



University of Central Florida
School of Social Work

SOW 6656.0001- Clinical Practice with Children and Adolescents

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Term: Spring 2009
Class Days: Tuesdays
Class Hours: 10:30 am-1:20 pm
Class Location: BA, Room 207

COURSE DESCRIPTION: Social work practice and treatment of children and adolescents.

The overall objective of this course is to enable students to enhance their assessment, diagnostic and social work intervention skills in clinical practice with children and adolescents. Students will learn to integrate micro, mezzo and macro factors and the strengths perspective in child and adolescent assessments and treatment. Students will also be expected to utilize knowledge from foundation year classes on personality and human development and special emphasis will be given to the development and implementation of measurable objectives in treatment plans with children and adolescents.

The course will reinforce critical thinking skills as students critically evaluate existing theories and interventions in clinical social work practice with children and adolescents. Students will identify basic techniques to be used in clinical practice with this population and class discussions will address the impact of racial, ethnic, gender/sexual identity, social, economic, religious and cultural diversity on children and adolescents. Students will critically analyze their roles as professional social workers, appreciate the importance of promoting social and economic justice for children and learn to empower children and their parents throughout all phases of treatment. The application of social work values, confidentiality and the integration of ethics in the treatment of children and adolescents will be addressed.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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| The UCF Creed | |
| Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions. | |
| Integrity | I will practice and defend academic and personal honesty. |
| Scholarship | I will cherish and honor learning as a fundamental purpose of my membership in the UCF community. |
| Community | I will promote an open and supportive campus environment by respecting the rights and contributions of every individual. |
| Creativity | I will use my talents to enrich the human experience. |
| Excellence | I will strive toward the highest standards of performance in any endeavor I undertake. |

POLICIES

In addition to the information below, the student should become familiar with School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students. All polices included in these handbooks apply to this class.

MODIFICATION OF SYLLABUS

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student’s responsibility to ensure that the student’s email address is current in eCommunity.

COURSE EXPECTATIONS

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students **WILL NOT** engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students with three (3) absences will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.*

All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be in the APA documentation style.

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The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> stop by MOD 608, or call 407.823.2197. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

Late Assignments

All assignments must be turned in through turnitin.com. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student had an extraordinary circumstance and gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments. All papers and assignments are due on the scheduled date unless the student has **EXTRAORDINARY CIRCUMSTANCES** (documented student hospitalization or surgery, documented death in the family, etc.) prevent the student from meeting the deadline. In those cases the student **MUST** obtain prior approval for submitting a late assignment directly from the instructor and **MUST** present the instructor with documentation on the extraordinary circumstance. In cases of EXTRAORDINARY CIRCUMSTANCES, approval for late work must be obtained directly from the instructor. **NO OTHER LATE ASSIGNMENTS (without extraordinary circumstance documentation) WILL BE ACCEPTED. Please note that vacations, problems with time management or problems with computers do not count as Extraordinary Circumstances.**

Incomplete Grades

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the School and University policies. Time management issues, computer/technology problems or other similar reasons do not qualify for an incomplete grade. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment and may also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed unless the instructor has made a mathematical error or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format to turnitin.com. **Assignments not submitted through turnitin.com WILL NOT be accepted. DO NOT SEND ASSIGNMENTS THROUGH EMAIL.** The only assignments that will not be turned in through turnitin.com will be the **Small Group Assignments that will be done in class.** After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit: <http://www.turnitin.com>.

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To submit assignments through <http://www.turnitin.com>, use the following:

Class ID: 2560429

Password: child245

PLEASE MAKE SURE THAT YOU RECEIVE A RECEIPT FROM TURNITIN.COM ONCE YOU SUBMIT YOUR ASSIGNMENTS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

COURSE LEARNING OBJECTIVES

By the end of the term, students should be able to:

1. Understand the concept of community based clinical practice with children and adolescents
2. Describe the relationship between micro, mezzo and macro factors/influences and issues in clinical social work practice with children and adolescents.
3. Enhance skills in the assessment and treatment of children and adolescents who present with a variety of psychological, physical, social and environmental stresses.
4. Apply content from foundation and clinical year content with to clinical practice with children and adolescents.
5. Learn to integrate the strengths perspective when working with children, adolescents and their families.
6. Critically evaluate research on practice models and interventions in clinical social work practice with children and adolescents.
7. Demonstrate skills in integrating and applying social work values and ethics with diverse (ethnic, racial, socio-economic class, religious, gender, age, sexual orientation, family configuration and life style) child and adolescent clients.
8. Identify evidenced based models from multiple theoretical frameworks to prevent and address problems that can create difficulties in the psychosocial functioning of children and adolescents.
9. Demonstrate documentation skills needed for writing progress notes and treatment plans in clinical practice with children and adolescents.
10. Identify how social justice and economic justice issues impact children, adolescents and their families
11. Demonstrate awareness and ability to integrate use of self when working with children and adolescents who present a wide range of psychosocial problems.

REQUIRED TEXTS

Boyd-Webb, N. (2n Ed) (2003). *Social Work Practice with Children*. New York: The Guilford Press.
Additional readings may be assigned by instructor throughout the semester.

