



<b>Course title:</b>	Child and Family Well-Being—Micro Practice	
<b>Course #/term:</b>	SW 622, Section 003, Winter 2023	
<b>Time and place:</b>	Mondays, January 9 <sup>th</sup> , 2023, to April 17 <sup>th</sup> , 2023 6:00pm – 9:00pm, Room # 2752 SSWB	
<b>Credit hours:</b>	3	
<b>Instructor:</b>	Gina Ambrogio, LMSW	
<b>Pronouns:</b>	She, Her, Hers	
<b>Contact info:</b>	<b>Email:</b> ggiinnaa@umich.edu	<b>Phone:</b> 586-322-1714
	You may expect a response to all emails within 24 hours.	
<b>Office:</b>	3738 SSWB (However, I am only on campus on Mondays.)	
<b>Office hours:</b>	By Appointment	

## 1. Course Statement

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### a. Course Description:

This course will present prevention, treatment, and rehabilitation practice theories and techniques emphasizing culturally responsive and evidence-informed interventions that address diverse groups of infants, children, and youth within their social contexts.(e.g., peer group, school, family, neighborhood, and communities).

A variety of evidence-based interventions for engaging children, youth, and families (or other caretaking adults such as foster parents) will be presented. Particular attention will be paid to cultural, social, and economic factors that influence client functioning or the worker’s ability to accurately implement interventions that enhance client capacities. A range of evidence-based intervention approaches will be presented such as cognitive behavioral therapy, psychoeducation, behavioral therapy, parent management training and multi-tiered school-based interventions. Promising practices for children and adolescents across child serving settings will also be reviewed. The use of play therapy in working with young children and children who have been traumatized will be explored.

Content will focus on the early phases of intervention, including barriers to engagement that may result from client-worker differences, involuntary participation on the part of the child, youth, or family, and factors external to the client-worker relationship, such as policy or institutional decisions that may influence or shape intervention. Since work with children and youth almost always requires multiple intervention modalities, attention will be given to creating effective intervention plans through the integration of different modalities. Those intervention methods that have been empirically demonstrated to be effective will be given particular emphasis. Methods for monitoring and evaluating interventions are discussed and demonstrated in this course.

Intervention strategies taught in this course rely significantly on the social worker as a critical component of the change process, thus attention will be paid to the understanding of self as an instrument in the change process.

## **b. Course Objectives and Competencies:**

- Based on assessment, select culturally responsive and evidence informed intervention strategies.
- Develop advanced intervention skills in working with children, adolescents and their families.
- Implement evidence-based prevention and intervention strategies that are compatible with infant/child/adolescent and family or caretaker goals, needs, circumstances, culture, and values.
- Understand and address the impact of diversity (including ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) of infants, children, adolescents, and families, and the social worker, on interventions and outcomes.
- Monitor and evaluate interventions regarding effectiveness and sensitivity to diversity factors.

## **CSWE Competencies**

- Intervention: Social workers a) Initiate actions to achieve organizational goals; b) Help clients resolve problems; c) Negotiate, mediate, and advocate for clients; and d) Facilitate transitions and endings.
- Evaluation: Social workers a) critically analyze, monitor, and evaluate interventions.

## **c. Course Design:**

The instructor will assign required and recommended readings. Class format will include lecture, discussion, case analysis, and skills development sessions. Presentations and written assignments will integrate theory, evidence-based research, and case analysis, and when possible, the student's practicum work.

## **d. Intensive Focus on PODS:**

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS): This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Using a variety of instructional methods, this course will support students developing a vision of social justice, learning to recognize and reduce mechanisms that support oppression and injustice, working toward social justice processes, applying intersectionality and intercultural frameworks and strengthening critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. (Course Statement Approved By Governing Faculty 11/8/06).

PODS will be addressed through discussion of child/adolescent/family-worker differences and power/privilege differentials based on ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation. Social Justice will also be addressed through discussion of differences between problems responsive to interpersonal practice interventions and those which result from poverty, discrimination, and disenfranchisement, requiring systemic as well as individual

interventions. Case advocacy for disadvantaged, deprived, victimized and underserved or inappropriately served children and adolescents and families will also be emphasized. Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening. The interaction between environmental risk factors, protective factors, promotive and developmental factors as they contribute to coping, resiliency, and disorder, as well as how these might vary by child or adolescent diverse and intersecting factors, such as race, ethnicity, socio-economic status, gender, sexual orientation, sexual identity and culture.

