

## Minding The Child Mentalization Based Interventions With Children Young People And Their Families

Mentalization-Based Treatment for Adolescents (MBT-A) is a practical guide for child and adolescent mental health professionals to help enhance their knowledge, skills and practice. The book focuses on describing MBT work with adolescents in a practical way that reflects everyday clinical practice. With chapters authored by international experts, it elucidates how to work within a mentalization-based framework with adolescents in individual, family and group settings. Following an initial theoretical orientation embedded in adolescent development, the second part of the book illuminates the MBT stance and technique when working with young people, as well as the supervisory structures employed to sustain the MBT-A therapist. The third part describes applications of MBT-A therapies to support adolescents with a range of presentations. This book will appeal to therapists working with adolescents who wish to develop their expertise in MBT as well as other child and adolescent mental health professionals.

This timely and ambitious book helps clarify the meaning and clinical applications of the mentalization construct. The authors propose that mentalizing is the central corrective process of all psychotherapies.

Researchers increasingly recognize the importance of early family experiences on children and the impact that inter-parental conflict has on child development. This book reviews recent research in order to show how children who experience high levels of inter-parental conflict are put at both an immediate psychological and physical risk and a longer-developing risk of recapitulating such behaviors. The authors examine topics such as the differences between destructive and constructive inter-parental conflict on child development, why some children are more adversely affected than others, and how conflict affects child physiology. Ultimately they provide suggestions for improving the futures of children who are experiencing challenging family environments today.

Rutter's Child and Adolescent Psychiatry is the leading textbook in its field. Both interdisciplinary and international, it provides a coherent appraisal of the current state of the field to help researchers, trainees and practicing clinicians in their daily work. Integrating science and clinical practice, it is a comprehensive reference for all aspects of child and adolescent psychiatry. New to this full color edition are expanded coverage on classification, including the newly revised Diagnostic and Statistical Manual of Mental Disorders (DSM-5), and new chapters on systems neuroscience, relationship-based treatments, resilience, global psychiatry, and infant mental health. From an international team of expert editors and contributors, this sixth edition is essential reading for all professionals working and learning in the fields of child and adolescent mental health and developmental psychopathology as well as for clinicians working in primary care and pediatric settings. Michael Rutter has contributed a number of new chapters and a Foreword for this edition: "I greatly welcome this new edition as providing both a continuity with the past and a substantial new look." —Professor Sir Michael Rutter, extract from Foreword. Reviews of previous editions: "This book is by far the best textbook of Child & Adolescent Psychiatry written to date." —Dr Judith Rapoport, NIH "The editors and the authors are to be congratulated for providing us with such a high standard for a textbook on modern child psychiatry. I strongly recommend this book to every child psychiatrist who wants a reliable, up-to-date, comprehensive, informative and very useful textbook. To my mind this is the best book of its kind available today." —Journal of Child Psychology and Psychiatry

Contemporary Psychodynamic Psychotherapy: Evolving Clinical Practice covers the latest applications of psychodynamic therapy for a range of clinical issues, including depression, anxiety, psychosis, borderline personality and trauma. It discusses psychodynamic practice as an evidence-based therapy, providing reviews of outcome and process research. Covering a wide array of treatments tailored for specific disorders and populations, this book is designed to appeal to clinicians and researchers who are looking to broaden their knowledge of the latest treatment strategies, novel applications, and current developments in psychodynamic practice. Outlines innovative delivery strategies and techniques Features therapies for children, refugees, the LGBT community, and more Covers the psychodynamic treatment of eating, psychosomatic and anxiety disorders Includes psychotherapy strategies for substance misuse and personality disorders The current book addresses the development of mental state understanding in children with typical and atypical population, and reports new suggestions about the way to evaluate it and to support it through training. The presented frame is multifaceted. In respect to typical populations, the role of maternal reflective functioning, language, communication, and educational contexts has been deepened; and the association with internalizing/externalizing behaviors, performances in spatial tasks and pragmatics has been addressed as well. As to atypical populations, deficits in mental states understanding are reported for children with different developmental disorders or impairments, as the agenesis of the corpus callosum, Down Syndrome, preterm birth, Autism Spectrum Disorder, hearing impairment and personality difficulties such as anxiety. Overall, the papers collected in our book allow a better understanding of the mechanisms influencing mental state understanding and the effects of mental state comprehension on development.

