# Index

A
abstract reasoning 110
adults
  responsibility 14
  theory of mind 41–42
  see also parents
aggressive behaviour
  contributory factors 285–286
  and distress 1
  giving meaning 3
  instrumental 24
  as manifestation of attachment disorder 3, 7
  manipulative 111, 141, 187, 192, 254
  outbursts 5
  parents’ view 9
  patterns 24, 25
  proactive 24
  as protection 150
  response to fear/anxiety 70, 138
  response to stress 123
  risk factors 25–26
  trigger 71
  understanding 23–24
  unintentional 24
aggressive child
  assumes world is hostile 128, 150, 245–247
  vulnerability 1
  see also child
aggressive/rejective cycle 24, 32
anger
  and anxiety 192–196
  in babyhood 119–120
  directed at therapist 103–104
  excuse for 190–191
  protective but dysfunctional 124, 230–231
antisocial children see aggressive children
anxiety
  confused with anger 194–196
  and depression 25
  displayed as aggressive behaviour 138
Asperger’s syndrome 220
attachment
  dysfunctional 69, 91
  needs and behaviours 69, 80–82, 91
  status 71, 147
attachment domain 95–96, 216
attachment research 2, 3
attachment theory 2, 6
attention deficit hyperactivity disorder (ADHD) 25, 37, 56, 102, 105–106, 108–110, 149, 180, 200
auto-regulation, destructive modes 123, 143
autobiographical memory 146–157
avoidance
addressing 8
dysfunctional 95, 107
functional 95
in therapy 108–113, 149, 220–221

B
baby
emotional development 119–121
social interaction 120
behaviour, as communication 2, 9, 27, 49
book
co-creation 10, 12, 110, 152
real/imaginary content 13–14
as record 11–13
as temporary transitional object 12
bullying at school 158–159, 182–185

C
caregiving, quality 121–122, 148
change
managing 165–166
strategies 182–186
child
angry behaviour 95
controlling behaviour 83
emotional language 8, 134–135, 237
feeling looked after when angry 69–70
feeling understood in therapy 220
intensity of feeling 142–143
lack of memory 149, 150–151
medical/developmental difficulties 80
mental image of parent 3, 69–70, 147
neglected 73–75
oppositional behaviour 79–91
problem solving 166–186
protective of parent 75–79, 214
reflective capacity 96, 105
RICAP method 5–6, 10–16
seeks comfort from attachment figure 95
self-regulation of emotion and arousal 122
theory of mind 42–43
thinks of himself as bad or mad 23
use of metaphor 198
child abuse 14, 71–72, 110, 151
see also domestic violence;
parental abuse/neglect/rejection
child mental health services, referral for aggressive behaviour 24
child protection register 14
child’s book see book
Christmas, not always a good time 213–215
clinical examples
Ali 151–152, 178–180
Andrew 111–113
Andrew/Jane 192–196
Andrew/Sue 187–189
Bob/Jolene 37–39, 142–143
Callum 135–136
Callum/Anita 75–76
Carol 200–201
Cheryl 76–77
Colin 202–206
Colin/Nora 49–55
Craig 149–150
Dan/Tina 158–162
David 14–16, 108–110
David/Sian 213
Douglas 172–174
Gary 7–8
Gary/Trisha 19–20
Gemma/Tessa 79–91
Heather/Eric/Terry 138–142, 163–164, 208–211
Jack 206–207
<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack/Sarah</td>
<td>215–217</td>
</tr>
<tr>
<td>James</td>
<td>175–176</td>
</tr>
<tr>
<td>Jamie</td>
<td>47–48</td>
</tr>
<tr>
<td>Janet/Paul/Harry</td>
<td>101–106</td>
</tr>
<tr>
<td>Jed</td>
<td>76–79, 126–131</td>
</tr>
<tr>
<td>Joe</td>
<td>180–181</td>
</tr>
<tr>
<td>Keith</td>
<td>155–157</td>
</tr>
<tr>
<td>Kevin</td>
<td>44–45</td>
</tr>
<tr>
<td>Kieran</td>
<td>73–75, 148–149</td>
</tr>
<tr>
<td>Kirk</td>
<td>27–31</td>
</tr>
<tr>
<td>Kristy</td>
<td>167</td>
</tr>
<tr>
<td>Larry/Julie</td>
<td>115–118, 189–192</td>
</tr>
<tr>
<td>Maggie/Trevor/Lee</td>
<td>97–101</td>
</tr>
<tr>
<td>Marc/Derek/Gail</td>
<td>123–124, 219–280</td>
</tr>
<tr>
<td>Mark</td>
<td>182–186</td>
</tr>
<tr>
<td>Max</td>
<td>48–49, 201–202</td>
</tr>
<tr>
<td>Max/Gabby</td>
<td>136–137</td>
</tr>
<tr>
<td>Miles</td>
<td>152–155</td>
</tr>
<tr>
<td>Milly</td>
<td>169–171</td>
</tr>
<tr>
<td>Ollie</td>
<td>31–37</td>
</tr>
<tr>
<td>Paul</td>
<td>134</td>
</tr>
<tr>
<td>Rachel/Milly</td>
<td>56–57</td>
</tr>
<tr>
<td>Richard</td>
<td>107</td>
</tr>
<tr>
<td>Sam/Ted</td>
<td>58–61</td>
</tr>
<tr>
<td>Sharon/Lucy</td>
<td>61–67</td>
</tr>
<tr>
<td>Simon</td>
<td>45–47, 198–200</td>
</tr>
<tr>
<td>Susan</td>
<td>71–73, 181–182</td>
</tr>
<tr>
<td>Wayne</td>
<td>132–134, 176</td>
</tr>
</tbody>
</table>