Content on intervention planning will assist students in selecting interventions which are matched with client problems across diverse populations, cultural backgrounds, socio-political contexts, and available resources.

## 2. Class Requirements

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### a. Text and Class Materials:

The following texts are **required** for the course. When possible, links to online access to the text through the U-M Library have been included to assist students in obtaining the texts necessary for engagement in the course.

- **Required:** Davies, Douglas (2020). *Child Development: A Practitioner's Guide*, (4<sup>th</sup> Edition). Guilford Press, NY. [[Available online through U-M Library](#)].
- **Required:** Gil, Eliana (2017). *Posttraumatic Play in Children: What Clinicians Need to Know*. Guilford Publications. [[Available online through U-M Library](#)].
- **Required:** *Please choose to obtain ONE of the following two textbooks:*
  - **Option 1:** Harris, Nadine Burke (2019). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity*. First Mariner Books, Houghton Mifflin Harcourt Publishing Co. NY, NY.
  - **Option 2:** Delahook, Mona (2019). *Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges*. PESI Publishing and Media, WI.

Additional texts and other resources, which may be helpful in future practice or for assignments within the course, are included as an appendix to the syllabus (see pg. 11).

**b. Class Schedule:**

Below is a schedule of the course including weekly topics, required readings, and assignments. All materials that are expected to be read, viewed, or completed prior to class will be included within the Canvas Module for that specified week of class. Please note that additional content is included within the modules on our course canvas site for completion.

Any other changes to the course schedule will occur at least a week in advance (when circumstances permit) and will be shared over email and posted onto Canvas.

Date & Topic	Readings & Assignments
<p><b>Week 1: January 9<sup>th</sup></b> -Course Introduction</p>	<p>No Assigned Readings.</p>
<p><b>January 16<sup>th</sup>—Martin Luther King Jr. Birthday Observance University Symposia—No Regular Classes</b></p>	
<p><b>Week 2: January 23<sup>rd</sup></b> -Integrated Assessment &amp; Cross-Cultural Social Work</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Davies (2020) Chapter 1 (p. 9-41)</li> <li>• <b>CHOOSE ONE:</b> <ul style="list-style-type: none"> <li>• Dominelli, L. (2018). “<i>Antiracist Social Work with Children and Families</i>” in <i>Antiracist Social Work</i>, Red Globe Press, London, UK.</li> <li>• Maiter, S. (2009). Using an anti-racist framework for assessment and intervention in clinical practice with families from diverse ethno-racial backgrounds. <i>Clinical Social Work Journal</i>, 37, p. 267-276.</li> <li>• Yan, M.C., &amp; Wong, Y.-L. R. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work. <i>Families in Society</i>, 86(2), 181-188.</li> </ul> </li> </ul> <p><b>IN CLASS:</b> Book Discussion Groups- Part 1</p> <ul style="list-style-type: none"> <li>• Please ensure that you have completed your reading assignment based upon your chosen book: <ul style="list-style-type: none"> <li>○ Harris (2019): p. xi – p. 42</li> <li>○ Delahook (2019): p. 1 – p. 57</li> </ul> </li> </ul>
<p><b>Week 3: January 30<sup>th</sup></b> -Attachment-Oriented Treatment</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Gil (2017) Chapters 1 and 2 (p. 3-36)</li> <li>• Davies (2020) Chapter 6 (p. 172-194) and Chapter 9 (p. 236-262)</li> </ul> <p><b>IN CLASS:</b> Book Discussion Groups- Part 2</p> <ul style="list-style-type: none"> <li>• Please ensure that you have completed your reading assignment based upon your chosen book: <ul style="list-style-type: none"> <li>○ Harris (2019): p. 45 – 94</li> <li>○ Delahook (2019): p. 59 – p. 92</li> </ul> </li> </ul>