Mentalization--the effort to make sense of our own and others' actions, behavior, and internal states--is something we all do. And it is a capacity that all psychotherapies aim to improve: the better we are at mentalizing, the more resilient and flexible we tend to be. This concise, engaging book offers a brief overview of mentalization in psychotherapy, focusing on how to help patients understand and reflect on their emotional experiences. Elliot Jurist integrates cognitive science research and psychoanalytic theory to break down "mentalized affectivity" into discrete processes that therapists can cultivate in session. The book interweaves clinical vignettes with discussions of memoirs by comedian Sarah Silverman, poet Tracy Smith, filmmaker Ingmar Bergman, and neurologist Oliver Sacks. A reproducible assessment instrument (the Mentalized Affectivity Scale) can be downloaded and printed in a convenient 8 1/2" x 11" size.

Psychodynamic Psychotherapy in Child and Adolescent Psychiatric Clinics covers topics in three major categories in two volumes of this series: 1. Approaches to Specific Conditions; 2. Special Features in Working with Children; 3. Research Presented for the Clinician. Specific conditions covered are: Anxiety, Trauma, Depression, Eating Disorders, Incipient Borderline Personality Disorders, and the Medically Ill Youth. Special Features include the various therapies in Psychodynamic psychotherapy: Play Techniques, Use of Boardgames, Perspectives on Psychotropic Medications for Children, Parent Work, Family Therapy, and Dyadic Therapies. Research for Clinicians includes Neuroscience, Evidence Base, and Developmental Perspectives. Mentalization-based child therapy, previously known as developmental therapy, is the latest branch on the psychoanalytic tree of knowledge. It comprises a number of techniques that address

deficiencies in specific areas of psychological development. It aims to treat children whose development has come to a standstill. A combination of data from psychoanalysis, infant research, attachment research, and neurobiology was of decisive significance in reaching this point. It is becoming clear that neurobiological processes can be understood very well on the basis of psychoanalytic frameworks. These new insights into people's mental functioning also serve to foster collaboration, resulting in an integration of the more relationship-oriented and the more competence-oriented treatments. This book aims to fill a growing need in mental health care for children and young people to receive an integrated treatment.

Mentalization-based treatment (MBT) has gained international acclaim as an efficient treatment for patients with borderline personality disorder. The approach is also helpful for other personality disorders and conditions that are difficult to treat, e.g. addiction and eating disorders. MBT consists of a psychoeducational, an individual, and a group therapy component. This is the first comprehensive manual for mentalization-based group therapy. The author has developed the manual in close cooperation with Anthony Bateman and a team of group analysts. It covers all the aspects of MBT which are necessary to produce an informed and qualified group therapist. The book covers the theory behind mentalization and borderline personality disorder (especially its evolutionary roots), the structure of MBT and a discussion of previous experiences with group psychotherapy for borderline patients. The core of the book explains the main principles of MBT-G and provides a powerful means for ensuring that therapists adhere to these principles in a qualified way. The last part contains a full transcript from a real MBT group composed of borderline patients. As the first book dedicated to Group MBT, this book is a valuable and unique addition to the Mentalization literature.

This book describes the use of short-term mentalization-based treatment with children (5-12 years old) who are experiencing emotional and behavioral problems, including anxiety, depression, and relational difficulties.

