Subject Index

5×5 Senses game, 366–367
9/11, 6
409 cleaner, 377

Abreaction:
- as a curative factor of play, 6
  sandtray therapy and, 300
Acceptance, Filial Therapy and, 266
ACT model, Primary Project and, 227
Acting Out, Mood, Learning—Revised behavior rating scale (AML-R), 230
Active learning, CBT and, 26
Activity scheduling, depression and, 19–20
Adlerian psychology, Kinder Training and, 283, 285–287
  behavioral aspects, 288–290
  cognitive aspects, 287–288
Affect dysregulation, 403
  assessment, 355–357
  CBPT and
    affect identification, 358–359
    coping skills, 362–371
    treatment goals, 357
  defined, 354–355
See also Negative affect; Positive affect
Affect modulation, 155, 156, 158–159
Affect in Play Scale (APS), 327
Aggression, xxi, 402–404. See also Coping Power Program
Aggression Replacement Program, 403
Allan, John, 298
Altruism, increasing, 9
Amazing You: Getting Smart About Your Private Parts, 53
American Academy of Pediatrics, 225
American Psychological Association, xix

Council of Representatives, 99
Ethical Code, 474–476
Filial Therapy and, 258
Analysis Terminable and Interminable, 476
Anger Bucket, 417
Anger Coping Program, 181, 403, 412
Anger management, 402–405
  bibliotherapy and, 407–410
  CBPT and, 386–388
    case study, 394–395
    drawing in, 417–418
    games in, 415–417
    parent role in, 405–407
    puppets and, 410–415
    role-playing and, 184–185
    storytelling and, 442–445
Anger Thermometer, 417, 418
Anti-Coloring Book, 395–397
Anxiety disorders:
  CBPT and, 321, 322, 342
  using play in manual-based treatments, 165–177
See also Generalized anxiety disorder
Assessment:
  affect dysregulation and, 355–357
  CBPT and, 325–329
  TST and, 147
See also specific tests
Assessment of Child-Centered Play
  Therapy Skills, 109
Association for Play Therapy, xviii, 149
  early play therapy research, 100–101
  play therapy defined, 97
Astor Home for Children, xvii
Astor’s Therapeutic Foster Care, xviii
Attachment, 8, xviii
Coping Power Program and, 190–195
disruption, Filial Therapy and, 258
formation, Primary Project and, 226
storytelling and, 430
Attention Deficit Hyperactivity Disorder, 106
CBPT and, 110, 322
Attention, mistaken goal of, 289
Attribution retraining programs, 403–404
Autism, 436–437
PCIT and, 205
Autonomy, Primary Project and, 226
Axline, Virginia, 4, 99–100, 150, 199
Balint Group, 484
Balloons of Anger, 397, 415
Banners, 380–381
The Battered Child, 42
Baumrind, Diana, 200
Beat the Clock, xxii
Behavior Assessment System for Children
(BASC)-Parent Rating Scale, 105–106
Behavior Assessment System for Children-
Parent Report Form (BASC-PRF), 105
Behavior Assessment System for Children
(BASC)-Teacher Rating, 105–106
Behavior Recovery, 285
Behavior therapies (BT), CBPT and, 122
Behavioral rehearsal, Filial Therapy and, 263
Bibliotherapy, 53
anger management and, 407–410
CBPT and, 325, 332
bullying, 389
self-esteem building, 382–384
Bipolar disorder, affect dysregulation and, 355
Blockers and Solvers, 189
Body damage, fear of, 244
Boundaries:
sandtray therapy and, 301
therapists setting, 479–480, 485
Brain Power Program, 403
Braun, Bennett, 46
Breaking the Silence, 53
Breathing strategies:
affect dysregulation and, 363–365
See also Square Breathing
Broca’s area, 308
Brush It Off, 377–378
Bubble blowing, 363–364
