

# THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

**Course Number:** SW 393R                      **Instructor:** P. Cody  
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**Unique Number:** 87650                      **Office:** Zoom/Phone for summer 2020  
**Office Hours:** By appointment

**Semester:** Summer 2020                      **Office Phone:** 512-413-6405 (cell)

**Meeting Time/Place:** Mon/Wed                      **5:30pm-8:00pm**  
**Zoom:** <https://utexas.zoom.us/my/patriciacy>

## Treatment of Children and Adolescents

### I. STANDARDIZED COURSE DESCRIPTION

The course is designed as an advanced clinical selective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with children, adolescents, and their families. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences. This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies for working with children, adolescents, and their families. This course will focus on using multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. A bio-psycho-social and cultural emphasis will be applied to the various problem areas and disorders covered.

### II. STANDARDIZED COURSE OBJECTIVES

1. Demonstrate the ability to integrate theories and empirical research knowledge under girding fields of practice areas with child, adolescent, and family populations.
2. Demonstrate skill in the application of different treatment modalities, including formal and informal systems of care.
3. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, the processes involved in human change, and the capacities and resources of children, adolescents and families.
4. Demonstrate the ability to adapt intervention models and strategies to reflect an understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin.

5. Critically evaluate and analyze different theoretical and intervention models as to their effectiveness in given situations. This includes: (a) the adequacy of the research and knowledge base; (b) the range of applicability; (c) the value and ethical issues, including the student's own value system; and (d) the policy implications involved in delivery of services to children, adolescents, and families.
6. Demonstrate the ability to implement and evaluate the effectiveness of clinical interventions for children, adolescents, and families.
7. Demonstrate the ability to tailor and integrate clinical interventions for children, adolescents, and families based on the context in which they are delivered.
8. Demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with children, adolescents, and families.

### **III. TEACHING METHODS**

This class provides opportunities for both theory and skill development. Various models and theories will be presented through a combination of lectures, demonstrations of the practice interventions, discussions about skills, videos, as well as small group and experiential exercises.

### **IV. REQUIRED TEXT AND MATERIALS**

Weisz, J. R. & Kazdin, A. E., (Eds.) (2017). Evidence-based psychotherapies for children and adolescents, 3<sup>rd</sup> edition. New York, NY: The Guilford Press.

*This text is available through the UT library system for no cost during this summer semester.*

van der Kolk, B. (2014). The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma. New York NY: Penguin Random House.

*This book is available via amazon and is also available on audible and kindle.*

Perry, B. & Szalavitz, M. (2006). The Boy Who Was Raised as a Dog: And Other Stories From a Child Psychiatrist's Notebook. Philadelphia, PA: Basic Books.

*This book is available via amazon and is also available on audible and kindle.*

Additional Readings are posted on Canvas.

## V. COURSE REQUIREMENTS

### **Attendance and Participation**

**10 points**

### **Promising Practices Paper and Presentation**

**30 points**

The paper component of this assignment (25 points) is an opportunity to learn about a treatment approach that you otherwise might not have the opportunity to learn about. This assignment is to be completed on your own. The topic must be approved by the professor by **Wednesday 6/26/2020** and the paper is due the last day of class, **Monday 7/27/2020**. The paper should be approximately 5-7 pages and cover the following areas:

1. Description of the approach (What is it? How does it work? Who is it used with?)
2. What theory or theories support the use of this approach? (Describe the theoretical framework that is the basis for this approach. This may be available in the literature or you may have to critically think through the approach and figure out the theoretical perspective.)
3. Review the current research or literature available about the approach. If there is little or no research, you may have to look at related research. What is the current state of the research? Is there any outcome research? What are the findings?
4. How does the approach address diversity issues such as race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, or national origin?
5. What is your personal assessment of the strengths and areas for improvement of this approach?

The presentation component of this assignment (5 points) is a short 5-10 minute presentation on the last day of class. Each student will share their topic and provide the class with a 1 page handout summarizing the topic. Power points are not necessary for this presentation.

### **The Boy Who Was Raised as a Dog Paper and Presentation**      **30 points**

This is a group assignment. Each group will consist of 2, possibly 3 students. During the first week of class each group will be assigned one chapter of the Bruce Perry book. The paper and presentation are to be developed and submitted as a group.

The paper and presentation should discuss the clinical significance of the content of each chapter, its connection to the larger field of social work as well as your professional and personal “take aways” from the chapter. The paper and presentation will reflect the collaboration and discussion that each group should have about the content. This paper should truly be collaborative as opposed to using a “divide and conquer” approach and will likely be 5-7 pages. The presentation should be approximately 10-15 minutes.

The paper and presentation are both due on **Monday 7/6/2020**

### **Professional and Personal Reflection Papers**

**30 points**

Three reflections papers (10 points each) are due throughout the semester. Each paper should be related to a topic that is covered in class and should be 2-3 pages. The approach of the paper can be decided by each student for each paper but should be more than simply a recounting of the material covered in class and the readings. Each reflection paper should

demonstrate a deeper level of thinking and consideration about the topic of the reflection paper. Students should think about how the topic relates to the larger field, how the topic relates to their personal goals, how the topic impacts them personally, the deeper meanings of the topic, professional critique and/or how it connects to their professional goals.