This handbook describes in detail different contemporary approaches to group work with children and adolescents. Further, this volume illustrates the application of these models to work with the youth of today, whether victims of trauma, adolescents struggling with LGBT issues, or youth with varying common diagnoses such as autism spectrum disorders, depression, and anxiety. It offers chapters presenting a variety of clinical approaches written by experts in these approaches, from classic (play therapy and dialectical behavior therapy) to cutting-edge (attachment-based intervention, mindfulness, and sensorimotor psychotherapy). Because of its broad scope, the book is suitable for a wide audience, from students to first-time group leaders to seasoned practitioners.

Synthesizing the latest theory, research, and practices related to supporting early attachments, this volume provides a unique window into the major treatment and prevention approaches available today. Chapters address the theoretical and empirical bases of attachment interventions; explore the effects of attachment-related trauma and how they can be ameliorated; and describe a range of exemplary programs operating at the individual, family, and community levels. Throughout, expert authors consider cross-cutting issues such as the core components of effective services and appropriate outcome measures for attachment interventions. Also discussed are policy implications, including how programs to enhance early child-caregiver relationships fit into broader health, social service, and early education systems.

This book includes the work of 22 contributing writers in addition to the three primary authors, John F. Clarkin, Ph.D., Peter Fonagy, Ph.D., and Glen O. Gabbard, M.D. Each contributor has extensive clinical experience, and some also have research experience, with the assessment and treatment of specific personality disorders.

Winner of the 2003 Gradiva Award and the 2003 Goethe Award for Psychoanalytic Scholarship Arguing for the importance of attachment and emotionality in the developing human consciousness, four prominent analysts explore and refine the concepts of mentalization and affect regulation. Their bold, energetic, and encouraging vision for psychoanalytic treatment combines elements of developmental psychology, attachment theory, and psychoanalytic technique. Drawing extensively on case studies and recent analytic literature to illustrate their ideas, Fonagy, Gergely, Jurist, and Target offer models of psychotherapy practice that can enable the gradual development of mentalization and affect regulation even in patients with long histories of violence or neglect.

Though much progress has been made in developing specialist psychosocial treatments for borderline personality disorder (BPD), the majority of people with BPD receive treatment within generalist mental health services. This is a practical evidence-based guide on how to help people with BPD with advice based on research evidence.

Shows readers how to engage even hard-to-reach parents, how to have an impact on their ways of parenting, and how to make them effective partners in fostering growth in their children.

As part of preparation for the classroom, it's key for trainee teachers to understand the emotional needs of students. This book provides a clear introduction to emotional development and attachment, offering advice and guidance from a diverse range of professional perspectives including psychology, health and education.

The first volume to showcase science-based interventions that have been demonstrated effective in promoting attachment security, this is a vital reference and clinical guide for practitioners. With a major focus on strengthening caregiving relationships in early childhood, the Handbook also includes interventions for school-age children; at-risk adolescents; and couples, with an emphasis on father involvement in parenting. A consistent theme is working with children and parents who have been exposed to trauma and other adverse circumstances. Leading authorities describe how their respective approaches are informed by attachment theory and research, how sessions are structured and conducted, special techniques used (such as video feedback), the empirical evidence base for the approach, and training requirements. Many chapters include illustrative case material.

Examining clinical practice with families through a mentalizing lens, this innovative book is filled with practical therapeutic strategies and in-depth case illustrations. The expert authors focus on ways to help parents, children, and adolescents to overcome blocks in how they relate to one another by gaining a deeper understanding of--and openness to--each other's experiences and points of view. The volume draws on the empirically supported mentalization-based treatment (MBT) model and interweaves it with systemic

concepts and interventions. It includes guidance for setting up sessions and engaging clients; addressing emotional and behavioral difficulties that frequently lead families to seek treatment; and implementing playful activities, exercises, and games that equip family members to change problematic relationship patterns.

