reading for all professionals working with children, adolescents, and families, as well as students and faculty in child therapy.”
—**Louise F. Guerney, PhD**

“This book makes an indisputable case for considering short-term interventions with children and their families. It presents a range of different approaches and theoretical perspectives, including several that have been rather neglected in the play therapy literature.... Would be an outstanding textbook for an advanced play therapy class.”
—**Terry Kottman, PhD**

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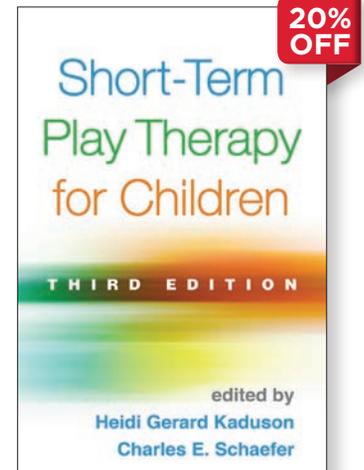
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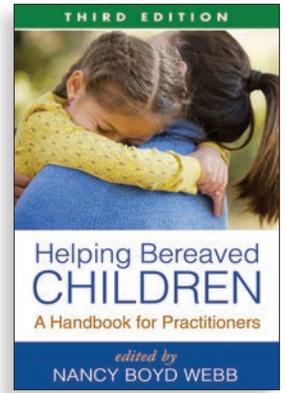
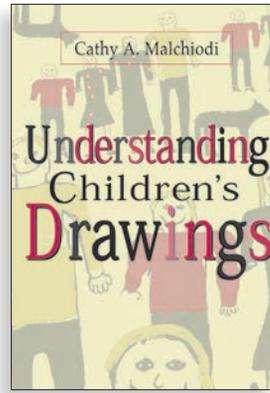
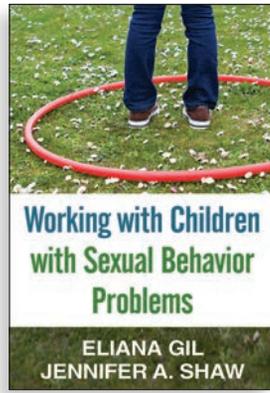
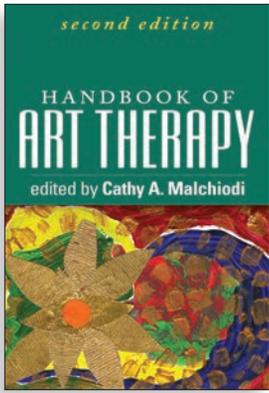
Heidi Gerard Kaduson, PhD, RPT-S, specializes in evaluation and intervention services for children with a variety of behavioral, emotional, and learning problems. She is past president of the Association for Play Therapy and Director of The Play Therapy Training Institute, Inc., in Monroe Township, New Jersey.



Charles E. Schaefer, PhD, RPT-S, is Professor of Psychology at Fairleigh Dickinson University. He is cofounder and director emeritus of the Association for Play Therapy, which recognized him with its Lifetime Achievement Award.

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Handbook of Art Therapy
SECOND EDITION

Edited by **Cathy A. Malchiodi, PhD, ATR-BC, LPAT, LPCC, REAT**

“An essential, integrative tool for introducing new art therapists and other human service professionals to the field of art therapy—and a terrific resource for experienced practitioners as well....I look forward to using this handbook as a text in my undergraduate and graduate courses.”
—Julia Byers, EdD

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—Lisa Hunt, LPC, LMFT

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★ **Bestseller**

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Cathy A. Malchiodi, PhD, ATR-BC, LPAT, LPCC, REAT

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—Journal of the American Academy of Child and Adolescent Psychiatry

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Helping Bereaved Children

THIRD EDITION

A Handbook for Practitioners

Edited by **Nancy Boyd Webb, DSW, LICSW, RPT-S**

Foreword by **Kenneth J. Doka, PhD**

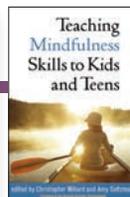
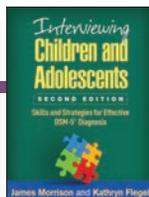
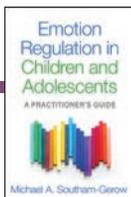
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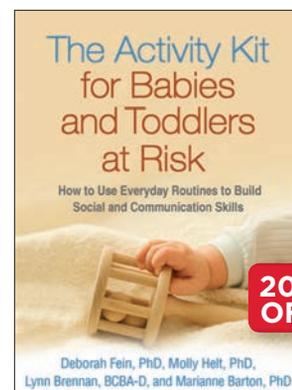
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