Bubble Breaths, 417
Bullying, CBPT and, 388–389
Burks’ Behavior Rating Scale, 105
Burnout, therapist, 477–478
Call-in Talk Show, 397
Calm Down Plan, 345, 346, 347
Can We Talk?, 380
Cancer, 311
Caregiver support, 23
Catharsis, 7
Celebration, termination, 341
Child Behavior Checklist-Parent Report
Form (CBCL-PRF), 105, 107, 108, 109
Child Behavior Checklist–Teacher form, 110
Child Protective Services, CPP and, 242
Child-Centered Play Therapy (CCPT), 104–107
Child-Directed Interaction (CDI), PCIT and, 201
relationship enhancement, 202
Childhelp, 53
Child-Parent Psychotherapy (CPP), 28,
241–242
absent participants, 253
collateral sessions, 252
doctor’s kits and, 249–250
presenting problem, 242–243
reflections on sessions, 244–245, 246–253,
255–256
role shifting, 247–248
spontaneous play, 254–255
treatment
framing, 243–244
unfolding, 246
Child-Parent Relationship Therapy, xix, 28
Children’s Mental Health Checklist, 105
Children’s Play Behavior with Parent Rating
Form, 107
A Child’s First Book About Play Therapy, 121,
325
Chinese families:
CBPT and, 343–347
filial therapy and, 108
PCIT and, 205
sandtray therapy and, 312
Chutes and Ladders, 370
Cinderella, 382
Clinical Evaluation of Language
Fundamentals Third Edition, 105
Coaching:
Filial Therapy and, 262, 271–272
in Essential Parenting Program, 406
Kinder Training and classroom, 293
PCIT and, 207–215
Cognitive Behavioral Intervention for Trauma in Schools (CBITS), 21
Cognitive Behavioral Play Therapy, xviii
bibliotherapy, 382–384
case studies, 343–347, 390–398
cognitive distortions, 386–390
common problems, 342–343
coping skills, 386–390
developmental issues, 122–123
empirical support for, 110–111, 128, 130
evaluation, unrealistic self-, 378–379
generalization in, 127, 338–339
goals, 124
historical use of play materials, 322–323
inauthentic self, 381–382
interventions, 121–122, 331–338
methods, 121–122, 329–330
parent involvement, 341
phases of, 324–325
principles of, 124–127
qualifications of therapists, 347–348
relapse prevention, 127, 338–339
self-esteem and, 376, 384–386
treatment planning to build, 376–377
standards
unrealistic self-, 377–378
undifferentiated self-, 379–381
structured vs. unstructured play, 124, 330
termination, 339–341
vs. traditional play therapies, 127–128, 129
treatment description, 120–121
See also Affect dysregulation, CBPT and Cognitive behavioral therapy (CBT), 151–152
directed play action and, 464
Filial Therapy and, 264–266
interdisciplinary use of, 17–18, 34–35
for depression, 18–21
developmental issues, 23–24
pedagogy and, 24–27, 28–30, 30–34
for post-traumatic stress, 21–23
support for, 27–28
rationale for use with traumatized victims, 152–153, 155–156
trauma and, xxii
using play in manual-based treatments, 166
See also Trauma-focused cognitive behavior therapy
Cognitive competence, pretend play and, 441–445
Cognitive distortions, 119
Cognitive restructuring:
CBPT and, 331–332, 334–335
CBT and, modifying, 31
depression and, 19, 20
posttraumatic stress and, 22–23
Cognitive Therapy (CT), CBPT and, 117–118
adapting for use with children, 118–120
Collaborative empiricism, 123
Collateral sessions. See Child-Parent Psychotherapy (CPP), collateral sessions
Color Your Feelings, xxii, 57–58
Color Your Life, 415
Communication:
affect dysregulation and, 356
CBPT and, 123
PRIDE skills, 193–194
