

Treating Internalizing Disorders in Children and Adolescents

Core Techniques and Strategies

**Douglas W. Nangle,
David J. Hansen, Rachel L. Grover,
Julie Newman Kingery, Cynthia Suveg,
and Contributors**

Internalizing Disorders In Children And Adolescents

Sara A. Whitcomb



Internalizing Disorders In Children And Adolescents:

Treating Internalizing Disorders in Children and Adolescents Douglas W. Nangle, David J. Hansen, Rachel L. Grover, Julie Newman Kingery, Cynthia Suveg, 2016-06-24 Identifying 13 core techniques and strategies that cut across all available evidence based treatments for child and adolescent mood and anxiety disorders this book provides theoretical rationales step by step implementation guidelines and rich clinical examples Therapists can flexibly draw from these elements to tailor interventions to specific clients or can use the book as an instructive companion to any treatment manual Coverage includes exposure tasks cognitive strategies problem solving modeling relaxation psychoeducation social skills training praise and rewards activity scheduling self monitoring goal setting homework and maintenance and relapse prevention

Internalizing Disorders in Children and Adolescents William M. Reynolds, 1992 Internalizing disorders in children and adolescents are particularly problematic for mental health professionals Covert by nature and therefore the most difficult to identify these conditions often go unrecognized by parents and teachers until it is too late Without the intellectual or emotional resources to communicate their distress children and adolescents suffering from internalizing disorders inhabit a world of quiet misery full of worry fears anxieties dysfunctional thoughts and perceptions and somatic disorders Fortunately the past decade has seen a tremendous effort on the part of researchers and clinicians directed at providing procedures for the evaluation and treatment of these problems This book is the first to treat internalizing disorders as a distinct class of related pathological conditions including depression obsessive compulsive disorders anxiety disorders suicidal behaviors and somatic disorders Its main goals are to examine the concept of internalization as a mental process that can become disordered and to clarify the dynamics of internalizing disorders and the prospects for intervention with them To that end it brings together contributions from some of the foremost researchers and clinicians in the field Initial chapters cover the nature and classification of internalizing disorders in children and adolescents Following these are a series of chapters each offering a comprehensive overview of a specific disorder its diagnosis assessment and treatment An effort has been made to present throughout a blend of psychological and psychiatric approaches to each disorder Bringing together contributions from leading experts on a wide range of internalizing disorders Internalizing Disorders in Children and Adolescents is an indispensable resource for child psychologists child psychiatrists and educational and school psychologists as well as clinical social workers and pediatricians

Predicting Internalizing Problems in At-Risk Children and Adolescents Tawnyea L. Bolme-Lake, 2008-03 Internalizing problems are common among adolescents Poor outcomes such as academic failure substance misuse and adult mental health problems have all been linked to internalizing problems Although the potential effects are serious internalizing disorders tend to be under diagnosed and under treated To compound the problem research in the area of internalizing disorders continues to lag behind that of other disorders In the last ten years however research has indicated that relationships with parents gender and self esteem are factors associated with internalizing

disorders To clarify the relationships between these factors archival data was collected from an electronic database in a school district in northeastern Minnesota This database includes the results of the Behavior Assessment System for Children 2 Self Report of Personality BASC 2 of children and adolescents who have taken it as a part of a special education evaluation The BASC 2 is a norm referenced questionnaire that measures emotions and self perceptions Factorial analysis of variance was used determine whether the degree of internalizing problems differ between relationships with parents gender and self esteem groups reflected by scores on the Parent Relations Self Esteem and Internalizing Problems scales included in the BASC 2 Further multiple regression procedures were used to determine if the combination of the quality of relations with parents gender and level of self esteem predicts the degree of internalizing problems experienced by at risk children and adolescents Contrary to past studies results did not show gender significant differences in the degree of internalizing problems reported Results did however indicate that the degree of reported internalizing problems was related to the quality of parent relationships and self esteem Specifically children and adolescents who reported poor relationships with their parents reported a significantly greater degree of internalizing problems than those who reported average or better relationships with their parents Likewise children and adolescents who reported low self esteem reported a significantly greater degree of internalizing problems than those with average or better self esteem In addition gender the quality of parent relations and level of self esteem showed a predictive relationship with internalizing problems The implications of these findings as well as directions for future research were discussed