LIBRARY RESOURCES

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

Students will be expected to utilize UCF library resources to search library databases for required readings.

The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask A Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ASSIGNMENTS AND GRADING

1. **Treatment Plan:** This assignment is designed to help students integrate essential micro, mezzo and macro (community) issues that should be considered when developing a clinical treatment plan for a child or adolescent client. The assignment will require that each student develop a treatment plan that includes accurate documentation, goals, objectives, and action steps and clear methods for measuring the progress of each client in the case study provided. Students may either do a treatment plan on a real case from their field placement or if the student does not have any child cases in the field, the instructor will assign a case. Specific guidelines will be provided during the beginning of the semester. **This assignment is worth 30 points.**
2. **Assessment Tool Analysis Paper:** This assignment is designed to help students integrate practice and research in clinical practice with young children, ages 0-5. Students are to research 1 measurement scale used to assess children ages 0-5. In a 5-8 page paper students will answer questions related to identifying and using standardized scales (**STUDENTS MUST ADHERE TO LENGTH REQUIREMENT AND NOT SUBMIT PAPERS LONGER IN LENGTH**). Students are to support their paper with appropriate references and to follow APA style guidelines. More information will be provided during the first week of class. **This assignment is worth 30 points.**

3. **Small Group Discussion Questions:** Students will answer assigned questions from the Boyd-Webb textbook chapters. Each of the questions assigned should be answered in a summary page that **does not** require any references or APA formatting. **There are 4 questions for a total of 40 points.** Each member of the group shall receive the same amount of points since only 1 group assignment is to be graded. However, in order to ensure that all group members participate, each group shall provide an attendance sheet indicating who was present at the group discussion and the group members shall verify that all participated.

Assignments at a Glance

| <u>Assignments</u> | <u>Due Date</u> | <u>Points</u> |
|--------------------------------|-------------------|---------------|
| Small Group Assignment #1 | January 20, 2009 | 10 points |
| Small Group Assignment #2 | February 10, 2009 | 5 points |
| Small Group Assignment #3 | March 3, 2009 | 15 points |
| Treatment Plan | March 24, 2009 | 30 points |
| Small Group Assignment #4 | April 14, 2009 | 10 points |
| Assessment Tool Analysis Paper | April 21, 2009 | 30 points |
| | | 100 Points |

Points from all the assignments above will be totaled for the student’s final grade.

Class Participation: Students are expected to participate in class discussions and to integrate examples of cases from their field placement.

GRADING SCALE

| | | |
|------------|------------|--------------|
| A 95 - 100 | B- 80 - 83 | D+ 67 - 69 |
| A- 90 - 94 | C+ 77 - 79 | D 64 - 66 |
| B+ 87 - 89 | C 74 - 76 | D- 60 - 63 |
| B 84 - 86 | C- 70 - 73 | F 59 or less |

LEARNING METHODS

The objectives of this course will be achieved through a variety of methods which will include: didactic content through lectures, integration of field and classroom content discussions, role plays and videotapes.

Instructor's office hours: Students should make appointments with the instructor. **Please note: the instructor is not available to respond to phone calls or emails during weekend hours. Emails received after 4 PM on Fridays will not be responded to until Monday morning.**

COURSE OUTLINE & SCHEDULE

Week 1 —1/13/09-Course Introduction & Overview

Content:

1. **Course/Introductions, Review of Syllabus, Assignments & Teaching Methods**
2. **Overview of Clinical Practice with Children and Adolescents:**
 - Defining community based clinical practice as it relates to children and adolescents
 - Understanding the relationship between macro, mezzo and micro issues in clinical work with children.
 - Integrating developmental stages and tasks in clinical practice with children and adolescents.
 - The role of the social worker in clinical practice with children: needed skills, values & competencies

Week 2:—1/20/09 Macro Influences on Children: Cultural Diversity and Family

Content:

1. Social and economic justice for children in the 21st century?
2. The role of cultural diversity in children's lives—A look at the Latino child/adolescent
3. Psychosocial stresses that require the use of child and adolescent therapy.
4. Discussion on the case of Jacob (10) & Damien (14) from the text

Required Readings: Boyd-Webb textbook—Chapter 1 & 15



Small Group Discussion Assignment #1: In small group discussions (no more than 3 students to a group, students are to reflect on and discuss the case of Jacob and Damien. Each group will answer the following question: “What societal, community, family and individual factors contributed to the problems presented by Jacob and Damien?” Each group shall submit a brief summary (half page) to the instructor on the group's responses to this question. This assignment is worth 10 points and each group should submit only one summary to the instructor.