sandtray therapy and, 299, 302–303
Community violence, 140
Compassion fatigue, therapist, 477–478
Competition. See Structured games, competitive
Compliance, strategies for, 202
Conduct Disorder:
Coping Power Program and, 182
TST and, 141
Confidentiality, 343
Conners’ Teacher Rating Scale, 104, 106
Contingency management, 403
CBPT and, 333, 337–338
Control Anger DVD, 414
Cool Cats, Calm Kids, 336
Cooperation. See Structured games, cooperative
Coping Brain Power, xxii
Coping Cat program, xxi
using play in CBT and, 166–168
Coping Fish activity, 29, 33
Coping Power Program, 179–181, 195
Coping Power Program evidence-base for, 181–182
play components, 182–195
Coping strategies:
affect dysregulation and, 356, 358, 362–371
creative problem solving and, 10
modifying CBT and, 33
posttraumatic stress and, 22
514 Subject Index

Cornelia Cardinal Learns to Cope, 384
Corticosteroids, 307–308
Counterconditioning, 7
Cystic fibrosis, 312

DeDomenico, Gisela Schubach, 299
Denial, CBPT and, 374, 395–398
Depression:
  affect dysregulation and, 355
  CBT and, 18–21
Desensitization, systematic, 333
Development:
  accelerated, 10
  factors, fit with CBT, 23–24
  disability and, sandtray therapy and, 311
Developmental Trauma Disorder, 141
Diabetes, 104–105
Diabetes Adaptation Scale-Child form, 104
Diabetes Adaptation Scale-Parent form, 104

Diagnostic and Statistical Manual of Mental Disorders, 141
Differential reinforcement of other behavior (DRO), 334, 338
Dino Dinosaur program, xxi, 402, 412–413
Direct teaching, 6
Directive play, 461–467
Disneyland/Disney World, 377
Divergent thinking, 10
Diversification:
  sandtray therapy and, 305
  therapist, 486–487
Doing a Turtle, xxi, 408–409, 411
Domestic violence:
  affect dysregulation and, 354
  CPP and, 242–243
  Filial Therapy and, 108–109
  PCIT and, 205
Dominoes, 30–31
Drawing:
  anger management and, 417–418
  materials, 440
Dreikurs, Rudolf, 289
Dynamic Play Therapy (DPT):
  importance of play in, 458–464
  overview, 454–458
  use of, 464–467

Ecosystemic play therapy, 324
Electronic play, Primary Project and, 225
Emerson, Ralph Waldo, 482
Emotional Assessment of Deaf and Hard of Hearing Children, 110
Emotional competence, 401–402
Emotional disorders, CT and, 124–125
Emotional intelligence. See Intelligence, emotional
Emotions Course for Head Start Children, 401
Empathic listening, as a play session skill, 260
Empathy, 8–9
  Filial Therapy and, 266
The Empty Pot, 382–383
Empirically supported treatments (ESTs), 102
  using play in manual-based treatments, 166
Enemy Pie, 389
Enhancement, relationship, 8
CDI and, 202
Filial Therapy and, 257, 264
Primary Project and, 226
TST and, 155, 156
Environment:
  enhancing the work, 480, 482–483
  pretend play and, 436–437
Essential Parenting Program, 405–406
Evidence-based practices (EBPs), 102, 103
Experiential learning, CBT and, 26
Exposure:
  CBPT and, 333, 337
  Coping Cat program and, 175–176
  posttraumatic stress and, 22
Expressive therapies, use of, 51–52
Extinction, CBPT and, 334, 338
Eyberg, Sheila, 199

Familiarizing play, 431
Family Feud, 189
Family Play Therapy:
  background, 456–458
  case study, 449–456, 467–468
  directive play in, 461–464
  types and use of, 464–467
  interactive play in, 458–460
  nondirective play in, 461–464
Fantasy:
  CBPT and, 342–343
  compensation, 10–11