<p><b>Week 4: February 6<sup>th</sup></b> -Treating Depression in Children &amp; Adolescents</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Brent, D.A., Goldstein, T.R., &amp; Poling, K.D. (2011). <i>Treating depressed and suicidal adolescents: A clinician's guide</i>. Chapter 3: Important components of effective treatment. Guilford Publications.</li> <li>• Ruffolo, M. &amp; Fischer, D. (2009). Using an evidence-based CBT group intervention model for adolescents with depressive symptoms: Lessons learned from a school-based adaptation. <i>Child &amp; Family Social Work, 14</i>, 189-197.</li> </ul> <p><b>IN CLASS:</b> Book Discussion Groups- Part 3</p> <ul style="list-style-type: none"> <li>• Please ensure that you have completed your reading assignment based upon your chosen book: <ul style="list-style-type: none"> <li>○ Harris (2019): p. 97 – 134</li> <li>○ Delahook (2019): p. 95 – p. 167</li> </ul> </li> </ul>
<p><b>Week 5: February 13<sup>th</sup></b> -Treating Anxiety in Children &amp; Adolescents</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Michael, K.D., Payne, L.O., &amp; Albright, A.E. (2012). An adaptation of the coping cat program: The successful treatment of a 6-year-old boy with generalized anxiety disorder. <i>Clinical Case Studies, 11</i>(6), 426-440.</li> <li>• Bergez, K.C. et al., (2020). Efficacy of exposure-based cognitive behavioral therapy for youth anxiety and obsessive-compulsive disorder. <i>Exposure Therapy for Children with Anxiety and OCD</i>. Elsevier Inc.</li> </ul> <p><b>IN CLASS:</b> Book Discussion Groups- Part 4</p> <ul style="list-style-type: none"> <li>• Please ensure that you have completed your reading assignment based upon your chosen book: <ul style="list-style-type: none"> <li>○ Harris (2019): p. 135 – 172</li> <li>○ Delahook (2019): p. 169 – p. 227</li> </ul> </li> </ul>
<p><b>Week 6: February 20<sup>th</sup></b> -Treating Neurodevelopmental Disorders, Part 1</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Leaf, J.B., Leaf, R., McEachin, J. et al. (2016). Applied behavior analysis is a science and, therefore, progressive. <i>Journal of Autism and Developmental Disorders, 46</i>, p. 720-731.</li> <li>• Lieneman, C.C., Brabson, L.A., Highlander, A., Wallace, N.M., &amp; McNeil, C.B. (2017). Parent-child interaction therapy: Current perspectives. <i>Psychology Research and Behavior Management, 10</i>, 239-256.</li> </ul> <p><b>IN CLASS:</b> Book Discussion Groups- Part 5</p> <ul style="list-style-type: none"> <li>• Please ensure that you have completed your reading assignment based upon your chosen book: <ul style="list-style-type: none"> <li>○ Harris (2019): p. 175 – 222</li> <li>○ Delahook (2019): p. 229 – p. 266</li> </ul> </li> </ul> <p><b>Online Training Course &amp; Reflection Paper Due by 11:59pm.</b> <b>Midterm Course Evaluation Due by 11:59pm.</b></p>

**February 27<sup>th</sup>—University Spring Break—No Class**

<p><b>Week 7: March 6<sup>th</sup></b> -Treating Neurodevelopmental Disorders, Part 2</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Davies (2020) Chapter 12 (p. 318-341)</li> <li>• <b>CHOOSE ONE:</b> <ul style="list-style-type: none"> <li>• Bussing, R., Koro-Ljungberg, M., Noguchi, K., Mason, D., Mayerson, G., &amp; Garvan, C.W. (2012). Willingness to use ADHD treatments: A mixed methods study of perceptions by adolescents, parents, health professionals, and teachers. <i>Social Science &amp; Medicine</i>, 74, 92-100.</li> <li>• Sibley, M.H., Graziano, P.A., Bickman, L., Coxe, S.J., Martin, P., Rodriguez, L.M., Fallah, N., Ortiz, M. (2021). Implementing parent-teen motivational interviewing and behavior therapy for ADHD in community mental health. <i>Prevention Science</i>, 22, 701-711.</li> </ul> </li> </ul>
<p><b>Week 8: March 13<sup>th</sup></b> -Treating Emotional &amp; Behavioral Dysregulation, Part 1</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Climie, E.A. &amp; Mitchell, K. (2017). Parent-child relationship and behavior problems in children with ADHD. <i>International Journal of Developmental Disabilities</i>, 63(1), 27-35.</li> <li>• Davies (2020) Chapters 15 and 16 (p. 401-440)</li> <li>• Martel (2019). <i>The Clinician's Guide to Oppositional Defiant Disorder</i>, Chapter 6: Overview of Evidence-based Treatment Components for Oppositional Defiant Disorder. Elsevier Inc.</li> </ul>
<p><b>Week 9: March 20<sup>th</sup></b> -Treating Emotional &amp; Behavioral Dysregulation, Part 2</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Wagner, D.V., Borduin, C.M., Sawyer, A.M., &amp; Dopp, A.R. (2014). Long-term prevention of criminality in siblings of serious and violent juvenile offenders: A 25-year follow-up to a randomized clinical trial of multisystemic therapy. <i>Journal of Consulting and Clinical Psychology</i>, 82(5), 492-499.</li> <li>• Gomez, M.J., Luciano, C., Paez-Blarrina, M., Ruiz, F.J., Valdivia-Salas, S., &amp; Gil-Luciano, B. (2014). Brief ACT protocol in at-risk adolescents with conduct disorder and impulsivity. <i>International Journal of Psychology and Psychological Therapy</i>, 14(3), 307-332.</li> <li>• Options for managing conduct disorder: Treatment works best when it involves and empowers parents. (2011). <i>Harvard Mental Health Letter</i>, 27(9), 1-3.</li> </ul> <p><b>IN CLASS:</b> Clinical Case Presentations-1<sup>st</sup> Team Member</p>

