Because this is a book about technique, I refrain from debate concerning specific diagnoses. Accordingly, readers will find, for example, that a case involving impulsive behavior may be indexed under “Impulsive child,” “Borderline child,” “Bipolar child,” and “Self-injury.” Likewise, material relevant to both Asperger’s and high-functioning autism are referenced to each entity. The entry “Narcissistically vulnerable child” includes material related to both the narcissistic child and the child with narcissistic issues. My goal is simply to help clinician readers find what they seek easily and directly.
Aggressive child, 16, 36, 59, 100–101, 101–102, 103, 114, 150, 261–262
Allen, F. H., 12–13, 26
Anxious child, 9–10, 33–34, 40–41, 71–72, 93, 97, 128–129, 130, 133–134, 137–138, 211, 244–245
Arnold, E., 175
Art in therapy, 105–123
affect of, 108
animal drawings, 110
choice of subject, 106, 108
family dynamics in, 111–112
inviting, 105–106
to manage the relationship, 113–114
recurring themes, 116–117
self-representation, 108, 110
setting of drawing, 109
skill level, 107–108
therapist reactions to, 120–122
Asperger child, 23, 32, 43, 80, 91, 116–117
Attention deficit child, 242, 247, 273–275
Attitudes toward therapy, cultural and ethnic, 230–231
Axline, V., 13, 34, 250

B
Baggs, A. M., 251
Balancing play and talk, 125–139
Bardenstein, K. K., 13
Basch, M., 260
Beale, E., 175
Beginning therapy, 3–13
early meetings, 5–13
referral call, 3–5
Bellinson, J., 104
Berke, J. H., 74
Bernet, W., 225
Blocks and building toys, 96–99
Bostic, J. Q., 208
Boundaries, therapeutic.
See Framework, therapeutic
Brief psychotherapy, 260
Bromfield, R., xiii, xvii, 27, 43, 44, 73, 80, 87, 123, 185, 226
Building toys and blocks, 96–99

C
Camp, 205–206
Cangelosi, D., 104
Cancellations and no-shows, 54
Can’t versus won’t, 72
Catharsis. See Abreaction
Cheating in game play, 93–95
Chethik, M., 175
Child-centered therapy, 26, 34, 44, 128, 249–250
Cleaning (or not cleaning) up, 133, 150–152
Cognitive-behavioral therapy, 26–27, 42–43, 254–256
Colm, H., 44, 175
Confidentiality, 61–62
Confrontation, 71–72
Corwin, M. D., 260
Cosgrove, L., 27
Countertransference, 74
Crises, 4, 220
Crises versus therapeutic crises, 220. See also Therapeutic crises
Culture, influence of, 7, 18, 227–229
Cursing, 66

Dreams, 67–68
Drewes, A., 237
DSM-IV, 23, 27

E
Educating in therapy, 42–43
Ekstein, R., 74, 139
Emotion, evaluating 21
Empathic failure, 38–39
Empathy and empathizing, 32, 37–39, 44, 45, 60, 66, 67, 72, 226
Ending the therapy hour, 53–54
Epilepsy, 97
Erikson, E., 13
Erwin, 185
Ethics, 62
Ethnicity, influence of, 18, 227–229, 231, 235–237
Evaluating the child, 15–22, 26–27
Evidence-based treatment, 249–260
anxiety disorder, 255
attention disorders, 256
conduct disorders, 255
critique of psychodynamic treatment, 251
depression, 255
limitations, 250–252
simple fears, 254