  as a natural activity, 3
  storytelling and, 430
Fasha, Dasha, and Sasha Squirrel, 384
Fatigue, compassion, 477–478
FEAR plan, 168, 170–175
Feedback, phase in Filial Therapy, 267, 269
Subject Index

Feelings-Thought-Behavior Awareness, 155, 156, 159–160
Feeling Thermometer, 417, 418
Feeling Word Game, 415
Fight or flight response, 308
Filial Problem Checklist (FPC), 104, 105, 108
Filial Therapy (FT), xix
CBT and, 28, 264–266
goals, 258–259
home play session and generalization phase, 274–275
intake and recommendation phase, 266–267
Kinder Training and, 284–285
meta-analysis, 101–102
overview, 257–258, 276–277
PCIT and, 205–206
play session
skills, 259–261
supervised play phase, 274–275
research, 107–110, 275
sequence, 261–263
theoretical foundations, 263–264
training phase, 267–270
Filling in the Thought Bubbles, xxii
Flathead Reservation, 107
Float to the Top, 385
Flooding, 152
Floor Games, 298
Folkmanis, 411
Forster, E.M., 484
Fortune Cookies, 384
Foster care, PCIT and, 205
Freddie Flounder, 384
Freeze Upsetting Thoughts game, 368
Freud, Anna, xvii, 4, 99
Frustration. See Anger; Aggression; Games, frustrating
Fundamental attribution error (FAE), 480

Games:
anger management and, 415, 417
frustrating, 370–371
physically arousing, 364–365
structured, CBPT and, 330
See also specific type
Generalization:
affect dysregulation and, 357
CBPT and, 121, 127, 338–339
Filial Therapy and, 274–275
Generalized anxiety disorder (GAD):
affect dysregulation and, 355
using play in manual-based treatments, 165–166
Gestalt therapy, 299
Global trauma, 46
Goldman Fristoe Test of Articulation, 105
Gratification, coping with delaying, 389–390
Grounding, TST and, 155, 156–157
Guerney, Bernard, 199, 257, 264–265
Guerney, Louise, 257
Hanf, Constance, 200
Hearing impairments, 109–110
Hermeneutics, 427–428
Hispanic families, 105–106, 205
Homework, directed play and, 466
Homosexuality, 312
Hostility bias, 403
Hot Seat, xxii
How Are You Peeling?, 344–345
Howard’s End, 484
Hug-Hellmuth, Hermione, 4, 150
Hyperarousal, 355, 369
Hypervigilance, 355
Identity development, 155, 156, 160–161
I Like My Neighbor Who . . ., 379
Illness, chronic, 107–108
Implosive therapy, 152
Impulse control regulation, 155, 156, 159–160
The Incredible Years, 194, 402
Index of Teaching Stress, 106
Indirect teaching, 6
Individual Psychology, Kinder Training and, 286–287
Inductive method, 126–127
“In My Own Little Corner,” 382
Intellectualization: as a defense, 303
Intelligence, emotional, 389–390
Interactive play, natural, 458–460
International Journal of Play Therapy, 27, 101
Interventions:
CBPT and, 331–334
behavioral techniques, 336–338
cognitive techniques, 334–336
CBT and family, 20–21
Intrapsychic issues, 304–305
I/Thou relationship, 299
It’s in the Bag, 379
I’ve Been Framed, 378
James, Beverly, xviii
Japanese families, 312
Jewish Board of Family and Children’s Services, xvii
Joint Commission on the Mental Health of Children, 220
Joseph Preschool and Primary Self-Concept Screening Test, 107, 109
Journal of Child Abuse and Neglect, 43
Journal of Child Maltreatment, 43
Journal of Child Sexual Abuse, 43
Journal of Consulting Psychology, 257
Jung Institute, 298
Kalff, Dora, 4, 298
Kinder Training, 281–283
Klein, Melanie, 4, 99
Knell, Susan, xviii, 4
Knoll, Susan, xviii, 4
Koocher, Gerry, 473
Korean families, filial therapy and, 109