**Due dates: Monday 6/22/2020; Wednesday 7/1/2020; Wednesday 7/15/2020**

## **VI. GRADES**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## **VII. CLASS POLICIES**

We will be meeting on Zoom throughout this summer session. During our Zoom session, please leave your webcam on so that we can all be involved with the discussion as much as possible. During lecture sections of class, you are welcome to mute your computer but during discussion it would be best to unmute your computer, if you can do so without a lot of background noise, so that we can all share in the discussion.

## **VIII. UNIVERSITY POLICIES**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM/ON ZOOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not

agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible

for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
<b>Mon 6/8</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ First Day of Class</li> <li>➤ Introductions and Overview</li> <li>➤ *Media Monday*</li> </ul>	After class, complete the online survey regarding chapter assignments for The Boy Raised as a Dog – <b>survey due by Tuesday 6/9</b> – assignments will be made during class on 6/10.	Syllabus Expectations and summer plans for this course
<b>Wed 6/10</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Ethics</li> <li>➤ Theoretical Foundations working with Children and Adolescents</li> <li>➤ Culture, Ethnicity, and Language</li> </ul>	--	Weisz & Kazdin, 2017; Ch. 1 Introduction: Context, Background, and Goals  Weisz & Kazdin, 2017; Ch. 26 Ethical Issues in Child and Adolescent Psychotherapy Research  <u>On Canvas:</u> Prochaska, J. M., & Prochaska, J. O. (2002). Transtheoretical model with guidelines for families with child abuse and neglect. In A. R. Roberts & G. J. Greene (Eds.), <i>Social Workers' Desk Reference</i> (pp. 379-384). New York, NY: Oxford University Press.  Parra-Cardona, R., López-Zerón, G.; Leija, S. G.; Maas, M. K.; Villa, M.; Zamudio, E.; Arredondo, M.; Yeh, H. H.; & Domenech Rodríguez, M. M. (2019). A Culturally Adapted Intervention for Mexican-Origin Parents of Adolescents: The Need to Overtly Address Culture and Discrimination in Evidence-Based Practice. <i>Family Process</i> . Vol. 58 Issue 2, p334-352.
<b>Mon 6/15</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Evidence Based Practice with Children and Adolescents</li> <li>➤ *Media Monday*</li> </ul>	--	Weisz & Kazdin, 2017 -- Ch. 21- Evidence-Based Psychotherapies with Ethnic Minority Children and Adolescents Ch. 27-Implementing Evidence-Based Psychotherapies for Children and Adolescents within Complex Mental Health Systems Ch. 29- Personalizing Evidence-Based Psychotherapy for Children and Adolescents in Clinical Care Ch. 33- The Present and Future of Evidence-Based Psychotherapies



<p><b>Wed 6/17</b></p>	<ul style="list-style-type: none"> <li>➤ <b>On your own time (we'll start class on 6/22 with a brief discussion about the readings)</b></li> <li>➤ Complementary and Alternative Treatments with Children and Adolescents</li> </ul>	<p>--</p>	<p><u>On Canvas:</u>  Charry-Sánchez, J.D. (2018). Effectiveness of animal-assisted therapy in the pediatric population: Systematic review and meta-analysis of controlled studies. 39(7), 580-590.</p> <p>Ahmetoglu, E. (2019). The contributions of familial and environmental factors to children's connection with nature and outdoor activities. <b>Early child development and care.</b> 189 (2), 233-243.</p> <p>Eren, B. (2018). Teaching the Skill of Reading Facial Expressions to a Child with Autism Using Musical Activities: A Case Study. 7 (6), 156-164.</p>
<p><b>Mon 6/22</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Trauma</li> <li>➤ *Media Monday*</li> </ul>	<p><b>Reflection Paper #1 due</b></p>	<p>Weisz &amp; Kazdin, 2017;  Ch. 15 – Trauma Focused Cognitive-Behavioral Therapy for Traumatized Children</p> <p>van der Kolk; Ch. 1-6</p> <p>Perry, Ch. 1-5</p>
<p><b>Wed 6/24</b></p>	<ul style="list-style-type: none"> <li>➤ <b>On your own time</b></li> <li>➤ Trauma</li> </ul>	<p><b>Promising Practices Paper TOPIC due before class</b></p>	<p>van der Kolk; Ch 7-10</p> <p>Perry, Ch. 6-11</p> <p><u>On Canvas:</u>  Perry, B. (2002). Childhood Experience and the Expression of Genetic Potential: What Childhood Neglect Tells Us About Nature and Nurture. 3, 79-100.</p> <p><u>In announcements:</u>  Perry video</p>
<p><b>Mon 6/29</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Depressive Disorders</li> <li>➤ Suicide Prevention</li> <li>➤ *Media Monday*</li> </ul>	<p>--</p>	<p>Weisz &amp; Kazdin, 2017;  Ch. 4 – Cognitive-Behavioral Treatment for Adolescent Depression  Ch. 5 – Treating Adolescent Depression Using Interpersonal Psychotherapy</p> <p><u>On Canvas:</u>  Nebhinani, N. &amp; Singhai, K. (2019). Suicide prevention strategies for adolescents and youth: Where are we missing? J. Indian Assoc. Child Adolesc. Ment. Health. 15(2), 1-12.</p>