An Examination of Internalizing Disorders in Children and Adolescents Nancy Jacobson,1998 *Behavioral, Social, and Emotional Assessment of Children and Adolescents* Sara Whitcomb,2017-08-30 Generally recognized as the standard work in its field Behavioral Social and Emotional Assessment of Children and Adolescents is a comprehensive guide for conducting conceptually sound culturally responsive and ecologically oriented assessments of students social and emotional behavior Written for graduate students practitioners and researchers in the fields of school psychology child clinical psychology and special education it will also be of interest to those in related disciplines Building on the previous editions this fifth edition includes updated references to DSM 5 and federal standards as well as an integrated approach to culturally competent assessment throughout the text In Part I Foundations and Methods of Assessment the author provides a general foundation for assessment practice and outlines basic professional and ethical issues cultural considerations and classification and diagnostic problems Part II Assessment of Specific Problems Competencies and Populations includes material on assessing specific social emotional behavior domains including externalizing problems internalizing problems social skills and social emotional strengths and the unique needs of young children A chapter on school wide screening methods was also added with this edition By weaving together the most recent research evidence and common application issues in a scholarly yet practical matter Behavioral Social and Emotional Assessment of Children and Adolescents continues to be the pre eminent foundation for assessment courses **Behavioral,**

Social, and Emotional Assessment of Children and Adolescents Kenneth Merrell W, 2013-07-04 This book provides a comprehensive foundation for conducting clinical assessments of child and adolescent social emotional behavior in a practical scientific and culturally appropriate manner. It is aimed at graduate students, practitioners, and researchers in the fields of school psychology, child clinical psychology, and special education, but will also be of interest to those in related disciplines such as counseling psychology, child psychiatry, and social work. Section I: Foundations and Methods of Assessment covers basic professional and ethical issues, classification and diagnostic problems, and comprehensive introductions to six primary assessment methods: behavioral observation, behavior rating scales, clinical interviewing, sociometric techniques, self-report instruments, and projective/expressive techniques. Section II: Assessment of Specific Problems, Competencies, and Populations includes six chapters for assessing specific socio-emotional behavior domains: externalizing problems, internalizing problems, other problems, social skills, and peer relations in young children and diverse cultural groups. Key features include: New Material: Provides expanded coverage of ethnic, cultural, and linguistic diversity within socio-emotional assessment; new material on conducting assessments within the context of ecological theory and public health models; increased information on assessing children with Asperger's disorder or high-functioning Autism, and discussions of several new assessment tools and systems. Evidence-Based Focus: Maintains a focus on empirically validated methods that research has shown to have adequate validity and reliability. Problem-Solving Focus: Throughout the book, assessment is linked to decision-making within a problem-solving framework. Functional Focus: Maintains a focus on making assessments functional within specific contexts and environments.

Behavioral, Social, and Emotional Assessment of Children and Adolescents Kenneth W. Merrell, 2003 Behavioral Social and Emotional Assessment of Children and Adolescents, Second Edition, was written to provide a comprehensive foundation for conducting clinical assessment of child and adolescent social emotional behavior in a practical scientific and culturally appropriate manner. It is divided into two major sections. Part I includes eight chapters that provide a general foundation for assessment practice. These chapters include coverage of basic professional and ethical issues, classification and diagnostic problems, and six primary assessment methods which are presented in detail. Part II includes six chapters on applications for assessing specific social emotional behavior domains, including internalizing and externalizing problems, social skills, and peer relations in young children and diverse cultural groups. Together, these two sections provide a framework for a model of assessment that is practical, flexible, sensitive to specific needs, and empirically sound. Changes in the second edition of this book include increased coverage of the practice of functional behavior assessment, updated test reviews, reviews of new assessment instruments, updated information on legal and ethical issues, updated information on assessment and cultural diversity, and a handy appendix with contact information for all publishers of instruments discussed in the book, including Web site addresses. To the greatest extent possible, this book weaves together the most recent research evidence and common application issues. It is specifically relevant to practitioners and researchers.