Landaer, Eva, xvii
Landreth, Garry, 282
Language. See Communication
Latinos, sandtray therapy and, 312
Lela Rowland Prevention Award, Primary Project and, 222
Lose the Bruise, 31
Lowenfeld, Margaret, 4, 298
Ludwig Learns to Light, 384
Mad Game, 415
Magic, CBPT and, 385, 390–391
Major Depressive Disorder (MDD), 19
The Meanest Thing to Say, 389
Measurement of Empathy in Adult–Child Interaction, 107, 108, 109, 110
Medication, antidepressant, 19
Meichenbaum, Don, xix–xx
Menopause, 311
Metaphors:
CBPT and, 391
modifying CBT and, 31–33
sandtray therapy and, 301–302
turtle-self, 411
See also Symbolism
Milton, John, 373
Miracle question, 310–311
Misattunement, 248, 255
Mistakes that Worked, 377
Modeling:
CBPT and, 121–122, 329–330, 385–386
Filial Therapy and, 263, 267
Model Program in Service Delivery in Child and Family Mental Health, 202–203
Moral judgment, 8
Multiscore Depression Inventory for Children, 105
Mutism, selective, CBPT and, 321, 342
The Name Game, 380
Narratives. See Storytelling
National Association of School Psychologists, xix
National Center for Educational Statistics, 229
National Child Traumatic Stress Network (NCTSN), 45, 47, 141, 354–355
National Institute of Mental Health, 275
National Mental Health Association, 222
National Registry of Evidence-based Programs and Practice (NREPP), 223
Native Americans:
filial therapy and, 107
PCIT and, 205
Natural disasters:
play therapy research and, 105
TF-CBT and, 46
Negative affect, counterconditioning and, 7
New York State Education Department, 222
Nondirective play, 461–464
Object relations, 155, 156
Obsessive compulsive disorder:
CBPT and, 322
sandtray therapy and, 309
using play in manual-based treatments, 166
Operation, 360, 361, 370
Oppositional defiant disorder:
affect dysregulation and, 355
Coping Power Program and, 182
TST and, 141
Pace University, xvii
Painting materials, 440
Paraprofessional, 231–232
Parent-Child Interaction Therapy (PCIT), 199–204, 215
anger management and, 406
CBT and, 27
Coping Power Program and, 190, 193
effectiveness, 204–205
play therapy and, 205–206
incorporating elements of, 206–215
relationship enhancement and, 8
Parent-Child Relational Disorder, 141
Parent-Directed Interaction (PDI), PCIT and, 201
strategies for compliance, 202
Parenting: A Skills Training Manual, 275
Parenting Stress Index, 107, 108, 109
Party, termination, 341
Peabody Picture Vocabulary Test-Revised, 105
Pedagogy, CBT and, 24–27, 28–34. See also Kinder Training
Perceived Competence and Social Acceptance for Young Children, 108
Perfectionism, CBPT and, 377–378
Perry, Bruce, 140
Phobia, bug, 391–394
Physical affection, CPP and, 249
Ping-Pong, 389
Play, curative factors of, 4–11
Play Therapy, 323
Play therapy (PT):
empirical support for CBTT, 110–111
current standards, 102–104
future directions for research, 111–112
recent research, 104–107
Filial Therapy and, 107–110, 264–266
history, 97–99, 149–151
beginning clinical observations, 99–100
breadth of research, 100–101, 101–102
prescriptive, 11–12
rationale, 149–151
Porter Parental Acceptance Scale, 107, 108, 109
Positive affect, 7–8
Positivism, 98, 100
Post-modernism, 98, 101, 427
Posttraumatic stress disorder (PTSD):
affect dysregulation and, 355
CBPT and, 322
CBT and, 21–23
using play in manual-based treatments, 166
See also Trauma
Power:
as a curative factor of play, 9
mistaken goal of, 289
Power Animals, 417
Presenting problems, 242
PRIDE. See Communication, PRIDE skills
Primary Project:
core components, 228–229
early screening and selection, 229–231
focus on young children, 229
paraprofessionals, use of, 231–232
as evidence-based treatment, 221–223
ongoing evaluation of, 229
overview, 219–221
playrooms, 227–228
role of play in, 223–225
curative factors of, 226–227
theoretical approach to, 225–226
Primary School Adjustment Project, 220
Problem solving:
capacity and TST, 155, 156
CBPT and, 326, 332, 336
creative, 10
role-playing and, 185–186
See also Family Play Therapy
Projective techniques, 326
Psychoeducation:
CBPT and, 331, 334
in trauma work, 52
Puppets, 440
anger management and, 410–415
CBPT and, 385–386
Coping Power Program and, 186–187
historical use of, 322–323
modifying CBT and, 30
Puppet sentence completion task (PSCT), 327
Put a Lid on It, 378
Putnam, Frank, 46
Randomized clinical trials (RCTs):
depression and, 19
using play in manual-based treatments, 166
Rapport building, 11
Rational Emotive Behavior Therapy (REBT), 309
Rational-Emotive Therapy, 152
Rationalization, as a defense, 303
Realism, 98
moral, 8
Reality testing, 11
Receptivity, TF-CBT and, 49
The Recess Queen, 389
Rehearsal, behavioral, 11
Relapse prevention, CBPT and, 121, 127, 338–339
Relationship Enhancement, 257, 264. See also
Enhancement, relationship
Relationship Mask, 381–382
Relaxation techniques:
affect dysregulation and, 365–367
CBPT and, 333, 336, 388
Report of the Surgeon General’s Conference
on Children’s Mental Health: A
National Action Agenda, 282
Resistance:
CBPT and, 395–398
overcoming, 226
sandtray therapy and, 302
RETHINK, 406, 414–415, 416
Revenge, mistaken goal of, 290
Revised Children’s Manifest Anxiety Scale
(RCMAS), 104, 105
Rewards, FEAR plan and, 174–175
Rituals, directed play and, 466–467
Rochester City School District, 219
Rogian principles, 265
Role playing:
CBPT and, 122, 385–386
with puppets, 330
CBT and, modifying, 33
Coping Power Program and, 182–183
anger management, 184–185
emotional awareness, 183–184
social problem solving, 185–186
CPP and, 247–248
Filial Therapy and, 263
thematic, 431
Role-Playing Spaghetti and Robot, xxii
Russo-Polish War, 298
S.N.A.P., 390
Safe and Drug Free Schools: Kinder
Training and, 285
Sandplay therapy, 4, 297
general process, 304–307
CBT and, 309–311
trauma and, 307–309
history, 298–299
rationale, 299–304
research, 311–313
Sandtray-Worldplay, 299
Satcher, David, 282
Scavenger hunt, 380
Schaefer, Charles, xx
Schizophrenia, 311
Screening, early, 229–231
Self-Efficacy Scale for Children, 104
Self-esteem, CBPT and:
banners, 380–381
pathogenic mechanisms, 376–384
techniques for building, 384–390
Self-instructional/Stress Inoculation, 152
Self-Perception Profile for Children, 108
Self-statements:
affect dysregulation and, 368, 369–371
CBPT and, 332, 335–336, 389
Self-talk, 173, 385–386
Separation anxiety:
CBPT and, 321
using play in manual-based treatments,
165–166
Serotonin, 307–308
Sexual abuse, xvii
bibliotherapy, 53
case studies, 53–65
CBPT and, 321
CBT for posttraumatic stress, 21
difficulties associated with, 42
expressive therapies, 51–52
psychoeducation, 52
TF-CBT and, 50–51
prioritizing needs, 41–45
therapy, 53
touching prevention programs, 53
Sexual addiction treatment, 312