Attachment research has tremendous potential for helping clinicians understand what happens when parent-child bonds are disrupted, and what can be done to help. Yet there remains a large gap between theory and practice in this area. This book reviews what is known about attachment and translates it into practical guidelines for therapeutic work. Leading scientist-practitioners present innovative strategies for assessing and intervening in parent-child relationship problems; helping young children recover from maltreatment or trauma; and promoting healthy development in adoptive and foster families. Detailed case material in every chapter illustrates the applications of research-based concepts and tools in real-world clinical practice.

Have you ever wondered what's going on in your child's mind? This engaging book shows how reflective parenting can help you understand your children, manage their behaviour and build your relationship and connection with them. It is filled with practical advice showing how recent developments in mentalization, attachment and neuroscience have transformed our understanding of the parent-child relationship and can bring meaningful change to your own family relationships. Alistair Cooper and Sheila Redfern show you how to make a positive impact on your relationship with your child, starting from the development of the baby's first relationship with you as parents, to how you can be more reflective in relationships with toddlers, children and young people. Using everyday examples, the authors provide you with practical strategies to develop a more reflective style of parenting and how to use this approach in everyday interactions to help your child achieve their full potential in their development; cognitively, emotionally and behaviourally. Reflective Parenting is an informative and enriching read for parents, written to help parents form a better relationship with their children. It is also an essential resource for clinicians working with children, young people and families to support them in managing the dynamics of the child-parent relationship. This is a book that every parent needs to read.

The book takes a holistic approach to highlight and explore the range of issues specifically associated with mothering and imprisonment, from sentencing, through custody to resettlement and focusing on the perspective of mothers and their children.

The mainstream upper-level undergraduate textbook designed for first courses in Developmental Psychopathology Developmental Psychopathology provides a comprehensive introduction to the evolving scientific discipline that focuses on the interactions between the biological, psychological, behavioral, and social contextual aspects of normal and abnormal human development. Designed for advanced undergraduates and early graduate students with no previous engagement with the subject, this well-balanced textbook integrates clinical knowledge and scientific practice to help students understand both how and why mental health problems emerge across the lifespan. Organized into four parts, the text first provides students with essential background information on traditional approaches to psychopathology, developmental psychopathology (DP), normal development, and insecure attachment. The next section addresses attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and other problems emerging in childhood. Part III covers problems that arise in adolescence and young adulthood, such as depression, suicide, eating disorders, and schizophrenia. The text concludes with a discussion of special topics such as the relation between psychopathological issues and divorce, separation, and loss. Each chapter includes a visual demonstration of the DP approach, a clinical case, further readings, and discussion questions. Developmental Psychopathology: Presents a coherent organization of material that illustrates the DP principle of cutting across multiple levels of analysis Covers common psychopathological problems including antisocial behavior, substance use disorders, fear and anxiety, and emerging personality disorders Features integrative DP models based on the most recent research in psychopathological disorders Provides instructors with a consistent pedagogical framework for teaching upper-level students encountering the discipline for the first time Developmental Psychopathology is the perfect textbook for advanced undergraduate or graduate courses in Child Psychopathology, Abnormal Child Psychology, Clinical Psychology, and Family Dynamics and Psychopathology.

Mentalizing - the ability to understand oneself and others by inferring mental states that lie behind overt behaviour - develops within the context of attachment relationships. It is crucial to self-regulation and constructive, intimate relationships, both of which are impaired in personality disorders because of sensitivity to losing mentalizing at times of anxiety and attachment stress. Loss of mentalizing leads to interpersonal and social problems, emotional variability, impulsivity, self-destructive behaviours, and violence. This practical guide on mentalization-based treatment (MBT) of personality disorders outlines the mentalizing model of borderline and antisocial personality disorders and how it translates into clinical treatment. The book, divided into four parts - the mentalizing framework, basic mentalizing practice, mentalizing and groups, and mentalizing systems - covers the aims and structure of treatment, outlines how patients are introduced to the mentalizing model so that their personality disorder makes sense to them, explains why certain interventions are recommended and others are discouraged, and systematically describes the process of treatment in both group and individual therapy to support more stable mentalizing. People with personality disorders commonly have comorbid mental health problems, such as depression and eating disorders, which complicate clinical treatment. Therefore, the book advises the clinician on how to manage comorbidity in treatment. In addition, mentalizing problems in families and social systems, for example, schools and mental health services are also covered. A families and carers training and support guide is provided as families and others are often neglected during the treatment of people with personality disorder. The book is a valuable guide for all mental health workers on how to effectively treat personality disorders.