Weeks 3 & 4: 1/27/09 & 2/3/09--Foundations: The Importance of Infant Mental Health

1. Infant mental health as the foundation of development & personality
2. Disorders of infancy (DC:0-3 manual)

Required Readings: (1) Zeanah, C.H. & Smyke, A.T.(2008). Attachment disorders in family and social context. *Infant Mental Health Journal*, 29(3), 219-233 and (2) Lieberman, A.F., Padron, E., Van Horn, P. & Harris, W. (2005). Angels in the nursery: The intergenerational transmission of benevolent parental influences. *Infant Mental Health Journal*, 26(6), 504-520. **These articles are available by searching the UCF library databases.**

Week 5 -2/10/09--Child Assessments & Engaging all the Systems in Clinical Work with Children

Content:

1. Engaging parents and other collateral systems
2. Assessing children-the psychosocial assessment & mental status
3. Applying the strengths perspective to children and families

Required Readings:

1. In Boyd-Webb Text-/Chapters 3, 4 & 9



Small Group Discussion Assignment #2: In small group discussions (no more than 3 students to a group, students are to reflect on, discuss and answer question #1 at the end of the Boyd-Webb textbook chapter 4. Each group shall submit a brief summary (half page) to the instructor on the group's responses to this question. This assignment is worth 5 points and each group should submit only one summary to the instructor.

Week 6—2/17/09--Treatment Planning & Documentation

Content:

1. Treatment planning with children and adolescents
2. Documenting in the clinical record—using DAP
3. Integrating the strengths perspective in documentation

Required Readings: In Boyd-Webb Text-/Chapter 5

Weeks 7 & 8—2/24/09 & 3/3/09--Essentials of Play Therapy

Content:

1. One on one work with the child—what is play therapy?
2. Selecting toys in play therapy
3. Role of the therapist in play therapy
4. Considerations in using group work with children and adolescents

Required Readings: In Boy-Webb Text, chapter 7 & 8



Small Group Discussion Assignment #3 on March 3, 2009: In small group discussions (no more than 3 students to a group, students are to reflect on, discuss and answer question #4 at the end of the Boyd-Webb textbook chapter 8. Each group shall submit a brief half page outline to the instructor on the group's response to this question. This assignment is worth 15 points and each group should submit only one assignment to the instructor.

Week 9-SPRING BREAK-NO CLASS

Week 10—3/17/09--Working with children who have behavioral disorders

Content:

1. Working with children/adolescents who have conduct disorders, oppositional disorders and ADHD
2. Applying evidence based models that integrate systems that impact the child: MST, BSFT, etc.

Required Readings:

1. In Boyd-Webb Text-/Chapter 6
2. Article: Weisz, J.R., Jensen-Doss, A. & Hawley, K.M. (2006). Evidence-based youth psychotherapies versus usual clinical care: A meta-analysis of direct comparisons. *American Psychologist*, 61(7), 671-689. **These articles are available by searching the UCF library databases.**

Weeks 11 &12—3/24/09 & 3/31/09--The Adolescent Client

Content:

1. Developmental stages, tasks & diversity during adolescence
2. Common problems presented by adolescents
3. Terminating with the child and adolescent client

Required Readings:

1. Mayers, H.A. (2005). Treatment of a traumatized adolescent mother and her two-year old son. *Clinical Social Work Journal*, 33(4), 419-431.
2. Nelson-Gray, R.O., Keane, S.P., Hurst, R.M., Mitchell, J.T., Warburton, J.B., Chok, J.T. & Cobb, A.R. (2006). A modified DBT skills training program for oppositional defiant adolescents: Promising preliminary findings. *Behaviour Research and Therapy*, 44(12), 1811-1820. **These articles are available by searching the UCF library databases.**



Assignment Due: *Treatment Plan Due on 3/24/09*

Week 13---4/7/09---Adolescents Coping with Violence & Substance Abuse

Content:

1. Substance use in adolescents and families
2. The effects of violence on children and adolescents—PTSD & Anxiety Disorders
3. Using group work to address violence and substance abuse issues

Required Readings: In Boyd-Webb Text-/Chapters 8, 13 & 14

Recommended Readings: Burrow-Sanchez, J. J. (2006). Understanding adolescent substance abuse: Prevalence, risk factors and clinical implications, *Journal of Counseling & Development*, 84(3), 283-290. **This article is available by searching the UCF library databases.**

**Weeks 14, 15 & 16- 4/14/09, 4/21/09 & 4/28/09---Losses & Termination in Clinical Work with Children:
Foster Care, Divorce, Illness & Death**

Content:

1. Trauma and loss: foster care, family and/or child illness and death
2. Adjustment Disorders of childhood and adolescence
3. Terminating with the child and adolescent client

Required Readings: In Boyd-Webb Text-/Chapters, 10, 11 & 12



Small Group Discussion Assignment #4 for April 14, 2009: In small group discussions (no more than 3 students to a group, students are to reflect on, discuss and answer question #4 at the end of the Boyd-Webb textbook chapter 12. Each group shall submit a brief summary (no more than 1 page) to the instructor on the group's responses to this question. Make sure to include the developmental (in latency age) considerations you would keep in mind. This assignment is worth 10 points and each group should submit only one summary to the instructor.



Assignment Due on April 21, 2009: Assessment Tool Analysis Paper

BIBLIOGRAPHY

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- Greenspan, S.I. (2003). *The Clinical Interview of the Child*. Washington, D.C.: American Psychiatric Publishing, Inc.
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