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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Cover; Title; Copyright; Contents; Foreword; Preface; A Text Born from Necessity; Knowledge and Practical Skills Presented in an Accessible Format; Welcome; Acknowledgments; Share The Elements of Counseling Children and Adolescents; Chapter One: Setting the Stage; 1. Initial Contact; 2. Respect Caregivers and Family Members in the Process; 3. The First Appointment; 4. Share Your Background; 5. Explain Counseling; 6. Provide an Overview of Guidelines; 7. Address Confidentiality and Privacy; A. Privacy Between Child and Caregiver; B. Privacy Rule 8. Begin to Explore the Client's Story and Create Counseling Goals9. Create a Developmentally Accommodating Office Space; 10. Be on Time; 11. Individualize Counseling; 12. Meet Your Client's Age and Developmental Level; 13. Developmental Framework; 14. Address Resistance, Create a Working Alliance; 15. See the Big Picture; Summary and Discussion Questions; References; Chapter Two: The Processes of Counseling With Children and Adolescents; 16. Reflect First (Content, Feeling, and Meaning); 17. Focus on Feeling; 18. Summarize; 19. Reflect the Process; 20. Speak Briefly

21. Allow and Use Silence; 22. Use Open-Ended Questions; 23. Confront Effectively and With Care; 24. Use Developmentally Appropriate Language; 25. Be Concrete; 26. Match the Strategy or Technique to Processing Level; 27. When Words Fail, Draw or Play; 28. Use Stories and Metaphors; Summary and Discussion Questions; References; Chapter Three: Strategies for Assisting Self-Awareness and Growth; 29. Reflect and Give Time for Processing (Do and Do Not Do); 30. Avoid Giving Advice; 31. Avoid Relying on Questions; 32. Listen Carefully to the Words Used; 33. Focus on the Client
34. Pay Attention to Nonverbals; 35. Ground Feelings in the Body and Teach Distress Tolerance; 36. Pause and Reflect Themes/Enumerate Topics; 37. Use a Problem-Solving Model; 38. Set Clear, Measureable Goals; Summary and Discussion Questions; References; Chapter Four: Misconceptions and Assumptions; 39. Do Not Assume That Change Is Simple; 40. Academic Developmental Level Does Not Equal Emotional Developmental Level; 41. Agreement Does Not Equal Empathy; 42. Avoid Moral Judgments; 43. Saying They Understand Does Not Mean That They Understand
44. You Can't Assume That You Know (Feelings, Thoughts, and Behaviors); 45. Do Not Assume That You Know How Clients React to Their Feelings, Thoughts, and Behaviors; 46. Do Not Assume That All Interventions Will Be Safe or Appropriate for All Clients; 47. Positive and Rational Thinking Are Not the Same; Summary and Discussion Questions; References; Chapter Five: A Brief Introduction to Evidence-Based Practice and Contemporary Interventions; 48. Be Familiar With Limitations of ESTs With Children and Adolescents; 49. Practicewise Clinical Decision-Making Support
50. Contemporary Psychotherapy Interventions With Children and Adolescents

Sommario/riassunto

""Offers precise, practical guidance based on a proven teaching format."" Tailored to the specific needs of the child and adolescent client, this concise, easy-to-read primer provides essential and practical guidelines for counselors and psychologists who are training to work with children in both clinical and school settings. It is modeled after the highly successful and time-tested ""Elements of... "" format used in many teaching disciplines. The book distills the basic concepts that beginning professionals must keep in mind as they approach practice, offering guidance in logical, numbered