A Question of Technique focuses on what actually happens in the therapy room and on the technical decisions and pressures that are faced daily. Coming from the Independent

tradition in British psychoanalysis, the contributors, a range of experienced practitioners and teachers, describe how their technique has quietly changed and developed over the years, and put this process in its theoretical context. This book will appeal to child and adolescent psychotherapists, analysts and counsellors who wish to explore more Winnicottian approaches to therapeutic work.

Minding the Child Mentalization-Based Interventions with Children, Young People and their Families Routledge

What is 'mentalization'? How can this concept be applied to clinical work with children, young people and families? What will help therapists working with children and families to 'keep the mind in mind'? Why does it matter if a parent can 'see themselves from the outside, and their child from the inside'? Minding the Child considers the implications of the concept of mentalization for a range of therapeutic interventions with children and families. Mentalization, and the empirical research which has supported it, now plays a significant role in a range of psychotherapies for adults. In this book we see how these rich ideas about the development of the self and interpersonal relatedness can help to foster the emotional well-being of children and young people in clinical practice and a range of other settings. With contributions from a range of international experts, the three main sections of the book explore: • the concept of mentalization from a theoretical and research perspective • the value of mentalization-based interventions within child mental health services • the application of mentalizing ideas to work in community settings. Minding the Child will be of particular interest to clinicians and those working therapeutically with children and families, but it will also be of interest to academics and students interested in child and adolescent mental health, developmental psychology and the study of social cognition.

Mentalizing - the ability to understand oneself and others by inferring the mental states that lie behind overt behavior - develops during childhood within the context of a secure attachment relationship. It is crucial to self-regulation and constructive, intimate relationships. Failure to retain mentalizing, particularly in the midst of emotional interactions, is a core problem in borderline personality disorder and results in severe emotional fluctuations, impulsivity, and vulnerability to interpersonal and social interactions. Mentalization-based treatment for borderline personality disorder is a How to Do It book outlining a clinically proven treatment for Borderline Personality Disorder. Containing illustrative clinical examples, it details precisely how to develop and implement treatment and is a companion to the highly successful book Psychotherapy for Borderline Personality Disorder - mentalization based treatment. This practical guide explains how to treat borderline patients by helping them develop a more robust mentalizing capacity within the context of an attachment relationship. It provides the practitioner with everything they need to know about how to practise mentalizing treatment in day patient and out-patient settings. Enough theory is provided to orientate the clinician and there is step-by-step practical advice on the assessment of mentalizing and interpersonal relationships, how to structure treatment, the use of basic mentalizing interventions and how to apply them, as well as information on what not to do. In addition, it includes a check list to be used in the assessment of mentalizing and a self-rating exercise for practitioners to evaluate their adherence to mentalizing.

This book brings together the latest knowledge from attachment research and neuroscience to provide a new approach to treating trauma for therapists from different professional disciplines and diverse theoretical backgrounds. The field of trauma suffers from fragmentation as brands of therapy proliferate in relation to a multiplicity of psychiatric disorders. This fragmentation calls for a fresh clinical approach to treating trauma. Pinpointing at once the problem and potential solution, the author places the experience of being psychologically alone in unbearable emotional states at the heart of trauma in attachment relationships. This trauma results from a failure of mentalizing, that is, empathic attunement to emotional distress. Psychotherapy offers an opportunity for healing by restoring mentalizing, that is, fostering psychological attunement in the context of secure attachment relationships-in the psychotherapy relationship and in other attachment relationships. The book gives a unique overview of common attachment patterns in childhood and adulthood, setting the stage for understanding attachment trauma, which is most conspicuous in maltreatment but also more subtly evident in early and repeated failures of attunement in attachment relationships.