<p><b>Week 10: March 27<sup>th</sup></b> -Trauma</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Gil (2017) Chapters 3 and 4 (p. 37-73)</li> <li>• Allen, B. &amp; Johnson, J.C. (2012). Utilization and implementation of trauma-focused cognitive-behavioral therapy for the treatment of maltreated children. <i>Child Maltreatment</i>, 17(1), 80-85.</li> </ul> <p><b>IN CLASS:</b> Clinical Case Presentations- 2<sup>nd</sup> Team Member</p>
<p><b>Week 11: April 3<sup>rd</sup></b> -Trauma Interventions for Young Children</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Gil (2017) Chapter 5 (p. 74-86)</li> <li>• <b>CHOOSE ONE:</b> <ul style="list-style-type: none"> <li>• Gil (2017) Chapter 7 (p. 101-112)</li> <li>• Gil (2017) Chapter 13 (p. 172-184)</li> <li>• Gil (2017) Chapter 14 (p. 185-196)</li> </ul> </li> </ul> <p><b>IN CLASS:</b> Clinical Case Presentations-3<sup>rd</sup> Team Member</p> <p><b>Treatment Implementation &amp; Process Paper Due by 11:59pm.</b></p>
<p><b>Week 12: April 10<sup>th</sup></b> - Trauma Interventions for School-Aged Children &amp; Adolescents</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• <b>CHOOSE THREE:</b> <ul style="list-style-type: none"> <li>• Gil (2017) Chapter 6 (p.87-100)</li> <li>• Gil (2017) Chapter 8 (p.113-123)</li> <li>• Gil (2017) Chapter 9 (p. 124-134)</li> <li>• Gil (2017) Chapter 10 (p.135-146)</li> <li>• Gil (2017) Chapter 11 (p. 147-160)</li> <li>• Gil (2017) Chapter 12 (p. 161-171)</li> </ul> </li> </ul> <p><b>IN CLASS:</b> Clinical Case Presentations- 4<sup>th</sup> Team Member</p>
<p><b>Week 13: April 17<sup>th</sup></b> -Working with LGBTQ+ Youth</p>	<p><b>REQUIRED READING:</b></p> <ul style="list-style-type: none"> <li>• Maccio, E.M. &amp; Ferguson, K.M. (2016). Services to LGBTQ runaway and homeless youth: Gaps and recommendations. <i>Children and Youth Services Review</i>, 63, 47-57.</li> <li>• Iacono, G. (2019). An affirmative mindfulness approach for lesbian, gay, bisexual, transgender, and queer youth mental health. <i>Clinical Social Work Journal</i>, 47, 156-166.</li> <li>• Salazar, A.M., Haggerty, K.P., Barkan, S.E., Peterson, R., Furlong, M.E., Kim, E., Cole, J.J., &amp; Colito, J.M. (2020). Supporting LGBTQ foster teens: Development of a relationship-focused, self-guided curriculum for foster families. <i>Sexuality Research and Social Policy</i>, 17, 239-251.</li> </ul> <p><b>IN CLASS:</b> Clinical Case Presentations-5<sup>th</sup> Team Member</p>