in the fields of school psychology and child clinical psychology but will also be of interest to those in related disciplines such as counseling social work child psychiatry and special education *Behavioral, Social, and Emotional Assessment of Children and Adolescents* Sara A. Whitcomb, 2013-05-07 Generally recognized as the standard work in its field *Behavioral Social and Emotional Assessment of Children and Adolescents* provides a comprehensive foundation and guide for conducting conceptually sound culturally responsive and ecologically oriented assessments of student social and emotional behavior It is aimed at graduate students practitioners and researchers in the fields of school psychology child clinical psychology and special education but will also be of interest to those in related disciplines such as counseling psychology child psychiatry and social work Keeping intact many of the same premises and pedagogy of the previous editions this revised and updated fourth edition has been re organized to emphasize culturally responsive reflective practice with added content including updated assessment tools and strategies to be used within a Response to Intervention RtI framework In addition to updating all chapters to reflect current research and data authors Sara Whitcomb and Kenneth Merrell move away from a more narrow view of social skills to reflect an expanded notion of strengths based assessment which includes such traits as coping skills resilience problem solving ability emotional knowledge and empathy Throughout they strive to increase professional standards in the practice of psychological and educational assessment of children and adolescents providing a solid evidence based foundation for assessment **Clinical Assessment of Child and Adolescent Personality and Behavior** Paul J. Frick, Christopher T. Barry, Randy W. Kamphaus, 2009-12-12 Psychologists offer an increasing variety of services to the public Among these services psychological assessment of personality and behavior continues to be a central activity One main reason is that other mental health professionals often do not possess a high level of competence in this area And when dealing with children and adolescents psychological assessment seems to take on an even greater role Therefore it follows that comprehensive graduate level instruction in assessment should be a high priority for educators of psychologists who will work with these youth This textbook is organized into three sections consistent with the authors approach to teaching Part I provides students with the psychological knowledge base necessary for modern assessment practice including historical perspectives measurement science child psychopathology ethical legal and cultural issues and the basics of beginning the assessment process Part II gives students a broad review of the specific assessment methods used by psychologists accompanied by specific advice regarding the usage and strengths and weaknesses of each method In Part III we help students perform some of the most sophisticated of assessment practices integrating and communicating assessment results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth A text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development For example several of the major tests reviewed in the text such as the Behavioral Assessment System for Children and the Child Behavior Checklist have undergone major revisions

since the publication of the last edition making the current content outdated Further another major test the Conners Rating Scales is undergoing substantial revisions that should be completed before publication of the next edition Finally the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current For example there was a special issue of the Journal of Clinical Child and Adolescent Psychology published focusing on evidenced based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in Part 3 This latter point reflects an important trend in the field that should influence the marketing of the book That is there are several initiatives being started in all of the major areas of applied psychology e g school clinical and counseling to promote evidenced based assessment practices These initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment This has been the orientation of this textbook from its first edition that is Clinical Assessment of Child and Adolescent Personality and Behavior has focused on using research to guide all recommendations for practice The ability of the textbook to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology

Emotion Dysregulation and Outbursts in Children and Adolescents: Part I, An Issue of ChildAnd Adolescent Psychiatric Clinics of North America Gabrielle A. Carlson,Manpreet Kaur Singh,2021-03-22 This issue of Child and Adolescent Psychiatric Clinics guest edited by Drs Gabrielle A Carlson and Manpreet Kaur Singh is Part I of a two part issue covering Emotion Dysregulation in Children This issue is one of four selected each year by our series Consulting Editor Dr Todd Peters Topics discussed in this issue include but are not limited to Aggression irritability and mood dysregulation Measurement of Dysregulation in Children and Adolescents The phenomenology of outbursts Understanding Assessing and Intervening with Emotion Dysregulation in Autism Spectrum Disorder Dysregulation and Suicide in Children and Adolescents Aggression and Dysregulation A Trauma Informed Approach Anger outbursts and aggressive symptoms in Tourette Disorder ADHD and the Dysregulation of Emotion Generation and Emotional Expression Dysregulation in major mental illness and Dysregulation Catastrophic Reactions and Anxiety Disorders among others **The Handbook of Systemic Family Therapy, Systemic Family Therapy with Children and Adolescents** Lenore M. McWey,2020-10-19 Volume II of The Handbook of Systemic Family Therapy presents established and emerging models of relational treatment of children and young people Developed in partnership with the American Association for Marriage and Family Therapy AAMFT it will appeal to clinicians such as couple marital and family therapists counselors psychologists social workers and psychiatrists It will also benefit researchers educators and graduate students involved in CMFT [Evidence-Based CBT for Anxiety and Depression in Children and Adolescents](#) Elizabeth S. Sburlati,Heidi J. Lyneham,Carolyn A. Schniering,Ronald M. Rapee,2014-05-12 Evidence Based CBT for Anxiety and Depression in Children and Adolescents This should be on the bookshelf of everyone treating anxious and depressed children and adolescents A cornucopia of theory and clinical good sense alike I will be

making sure that my trainees read it cover to cover Dr Samantha Cartwright Hatton Senior Clinical Research Fellow in Psychology University of Sussex This is the first book to offer an explicitly competencies based approach to the cognitive behavioral treatment of anxiety and depression in children and adolescents Within it an outstanding and influential set of experts in the field describe a comprehensive model of therapist competencies required for empirically supported cognitive behavioral treatment They explore each of these competencies in great detail and highlight effective ways of training them As a result the book not only supports the training development and assessment of competent clinicians who are implementing CBT it is also invaluable for clinicians who wish to gain an understanding of the competencies they need to acquire or improve and offers guidelines for how to achieve these providing a benchmark against which they can assess themselves Evidence Based CBT for Anxiety and Depression in Children and Adolescents works to improve the quality of therapists working in this area and as a result the quality of treatment that many young people receive **Psychopathology**

James E. Maddux, Barbara A. Winstead, 2012 This is the most up to date text about theory and research on the etiology and treatment of the most important psychological disorders It is intended for first year graduate students in clinical psychology counseling psychology and related fields Readers will appreciate that the length organization content and level and style of writing remain appropriate for the audience throughout Thoroughly revised this third edition continues to disseminate research and empirically supported information on psychopathology while also challenging students to think critically not just memorize information New additions to the text include sections on dissociative disorders dimensional approaches the biological bases of psychopathology developmental psychology and a chapter on learning theories that lays out the principles of learning **The Oxford Handbook of School Psychology** Melissa A. Bray, Thomas J. Kehle, 2011 The Oxford Handbook of School Psychology focuses on significant issues new developments and scientific findings that influence current research and practice in the ever growing field of school psychology *Abnormal Child and Adolescent Psychology* Linda Wilmschurst, 2017-03-03 Written from a developmental perspective Abnormal Child and Adolescent Psychology is organized around five prominent and recurring themes the course of normal development proceeds in an orderly and predictable direction maladaptive behaviors represent deviations from the normal path maladaptive behavior is represented by a continuum of severity symptoms syndromes disorders based on the degree to which behaviors deviate from the norm individual interpersonal contextual and cultural factors interact in a reciprocal way to influence normal development and abnormal deviations theoretical input from diverse perspectives can guide our understanding of underlying processes that precipitate and maintain behaviors and the different developmental pathways that might result The revision will be divided into 5 sections all integrating the DSM 5 and will include a new chapter on child maltreatment and self injurious behavior