This is a concise, accessible introduction to the basic principles of attachment theory, and their application to therapeutic practice. Bringing together 70 years' of theory and research, its expert authors provide a much-needed user-friendly guide to attachment-informed psychotherapy. The book covers: The history, research base, and key figures and concepts of attachment theory The key concepts of attachment theory, and their implications for practice Neuroscience implications of attachment and its therapeutic relevance The parallels and differences between parent-child attachment and the therapeutic relationship The application of attachment in adult individual psychotherapy across a number of settings, also to couples and families The applications of attachment to working with complex disorders The applications of attachment in child psychotherapy Pioneering research has been carried out over the last decade on mentalization and the promotion of mentalizing capacity - the ability to interpret the behavior of oneself and others as based on intentional mental states, such as needs, desires, feelings, and beliefs. This book is a consolidation of current knowledge and clinical applications, bringing together a group of international experts who have been on the ground floor of theory and research to clarify the concept, review pertinent neurobiological and psychosocial research, and explore its diverse clinical applications. Four sections will cover Conceptual Foundations, Developmental Psychopathology, Intervention and Prevention. A biopsychosocial approach will be used, integrating new research in neuroimaging with psychodynamic and cognitive perspectives. Clinical issues covered will include parent-child interactions, personality disorders, traumatic brain injury, bullying and at-risk children.

This book presents a model of mental health treatment for children with serious psychiatric illnesses. The IICAPS (Intensive In-Home Child and Adolescent Psychiatric Services) program, initially implemented

by the authors in 1996, offers an alternative treatment paradigm for families. Adopted at thirteen sites across Connecticut, IICAPS has proven effective in reducing the need for inpatient and other institutional-based services. Intended for health providers and planners, this book addresses the service system issues that confront child and adolescent mental health providers today. The authors fully explain and outline the IICAPS treatment approach. They conclude with a discussion of some of the unresolved challenges related to home-based care for children with serious psychiatric disorders.

This new edition of Handbook of Mentalizing in Mental Health Practice reflects a vibrant field undergoing development along a number of dimensions important for mental health. As evidenced by the number of experts contributing chapters that focus on specialized approaches to mentalization-based treatment (MBT), the range of mental disorders for which this therapy has proved helpful has substantially increased, and now includes psychosis. Second, the range of contexts within which the approach has been shown to be of value has grown. MBT has been found to be useful in outpatient and community settings, and, more broadly, with children, adolescents, couples, and families, and the social contexts where they are found, such as in schools and even prisons. Finally, the framework has been shown to be generalizable to an understanding of the social context of mental health. The model advanced in this book goes beyond an understanding of the development of mentalizing and aims to provide an understanding of its role in a range of social processes. Key concepts, themes, and approaches clearly articulated throughout the book include the following: Mentalizing is a transdiagnostic concept applicable to a range of mental health conditions, including trauma, personality disorders, eating disorders, depression, substance use disorder, and psychosis. The chapters devoted to these disorders emphasize MBT skills acquisition and techniques for introducing mentalizing into psychotherapy. Mentalizing plays an important role in understanding how teams, systems, and services interact to facilitate or undermine interventions and service delivery. Chapters on mentalizing in teams and wider systems are included to help clinicians reduce negative impacts on clinical care and support reliable and responsive pathways to treatment. In an effort to encourage clinicians to integrate mentalizing into their clinical practice, empirical research on the developmental origins of mentalizing and how a focus on mentalizing can improve outcomes for patients is incorporated throughout the volume. Improved mentalizing increases resilience to adversity, perhaps protecting individuals from relapse, and improves therapeutic outcomes. The relevant research, as well as proven techniques for promoting resilience and trust, are discussed at length in the book. Finally, as an established component of the literature on neurobiology and higher-order cognition, mentalizing benefits from a number of different strands of research, ranging from neurobiology through child development to adult psychopathology. The book fully explores these relationships and their ramifications. Authoritative, comprehensive, and cutting-edge, the Handbook of Mentalizing in Mental Health Practice is the single most important resource for clinicians and trainees learning about -- and incorporating -- MBT into their therapeutic repertoire.