**Index**

- **Conduct disorder**: 1, 5, 25, 26, 281
- **Domestic violence**: 44, 49, 54, 148, 157, 158, 189, 214
- **Drawing**: of attachment status 71
  - as communication 10, 11, 198
  - observation 13, 14
  - real or imagined content 13–14
  - see also book
- **Drawing the problem**: 234–237
- **Drawing what is on your mind**: 198, 237–249

**E**

- **Emotional development**: 2, 119–121
- **Emotional lability**: 108
- **Emotional language**: developing 8, 237
  - incoherent/inadequate 134–135
- **Emotional truth vs literal truth**: 138–140
- **Emotions, denying**: 126, 131
- **Empathy**: 128–131
- **Enuresis**: 153
- **Executive functioning**: 108

**F**

- **Family relationships, importance**: 234, 262
- **Father**: absent 45–46, 132–134, 148–249
  - violent 213
  - see also child abuse; domestic violence
- **Fear**: displayed as aggressive behaviour 70, 138
  - reactions to 70
- **Feelings**: finding words for see emotional language
  - unacceptable 131, 134
- **Fonagy, Peter**: 2, 3

**D**

- **Diagnostic criteria, criticism**: 25
- **Diagnostic focus**: 5
frustration
and attachment needs 69
and hyperactivity 107–108
low threshold 108
mutual 81–82, 270
as trigger for aggressive
behaviour 25, 61, 192–196

G
game playing 92–93
generation cycle 282
good time
hard to remember 114, 159–160, 164, 260

H
hope 228
hyperactivity 107–108
see also ADHD

I
impulsivity 108
infant, psychobiological
development 122–135
internal world, making sense of 202–206
interpersonal cognitive problem
solving 287
interpersonal exchanges, reflection
on meaning 1–2

L
language see emotional language
lie-telling 141–142
life event, overwhelming 201–202
loneliness 177
lying 24, 25, 140–141

M
MacArthur Story Stem technique 8
meaning, effect on observable
behaviour 3, 6, 9
memories, traumatic 151–157
memory
attention to detail 162–163
autobiographical 146–157
hard-wiring 145
lack 8, 11, 149
processing 145–146
retelling 147
short-term vs long-term 146
store 146
mentalising 2
metaphor 197–217
as agent of change 217
definition 197
in natural language of children 198–207
and the parent 207–217
use 206–207
mind
emerging 2
theory of 3–4, 41–44
modelling 131–135
mother see parents