Shaping:
CBPT and, 337–338
Shaping principle: Filial Therapy and, 268
Shyness, CBPT and, 342
Simon Says, 353
Social construction theory, 427
Social learning theory, Filial Therapy and, 270
Social phobia, using play in manual-based
treatments, 165–166
Society of Clinical Child and Adolescent
Psychology (SCCAP), 102–104
Socratic method, 125–126
Solitary play, Primary Project and, 225
Solution-focused interventions, 310
Soothing Bottles, 398
Sorry, 360–361, 370
Special Friends, 220
Speech difficulties, 105
Spontaneous play, CPP and, 254–255
Square Breathing, 388, 398
Stigmatization therapy and, 244
Stimulus fading, CBPT and, 334, 338
Storytelling, 6, 423–427
adults and, 434–435
as storyteller, 440–441
cognitive competence and, 441–445
as a cultural routine, 435–436
hermeneutic approach, 427–428
modifying CBT and, 31–33
play space, 436–437
pretend play and, 429–433
as narrative, 433–434
rules, 437–438
social constructivism and, 427
TF-CBT and, 49–50
toys and, 438–440
Stress inoculation, 6–7
Structured games, 187
competitive, 187–189
Primary Project and, 225
cooperative, 188–190
Structuring, as a play session skill, 259–260
Sublimation, 8
Substance Abuse and Mental Health Services Administration (SAMHSA), 223
Supervisors, school-based mental health, 232
Symbolism:
anger management and, 404
CBPT and, 375
self-esteem banners, 380–381
in sandtray therapy, 297, 300–301
storytelling and, 429–433
See also Metaphors
Systemic desensitization, 152
Ten Penny, 386, 395–397
Termination, CBPT and, 121, 339–341
Termination of parental rights (TPR), 63
Terrorism, 21, 46
Thematic imaginative play, 260–261, 431
Therapeutic distance, 300
Therapists:
qualifications, CBPT and, 347–348
self-care, 473–474, 489–490
ethics and ironies of, 474–476
strategies for, 478–489
stressors, 476–478
Theraplay, xix, 8
Thinking traps, 173–174
Thought bubbles, 20
Thought stopping, 152
affect dysregulation and, 367–369
Tic-tac-toe, 387
Time-Limited Play Therapy, 464
Touch prevention programs, 53
Toys:
dolls, 440
drawing/painting materials, 440
dress-up clothing, 440
environment and, 4
historical use of, 322–323
sensory materials, 438–439
small figures, 439–440
See also Games; Puppets
Tracking, empathy, encouragement, and limit setting (TEEL), 285, 291
Transference, sandtray therapy and, 303–304
Trauma:
Filial Therapy and, 258
PCIT and, 205
sandtray therapy and, 303, 307–309, 311
TF-CBT and, 46
See also specific types
Trauma-focused cognitive behavior therapy (TF-CBT), 41–47
adaptation of, 47–50
Trauma/Grief Group Psychotherapy for Adolescents, 21
Trauma Systems Therapy (TST):
assessment grid, 147
case examples, 156–161
CBT and, 151–156
national social context, 139–141
overview of approach, 145–149
physiology of trauma, 142–145
play therapy and, 149–151
“Treating the Traumatized Child,” xviii
Trigger events: affect dysregulation and, 356, 362
Turtle Magic, 408–409, 411
U.S. Department of Education, 229
Ulster County Mental Health Department, 141
Unconscious, access to, 5–6
United Way of Greater Rochester, 223
University of Rochester, 219
Uno, 370
Subject Index

van der Kolk, Bessel, 46
Videotherapy, 53
War, survivors of, 21
sandtray therapy and, 298
TF-CBT and, 46

Waters, Virginia, 384
Webster-Stratton, Carolyn, 402
Wells, H.G., 298
Withdrawal, mistaken goal of, 290
“The World Technique,” 298