What place do Anna Freud's ideas have in the history of psychoanalysis? What can her writings teach us today about how to work therapeutically with children? Are her psychoanalytic ideas still relevant to those entrusted with the welfare of infants and young people? Reading Anna Freud provides an accessible introduction to the writings of one of the most significant figures in the history of psychoanalysis. Each chapter introduces a number of her key papers, with clear summaries of the main ideas, historical background, a discussion of the influence and contemporary relevance of her thinking, and recommendations for further reading. Areas covered include Anna Freud's writings on: • The theory and practice of child analysis and 'developmental therapy' • The application of psychoanalytic thinking to education, paediatrics and the law • The assessment and diagnosis of childhood disorders • Psychoanalytic research and developmental psychopathology Nick Midgley draws on his extensive experience as a child psychotherapist and a teacher to bring Anna Freud's ideas to life. He illustrates the remarkable originality of her thinking, and shows how analytic ideas can be used not only in child psychotherapy, but also to inform the care of children in families, hospitals, classrooms, residential care and the court-room. Reading Anna Freud will be of interest to child therapists, child analysts and psychoanalysts, as well as others working in the field of child and adolescent mental health, such as clinical psychologists, child psychiatrists and educational psychologists. It also has much to offer to those entrusted with the care of children in a wide range of settings - including teachers, nurses and social workers - for whom Anna Freud was always keen to demonstrate the value of a psychoanalytic approach. Nick Midgley trained as a child and adolescent psychotherapist at the Anna Freud Centre, where he now works as a clinician and as Programme Director for the MSc in Developmental Psychology and Clinical Practice. Nick has written articles on a wide range of topics and is joint editor of Minding the Child: Mentalization-based Interventions with Children, Young People and their Families (Routledge, 2012) and Child Psychotherapy and Research: New Directions, Emerging Findings (Routledge, 2009).

This book provides inspiration for using mentalization when working with vulnerable children, adolescents, and their families. It includes the basic models of mentalization and provides ways to support the neglected and traumatised to find a better understanding of themselves and their struggles.

Mentalization in the Family draws upon the latest research on child development, parenting, and mentalization theory to provide a comprehensive guidebook for parents, teachers, social workers, and any professional working with families today. The book explains the core concepts of mentalization, an idea whereby an appreciation of internal mental states, both those of others and oneself, can lead to an understanding of overt behaviour. It explores key ideas central to this – such as attachment style, internal regulation, emotional compass, and parental navigation – but also offers practical guidance around issues such as play, siblings, boundaries, and sexuality. Accessibly written throughout and featuring pedagogical tools that bring the theory into life, this wide-ranging book will be essential reading for a range of professionals, from those working with foster families to teachers working with troubled or disruptive children. It also offers a way for parents to better understand themselves, their own parenting style, and the dynamics which make up family life.

Authoritative and comprehensive, this volume provides a contemporary psychodynamic perspective on frequently encountered psychological disorders in adults, children, and adolescents. Leading international authorities review the growing evidence base for psychoanalytic theories and therapeutic models. Chapters examine the etiology and psychological mechanisms of each disorder and thoroughly describe effective treatment strategies. Highly accessible, the book is richly illustrated with clinical case material. It demonstrates ways in which psychodynamic theory and therapy are enhanced by integrating ideas and findings from neuroscience, social and personality psychology, cognitive-behavioral therapy, and other fields. Winner? Goethe Award for Psychoanalytic and Psychodynamic Scholarship

[Copyright: 5c5fcc44dc8acd747bc408ab6a960162](#)