F
Fads in psychiatry, 27
False reassurance, 10
Family dynamics, evaluating in early meetings, 9, 20–21
Family work, 187–198
Fear of dying, 18
Feedback, giving, 23–26
and theoretical orientation, 27–28
risks of clinical predictions, 25
Feldman, Y., 43
First hour and meetings, 5–13, 15–22
Formulating a case, 22–23
Formulation versus diagnosis, 23
Fraiberg, S., 13
Framework, therapeutic, 47–54
exceptions to, 141–157
Freud, A., 13, 44–45, 62
Frequency of therapy, 51
Freud, S., 252
Freudian (Anna) versus Kleinian play therapy, 44–45
Friedberg, R. D., 13
Game's and game-playing, 89–95
cheating, 93–95
comforting for child, 90
competitive issues, 93
drawing out the child, 90
learning-disabled child, 91, 92–93
limitations, 90–91
social exercise, 91–92
symbolic play, 95
Gardner, R., 225
Gender issues, 40, 79, 108–109
Gift giving, therapist’s, 141–144
Gift giving, child’s, 144–145
Gil, E., 237
Ginott, H., 13, 34, 56, 62, 73, 87, 104
Good ear, giving, 8
Goals (therapeutic), 25
Greenberg, J. R., 44
Grieving, 32, 78–79
Gun toys in therapy, 99–103
impulsive and aggressive child, 100–101
inhibited child, 99
parents’ disapproval of, 101–102
setting limits with, 103
Hall, K., 251
Harris, A., 73
Haworth, M. R., 13, 26, 44, 62, 64
High-functioning autistic child, 32, 80, 91, 116–117
insulation affective, 32, 52
Hoffman, D. L., 226
Holding, therapeutic, 34–37, 44, 82
Honesty in therapy, 21, 43, 65, 148, 162–163
Hugs. See Physical contact
Humanistic therapy. See Child-centered therapy
Illness, coping with, 97
Inside versus outside, doing therapy, 50
Insight, 40–41
Insulating function of therapy, 32, 43
Interpreting, 68–72
Intervening in therapy, 37–45

J
Jargon, avoiding, 24–25, 65–67

K
Kaduson, H., 104
Kendall, J., 252
Kennedy, H., 13, 62
King, P., 45
Klein, M., 13, 44–45
Kleinian versus Freudian (Anna) play therapy, 44–45
Klorer, P. G., 123
Kohut, H., 44
Krimsky, S., 27

L
Language, creating a shared, 66–67, 70–71
Lanyado, M., 73
Lawrence-Lightfoot, S., 208
Learning disabled child, 25, 91, 92–93, 110
Limits in therapy, setting, 47–61
on aggression against office, 55–59
on aggression against therapist, 55–59
on affection toward therapist, 58–59, 154–157
Linn, S., 83
Listening, 8, 12
Loss, 8, 32, 78–79, 155–156

M
Malawista, K. L., 74
Malchiodi, C., 123
Managed care, 4, 8, 249, 253
Mandelbaum, A., 74
Masterson, J. F., 139
Medication, 239–248
Meeks, J. E., 225
Migraines, 217–218
Miller, J. P., 44
Mirroring the child, 37, 44
Mistrust of therapy, 213–214
Mitchell, S. A., 44
Moustakas, C., 13, 34, 250

N
Nagelberg, L., 43
Narcissistically vulnerable child, 11, 29–30, 38–39, 69–70, 93–94, 107, 120–121,
Narcissistically vulnerable child (continued), 218–219, 220–221, 273–274
Narcissistic injury, 29–30
therapy as a, 212
Navaratnem, K., 74
Neglected child, 78, 80–81, 82, 111, 120–121, 135, 146, 265–266
Network on Youth Mental Care, 260,
No-shows and cancellations, 54
Novick, J., 175
Novick, K., 175

O
Oberschneider, M. S., 175
Observing the child, 18–22
Offering treatment, 25–26
Office, setting up the, 7, 32, 104
Overstimulated child, 32

P
Parent-child work. See Parents, working with
Parents, working with, 161–186
adoption, parents considering, 186
child’s perspective, taking, 17, 172–173, 183–184
communicating, 10–12, 61–62, 163–167
confidentiality, 61–62
critical, 165, 168–169
developmental history, 18, 167–168
eyearly meetings, 15–22
empowering, 182–183
family psychodynamics, 170–171
giving feedback, 23–26
guidance 174–175, 184–186
honesty, 162–163
intellectualized, 170–172
listening to their story, 162–163
narcissistic, 182–183
offering treatment, 25–26
overly demanding, 166
parents’ self-esteem, 172
referral call, 3–5
reluctant parents, 177–181, 218–219
sick parents, 187–190
single mothers, 185–
temperament, questions of, 168–170
transference (parent’s), 173
unraveling the meaning of symptoms, 171–172
Pharmacology. See Medication
Physical contact between child and therapist, 58–59, 154–156
Pine, F., 44, 139
Prado de Oliveira, L. E., 45
Predicting, limits and risks of clinical predictions, 25
Presents. See Gift giving
Previous therapists, querying about, 18
Psychotic child, 25, 114, 135–137, 204
Puppet play, 77–87
catharsis, 83
coping with illness, 83
developmental mastery, 81
displacement, 78
exteriorizing conflict, 77
holding function, 82
integrating self, 80
managing the relationship, 83
projecting, 78
revealing interpersonal conflict, 80–81
self-representation, 80
therapist’s role, 84–87
as transitional object, 82
turning passive to active, 82