N
nightmares 155–157

O
observation
of child’s drawing process 13, 14
of parent–child relationship 2–3
oppositional behaviour
child’s view 180–181
coercive cycle 108
parents’ view 32, 63, 85–86, 88, 170, 195
therapist’s response 220
as type of aggression 5, 24, 25
as way of managing distress 55, 79
oppositional defiant disorder (ODD)
5, 24, 281
oppositional domain 95, 96
INDEX

P
parent–child relationship
  importance 121
  mismatch of actions and emotions 91–94
  observational studies 2
parental abuse/neglect/rejection
  132, 167, 181, 189, 197–198
parental letters 17–19, 37, 50–51, 61, 80–81, 97–98, 115–116, 158
  Gail/Derek 250–280
parents
  aggressive 75–76, 202–203
  anger or withdrawal 122–123
  attributes 16–17
  avoidant 79–91, 97
  childhood experiences 138–143
  and child’s emotions 122, 136–138
  child’s mental image 3, 69–70, 147
  commitment and involvement required 17
  fear of inadequacy 61–65, 82
  fear of losing control 82
  inconsistent/unpredictable 70–71, 102
  and metaphor 207–217
  new insights 19
  overwhelmed by child’s behaviour 9, 101–106
  problem solving 186–196
  reaction to aggressive behaviour 49, 95
  reflection 60–61, 67–68, 96, 207
  reporting specific memories 17–20, 102, 136, 157, 186
  responsibility 82
  and RICAP 5–6, 16–21, 157–158
  view of aggressive behaviour 9
  want medical diagnosis 56
  want to feel understood 17
see also adults
play domain 96
problem
denial 166–171
drawing 234–237
  identification by others 172–176
  straight from the heart of the child 176–182
problem solving 8, 165–196, 287
psychobiological development 122–135
R
reflection
  and aggression 44
  and attachment 42–43
  by parent 60–61, 67–68
  and coherence 57–58
  definition 3
  facilitating 5–6, 134
  process and meaning 43–44
  reduced capacity 8, 95, 107
  role in psychobiological development 124
Reflective Interpersonal Therapy for Children and Parents (RICAP)
  background to development 26–27
  description of the intervention 5–24
  encouraging flexibility of mind and thought 243
  ensuring attendance 97
  extending child’s emotional language 237
  opens up possibilities of change 228
  overall aim 5–6
  parent sessions 17–21
  and parents 56, 57, 103
  processes rather than symptomatic behaviour 39
  randomised controlled trial 289–292
  structure 9–10
  theoretical stances 6
  therapeutic benefit 2
  therapist’s role 9
INDEX

rejection trap 211–213
relationships at home 200–201
restlessness 108
ritalin 20, 102, 149, 180, 220, 264
see also attention deficit
  hyperactivity disorder (ADHD)
role reversal 85

S
sadness
  and anger 226
  in babies 119
  managing 203
  staying ‘stuck’ 152–155
  unacceptable 131, 134
scary things 46, 84–85, 136, 185,
  226, 237, 243–245
school
  bullying 158–159, 182–185
  difficulties 14–15, 283
  exclusion 15, 115, 219
  fears 237, 240, 243–246, 248,
  249
self-agency 181
self-control 110
self-deception 196
self-esteem 214
  building up 164, 276, 277
  fabricated 44, 136, 247
  genuine 13
  in parent 82, 158, 160, 189, 259
  poor 166, 283
self-harm 14–15, 76–79, 126–128
self-image 125–128
sense of self 125–128
sensory register 146
signals vs symbols 68
social helplessness 150
social referencing 120
symbolic, Jung’s definition 197

T
temper
  coping strategies 30
  meaning 253–254
  parent’s 103
  as symptom of ODD 281
  underlying feelings 31–37
  theory of mind 3–4, 41–44
therapeutic relationship 4, 71, 135,
  149, 163, 192
therapist
  attention to detail 192
  helps parents find strategies 101
  observation of the drawing
    process 13, 14
  sensitivity 224
  skills 10, 54–55, 195, 207–208,
  209, 220
  target of negative feelings 135
threat, defence against 7–8
time spent together 211–213,
  215–217
trauma and negative behaviours 49–57
trust 175–176, 274