<b>Wed 7/1</b>	<ul style="list-style-type: none"> <li>➤ <b>On your own time</b></li> <li>➤ Anxiety</li> <li>➤ Obsessive Compulsive Disorder</li> </ul>	<b>Reflection Paper #2 due</b>	Weisz & Kazdin, 2017; Ch. 2 – Child Focused Treatment for Anxiety Ch. 3 – Treating Pediatric Obsessive-Compulsive Disorder in Children: Using Exposure Based Cognitive-Behavioral Therapy
<b>Mon 7/6</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Group Presentations: The Boy Who Was Raised as a Dog</li> <li>➤ *Media Monday*</li> </ul>	<b>Group Paper DUE: The Boy Who Was Raised as a Dog</b>	--
<b>Wed 7/8</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Disruptive Disorders</li> </ul>	--	Weisz & Kazdin, 2017; Ch. 6 – The Evolution of the Oregon Model of Parent Management training: An Intervention for Antisocial Behavior in Children and Adolescents Ch. 7 – Parent-Child Interaction Therapy and the Treatment of Disruptive Behavior Disorders Ch. 8 – The Incredible Years Parents, Teachers, and Children Training Series: A Multifaceted Treatment Approach for Young Children and Conduct Problems Ch. 12 – Treatin Serious Antisocial Behavior Using Multisystemic Therapy
<b>Mon 7/13</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Autism Spectrum Disorders</li> <li>➤ *Media Monday*</li> </ul>	--	Weisz & Kazdin, 2017; Ch. 17 – Pivotal Response Treatment for Individuals with Autism Spectrum Disorder  <i>In announcements:</i> The Horse Boy by Rupert Isaacson (documentary)
<b>Wed 7/15</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ School Based Approaches</li> <li>➤ ADHD</li> </ul>	Reflection Paper #3 due	Weisz & Kazdin, 2017; Ch. 13 – Summer Treatment Programs for Attention-Deficit/Hyperactivity Disorder
<b>Mon 7/20</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Child Welfare</li> <li>➤ *Media Monday*</li> </ul>	--	Weisz & Kazdin, 2017; Ch. 11 – Treatment Foster Care Oregon for Adolescents: Research and Implementation  <i>On Canvas:</i> Henry, D.; (2005). The 3-5-7 Model: Preparing Youth for Permanency. Children and Youth Services Review, 27(2), 197-212.
<b>Wed 7/22</b>	<ul style="list-style-type: none"> <li>➤ <b>On your own time</b></li> </ul>	--	Work on your Promising Practices Paper/Presentation on your own time

<b>Mon</b> <b>7/27</b>	<ul style="list-style-type: none"> <li>➤ <b>Zoom</b></li> <li>➤ Last Day of Class</li> <li>➤ Promising Practices In-Class Presentations</li> </ul>	Promising Practices Paper Due by the End of the Day	--
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## X. BIBLIOGRAPHY

Ahmetoglu, E. (2019). The contributions of familial and environmental factors to children’s connection with nature and outdoor activities. *189 (2)*, 233-243.

Charry-Sánchez, J.D. (2018). Effectiveness of animal-assisted therapy in the pediatric population: Systematic review and meta-analysis of controlled studies. *39(7)*, 580-590.

Nebhinani, N. & Singhai, K. (2019). Suicide prevention strategies for adolescents and youth: Where are we missing? *J. Indian Assoc. Child Adolesc. Ment. Health. 15(2)*, 1-12.

Eren, B. (2018). Teaching the Skill of Reading Facial Expressions to a Child with Autism Using Musical Activities: A Case Study. *7 (6)*, 156-164.

Henry, D.; (2005). The 3-5-7 Model: Preparing Youth for Permanency. *Children and Youth Services Review, 27(2)*, 197-212.

Parra-Cardona, R., López-Zerón, G.; Leija, S. G.; Maas, M. K.; Villa, M.; Zamudio, E.; Arredondo, M.; Yeh, H. H.; & Domenech Rodríguez, M. M. (2019). A Culturally Adapted Intervention for Mexican-Origin Parents of Adolescents: The Need to Overtly Address Culture and Discrimination in Evidence-Based Practice. *Family Process. Vol. 58 Issue 2*, p334-352.

Perry, B. (2002). Childhood Experience and the Expression of Genetic Potential: What Childhood Neglect Tells Us About Nature and Nurture. *3*, 79-100.

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Prochaska, J. M., & Prochaska, J. O. (2002). Transtheoretical model with guidelines for families with child abuse and neglect. In A. R. Roberts & G. J. Greene (Eds.), *Social Workers’ Desk Reference* (pp. 379-384). New York, NY: Oxford University Press.

van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York NY: Penguin Random House.

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