Q
Querying, 8–9, 20, 26, 63–67

R
Rambert, M., 85, 87
Rapprochement, 33–34
Referral call, 3–5
Reflecting, 66–67
Regressing in therapy, 34–36, 49, 222
Reid, S. E., 104
Reisman, J. M., 13
Religion, influence of, 231–237
Reluctant patients. See Unwilling patients
Remmel, M. C., 226
Respect, 9, 30, 42
Rexford, E., 13
Riley, S., 123
Rogers, C., 43, 45
Rubin, J. A., 123

S
Safety, 5, 10–12, 29–34, 36, 43, 48–49, 57–58, 61
Sandler, J., 13, 62
Schaefer, C., 44, 104
Schonfield, T., 74
Schools, working with, 199–208
establishing a relationship with teacher, 202–204, 208
meetings, 200–202
reasons for, 199–200
stigma of therapy, minimizing, 204–205
School-referred therapy, 17
Schrader, D., 123
Segal, H., 45
Seinfeld, J., 44
Selekman, M. D., 260
Self-criticism. See Narcissistically vulnerable child
Self-destructiveness, 31–32, 56, 114
Self-disclosure, therapist, 152–154
Self-exploring, fostering child’s, 30, 39
Self-hatred, 31–32, 136, 151–152
Self-injury, 16, 31–32, 56–57, 114
Separation, 33–34
Sexually abused child, 59
Shapiro, J. P., 13
Siblings, meetings between child and, 194–197
Sick child, comforting, 157
Sifneos, P., 260
Silence, 72–73
Silverman, D. K., 260
Single mothers, 185–186
Siskind, D., 175
Snacks and feeding the child, 8, 145–148
Space, therapeutic, 48–50
Sperling, M., 175
Steiner, R., 45
Stepfamilies, child of, 96–97, 114–115, 132
Storr, A., 73
Structure. See Framework, therapeutic
Suicidality, 56–57, 204, 223–225
Sutton, A., 74

T
Taft, J., 13
Teachers. See Schools, working with
Tension, managing in first hour, 9–10
Termination, 261–276
  abrupt and aborted, 261–263
  child and parent reactions to, 268
  indications for, 267–268
  parents threatening, 222–223
  regressing, 269–273
  therapist leaving, 263–266
  timing, 268–269
 working to the end, 112–113, 273–276
Terr, L. C., 27, 43, 226
Therapeutic crises, 221–226
Theory, merits and limitations, 22
Therapeutic goals. See Goals
Therapy hour,
  constancy, 51–53
  ending, 53–54
  frequency, 51
  length, 50–51
  therapist reliability, 53–54
  length, 50–51
Tolpin, M., 44
Toys. See Action figures;
  Blocks and building toys;
  Dollhouse; Dominoes;
  Games and game-playing;
  Gun toys; Puppet play
Transference, 42
Traumatized child, 30–31, 32–33, 144–145
Treatment, integrating
  psychodynamic with
  evidence-based,
  adjustment disorders and life problems, 260
  anxiety disorders, 254–255
  Asperger’s and
    high-functioning autism, 257–258
  attachment disorders, 258
  attentional disorders, 256
  borderline and bipolar
    disorders, 257–258
  conduct disorders, 255–256
  depression, 255
Down syndrome, 259
learning disabilities, 258
schizoid and selective mutism, 259
simple fears, 254
suicidality, 258
trauma, 259
Tyson, R. L., 13, 62

U
Unconditional positive regard, 43, 45
Unwilling patients, 6, 209–220, 225–226

V
Varon, L., 186

W
Wallerstein, J., 74, 139
Ware, L., 175
Weisz, J. R., 253–257, 260
Whole child, seeing the, 22–23
Winnicott, D. W., 44, 82, 83