Record Nr. UNINA9910813621103321 Autore Tuber Steven <1954-> **Titolo** Starting Treatment With Children and Adolescents [[electronic resource]]: a process oriented guide for therapists // Steven Tuber and Jane Caflisch Hoboken,: Taylor and Francis, 2011 Pubbl/distr/stampa **ISBN** 1-283-10542-X 9786613105424 1-136-88439-4 0-203-83940-4 Descrizione fisica 1 online resource (325 p.) Altri autori (Persone) CaflischJane 618.92/8914 Disciplina 618.928914 Soggetti Adolescent Adolescent psychotherapy Adolescent psychotherapy -- Case studies Child Child psychotherapy Child psychotherapy -- Case studies Psychotherapeutic Processes Psychotherapy Age Groups Behavioral Disciplines and Activities Persons Medicine Health & Biological Sciences **Pediatrics** Case Reports

Lingua di pubblicazione Inglese

Formato Materiale a stampa

Livello bibliografico Monografia

Note generali Description based upon print version of record.

Nota di contenuto Starting Treatment With Children and Adolescents A Process-Oriented

Guide for Therapists; Copyright; Contents; The Process of Writing This

Book; Acknowledgments; About the Authors; Chapter 1 Setting the Frame for Psychologically Minded Treatment; Section I Setting the Frame; Chapter 2 A 13-Year-Old Boy; Chapter 3 A 7-Year-Old Boy; Chapter 4 A 9-Year-Old Girl; Chapter 5 A 14-Year-Old Boy; Section II Responding to challenges to the Frame; Chapter 6 A 9-Year-Old Girl; Chapter 7 A 9-Year-Old Girl; Chapter 8 A 5-Year-Old Girl; Chapter 9 A 9-Year-Old Girl; Section III Broadening the Frame Chapter 10 A 5-Year-Old BoyChapter 11 A 7-Year-Old Girl; Chapter 12 An 11-Year-Old Girl; Chapter 13 A 7-Year-Old Boy; Chapter 14 Conclusion; References; Index

Sommario/riassunto

Starting Treatment With Children and Adolescents provides therapists with a time-tested framework for treatment and a moment-by-moment guide to the first few sessions with a new patient. In twelve remarkable case studies, verbatim transcripts of individual play-therapy sessions are brought to life through running commentary on techniques and theory and a fine-grained analysis of what worked, what didn't, and what else the clinician could have done to make the session as productive as possible. Clinicians will come away from the book with a unique window into how other the