**c. Assignments:**

Students are expected to complete all assigned course content prior to the appropriate class date and to use them as the basis for informed participation in class meetings. It is expected that students will complete and submit their work promptly on Canvas by the due date of each assignment. Late submission of assignments may result in a reduction in grade. There are three graded assignments in the course, as well as a grade given for course engagement. **Additional details regarding each assignment including instructions, examples, and a grading rubric will be provided during the course.**

Assignment	Due Date	Percent of Course Grade
Clinical Case Presentation & Reflection Paper	Date Varies (See Assignment Guide)	20%
Online Training Course & Reflection Paper	February 20 <sup>th</sup> by 11:59pm	20%
Treatment Implementation and Process Paper	April 3 <sup>rd</sup> by 11:59pm	40%
Class Engagement: --Class Attendance (16.25 points) --Participation in Class Discussion --Pre-Class & In-Class Activities --Midterm Course Evaluation (3.75 points)	Ongoing Throughout the Course	20%

**d. Attendance and Class Participation:**

Attendance at all class sessions is required. Each class attended is worth 1.25 points toward the Class Engagement Grade. Participation in the class, including taking part in group activities, providing feedback, asking questions, and contributing to class discussions will be monitored throughout the course so that class engagement can be evaluated for grading purposes.

If personal or professional circumstances require your absence from class, please promptly inform your instructor via email. To make up attendance points for the session, students may complete a brief reflection paper on one of the assigned reading assignments for that week of class. The Reflection Paper must be 1-2 pages, double spaced. It can be submitted to the instructor via email within a week following the student's absence. It is the responsibility of the student to ensure that any missed content is reviewed. Students may review the [Policy on Class Attendance](#) found in the MSW Student Guide.

**e. Grading:**

Final grades are based on 100 percentage points. Letter grades are assigned to point totals, based upon the following schedule:

Above 100: A+	88 to 90: B+	78 to 80: C+	68 to 70: D+
94 to 100: A	84 to 87: B	74 to 77: C	64 to 67: D
91 to 93: A-	81 to 83: B-	71 to 73: C-	63 and Below: E



Assignments that are submitted beyond the due date are subject to a 10% loss of credit, unless otherwise determined. For additional information, students may review the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

#### **f. Class Recording and Course Materials:**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the Recording and Privacy Concerns FAQ.

#### **g. COVID-19 Statement:**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### **h. Health-Related Class Absences:**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*

- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

### **Additional Recommended Resources**

Below is a list of texts and other resources that I have found helpful to reference throughout my career. Although reading these texts is not required as a component of the course, these books may serve as meaningful guides for future intervention with children and families. Students are encouraged to explore these texts when completing course assignments, if applicable, or in their future clinical work.

Barkley, R. A. (2013). *Defiant Children: A Clinician's Manual for Assessment and Parent Training*, Third Edition. The Guilford Press.

Barkley, R. A. & Robin, A. L. (2014). *Defiant Teens: A Clinician's Manual for Assessment and Intervention*, Second Edition. The Guilford Press.

Brent, D.A., Poling, K.D., & Goldstein, T.R. (2011). *Treating Depressed and Suicidal Adolescents: A Clinician's Guide*. The Guilford Press.

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). *Treating Trauma and Traumatic Grief in Children and Adolescents*, Second Edition. The Guilford Press.

Coucovanis, J. (2005). *Super Skills: A Social Skills Group Program for Children with Asperger Syndrome, High-Functioning Autism, and Related Challenges*. Autism Asperger Publishing Company.

Curran, L. (2013). *101 Trauma-Informed Interventions: Activities, Exercises, and Assignments to Move the Client and Therapy Forward*. Premier Publishing & Media.

Dixon, M. R. & Puliliunas, D. (2018). *AIM: Accept, Identify, Move: A Behavior Analytic Curriculum for Social-Emotional Development in Children*. SS Press.

Greene, R. W. (2021). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children*, Sixth Edition. HarperCollins Publishers.

Harris, R. (2019). *ACT Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy*. New Harbinger Publications, Inc.

Holmes, M. M. (2000). *A Terrible Thing Happened*. Magination Press.

Huebner, D. (2005). *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety*. Magination Press.

Phifer, L. (2017). *CBT Toolbox for Children & Adolescents: Over 200 Worksheets & Exercises for Trauma, ADHD, Autism, Anxiety, Depression, & Conduct Disorders*. PESI Publishing & Media.