School Mental Health Services for Adolescents Judith R. Harrison, Brandon K. Schultz, Steven W. Evans, 2017 School Mental Health Services for Adolescents includes a range of expert guidance on implementation of school mental health

services in secondary schools **Handbook of Interventions that Work with Children and Adolescents** Paula M. Barrett, Thomas H. Ollendick, 2004-01-09 Handbook of Interventions that Work with Children and Adolescents considers evidence based practice to assess the developmental issues aetiology epidemiology assessment treatment and prevention of child and adolescent psychopathology World leading contributors provide overviews of empirically validated intervention and prevention initiatives Arranged in three parts Part I lays theoretical foundations of treatments that work with children and adolescents Part II presents the evidence base for the treatment of a host of behaviour problems whilst Part III contains exciting prevention programs that attempt to intervene with several child and adolescent problems before they become disorders This Handbook presents encouraging evidence that we can intervene successfully at the psychosocial level with children and adolescents who already have major psychiatric disorders and as importantly that we can even prevent some of these disorders from occurring in the first place *The Role of the Father in Child Development* Michael E. Lamb, 2010-03-10 The Definitive reference on the important role fathers play in child development today Edited by Dr Michael Lamb the recognized authority on the role of fathers in child development The Role of the Father in Child Development Fifth Edition brings together contributions from international experts on each subject to provide a thorough and current summary of the state of fatherhood across cultures classes economic systems and family formations This classic guide offers a single source reference for the most recent findings and beliefs related to fathers and fatherhood This thoroughly updated new edition provides the latest material on topics such as The effects of divorce Fathers from low income backgrounds Stepfathers lives exploring social context and interpersonal complexity Social policy Gay fathers Fatherhood and masculinity The definitive book on when why and how fathers matter to their children and families The Role of the Father in Child Development Fifth Edition is an essential reference for all mental health professionals who endeavor to understand and support fathers in becoming positive influences in their children s development **Normal and Abnormal Fear and Anxiety in Children and Adolescents** Peter Muris, 2010-07-07 Written at a post graduate level this new volume provides a cumulative overview of the research available on the pathogenesis of fear and anxiety in youths Its aim is to give the reader an idea of the factors that are thought to be involved in the development of abnormal fear and anxiety in children and adolescents and to integrate this knowledge in a comprehensive model Normal and Abnormal Fear and Anxiety in Children and Adolescents also gives an update of the current scientific status on the psychological and pharmacological treatment and assessment of anxiety disorders in youths Reviews research literature on the cause of childhood anxiety not only the existence and treatment Discusses empirically supported intervention strategies Includes questionnaires for measuring anxiety and related concepts that can be employed for research purposes Anxiety disorders in children and adolescents is the author s primary area of research *Clinical Interviews for Children and Adolescents, Second Edition* Stephanie H. McConaughy, 2013-02-25 This authoritative work offers guidelines for interviewing children of different ages as

well as their parents and teachers and for weaving the resulting data into multimethod assessment and intervention planning K 12 school psychologists and other practitioners learn specific strategies for assessing school issues peer relations emotional difficulties family situations and problem behavior Stephanie H McConaughy is joined by two other leading experts who have contributed chapters on assessing suicide and violence risks In depth case illustrations are woven throughout In a large size format for easy photocopying the book includes over a dozen reproducible interviewing tools Purchasers also get access to a Web page where they can download and print the reproducible materials New to This Edition Incorporates the latest research on child and adolescent problems and clinical interviewing procedures Updated for DSM 5 Additional interviewing tool Semistructured Student Interview which focuses on the topics most relevant to academic and social functioning Guidelines for interviewing culturally and linguistically diverse children and parents Up to date information and assessment strategies related to bullying and victimization inappropriate uses of technology such as cyberbullying and sexting and challenges facing gay lesbian and bisexual youth This book is in The Guilford Practical Intervention in the Schools Series edited by Sandra M Chafouleas

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