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## Clinician's Resource Guide: A Compendium of Child Treatment Resources

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*University of Denver*

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Knauf, Carleen, "Clinician's Resource Guide: A Compendium of Child Treatment Resources" (2020).  
*Graduate School of Professional Psychology: Doctoral Papers and Masters Projects*. 376.  
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# Clinician's Resource Guide: A Compendium of Child Treatment Resources

## Abstract

As an early career clinician in a fast-paced field that is dedicated to working with others, saving time and energy where possible is invaluable. When I first started working with children, I was overwhelmed by the amount of time I was having to dedicate to research to find reputable resources to use in my clinical settings. I realized so much of my time and energy was going towards this research that by the time I entered the therapy room with my clients I was tired, frustrated, and overwhelmed by the lack of easily accessible resources. After working with and learning from so many experienced psychologists I was inspired to create a compendium of child treatment resources that collaborates and consolidates years of experience, clinical work, and expertise into one readily accessible guidebook, the Clinician's Resource Guide (CRG). The CRG aims to help new clinicians quickly and easily access and obtain resources when providing services to children.

## Document Type

Doctoral Research Paper

## Degree Name

Psy.D.

## Department

Graduate School of Professional Psychology

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## Keywords

Clinical, Resource, Guide, Clinical resource guide

## Subject Categories

Child Psychology | Clinical Psychology | Psychology

## Publication Statement

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Clinician's Resource Guide: A Compendium of Child Treatment Resources

A DOCTORAL PAPER  
PRESENTED TO THE FACULTY OF THE  
GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY  
OFFICE OF GRADUATE STUDIES  
UNIVERSITY OF DENVER

IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
DOCTOR OF PSYCHOLOGY

BY  
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June 03, 2020

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## Introduction

As an early career clinician in a fast-paced field that is dedicated to working with others, saving time and energy where possible is invaluable. When I first started working with children, I was overwhelmed by the amount of time I was having to dedicate to research to find reputable resources to use in my clinical settings. I realized so much of my time and energy was going towards this research that by the time I entered the therapy room with my clients I was tired, frustrated, and overwhelmed by the lack of easily accessible resources. After working with and learning from so many experienced psychologists I was inspired to create a compendium of child treatment resources that collaborates and consolidates years of experience, clinical work, and expertise into one readily accessible guidebook, the Clinician's Resource Guide (CRG). The CRG aims to help new clinicians quickly and easily access and obtain resources when providing services to children.

A secondary goal of this guide is to decrease burnout associated with high workloads through increasing support and access. Burnout among clinicians in the mental health field has been identified as a significant problem, however little focus or research has been dedicated to understanding and solving the issue (Morse, Salyers, Rollins, Monroe-Devita, & Pfahler, 2011). Mental health providers experience high burnout rates, and a recent study identified workload as a key factor in psychologists' burnout rates (O'Connor, Neff, & Pitman, 2018). In their review, McCormack, Macintyre, O'Shea, Herring, and Campbell (2018) found that, "Workload and work setting are the most common job demands and factors that contribute to burnout among applied psychologists..." (Results section, para. 1). With this guide, clinicians will have new confidence in their work practices throughout the entire client relationship.

Clinicians also need to know what resources they can recommend to their clients and clients' caregivers. The CRG is organized to include resources that are recommended for clinicians, caregivers, and client use and are labeled accordingly. The resources labeled for client use are inherently resources that clinicians and/or caregivers would use with or read to clients. If a resource pertains to more than one audience, it will be labeled under the central audience and I have noted within the reference if additional audiences may benefit from said resource. In addition to the reference for these materials I have also provided a brief description of each resource.

The Clinician's Resource Guide: A Compendium of Child Treatment Resources, has limitations and it is not meant to replace the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5), invaluable trainings, supervision, or other diagnostic and/or treatment resources. Although not focused on one theoretical orientation, it integrates various sources and orientations to help guide therapists' search when identifying clinical references. While the list of resources in this book is not exhaustive, the author hopes that additional versions of this guide will be created as more references are recognized and included. It is the goal of this resource guide to help clinicians spend their time and energy with clients rather than searching through thousands of articles, sites, and books for information. Clinicians should verify all resources for appropriateness before use in any clinical setting.

I would like to sincerely thank all the professionals, supervisors, mentors, and peers who have helped contribute to this compendium. Your support and collaboration were essential and invaluable in making this guide a reality. Thank you!

### **General Manuals and Resources for Clinicians Working with Children**

In this section, general manuals for clinicians working with children are listed. Resources are organized by the central audience; resources for clinicians, resources for caregivers, or resources for clients (children). As mentioned in the Introduction, the resources labeled for client use are inherently resources that clinicians and/or caregivers would use with or read to clients. If a resource pertains to more than one audience, it will be labeled under the central audience and I have noted within the reference if additional audiences may benefit from said resource. In addition to the reference for these materials I have provided a brief description of each resource.

#### **Resources for Clinicians**

Child Mind Institute. (2020). Retrieved from <https://childmind.org/>. This resource may also pertain to caregivers.

The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Our teams work every day to deliver the highest standards of care, advance the science of the developing brain and empower parents, professionals, and policymakers to support children when and where they need it most. (About, para. 1)

Davies, D. (2011). *Child development a practitioner's guide* (3rd ed.). New York, NY: Guilford.

This book on child development provides an essential foundation for all practitioners who work with children. Douglas Davies has the unique ability to present complicated theoretical content about child development in a very comprehensible manner, with numerous in-depth illustrations of how these



theories come alive in the developmental trajectory of growing children. Not only is the book a treasure trove of information, it is also a pleasure to read. (vii)

Dodds, J. (1985). *A child psychotherapy primer: Suggestions for the beginning therapist*. New York, NY: Human Sciences Press.

The purpose of this book is to assist students to deal with the practical issues of child psychotherapy. The questions addressed here are those students frequently ask when they start seeing children in mental health settings. The questions and discussions are most applicable to therapy methods calling for a one-to-one relationship between a psychotherapist and a child, rather than to methods such as family and group therapy. (Abstract, para. 1)

Jongsma, A. E., Peterson, L. M., & McInnis, W. P. (2014). *The child psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Pressure from third-party payors, accrediting agencies, and other outside parties has increased the need for clinicians to quickly produce effective, high-quality treatment plans. *Treatment Planners* provide all the elements necessary to quickly and easily develop formal treatment plans that satisfy the needs of most third-party payers and state and federal review agencies. (1)

Shapiro, J. (2015). *Child and adolescent therapy, science and art* (2nd ed.). Hoboken, NJ: Wiley.

The purpose of this book is to equip readers with the knowledge and skills they need to provide effective psychotherapy to children and adolescents. I aim to provide an understanding of the major theoretical approaches, knowledge about

the findings of outcome research, training in a variety of therapeutic techniques, and lots of good words to say to young people and their parents. (xi)

Troutman, B. (2015). *Integrating behaviorism and attachment theory in parent coaching*. New York, NY: Springer International Publishing.

This practical guide provides a robust positive-parenting framework for professionals coaching parents of infants, toddlers, and primary school children. The first half of the book explains behaviorist and attachment theories of parenting, comparing, contrasting, and synthesizing them into an effective, research-informed approach to practice. The second half shows these guidelines in action, using play therapy as a means to improve disruptive child behaviors, correct harsh parenting practices, and address root causes of adversarial parent-child relationships. Throughout these chapters, vivid composite cases demonstrate not only common parent-child impasses but also therapist empathy, flexibility, and self-awareness.

Wachtel, E. (2004). *Treating troubled children and their families*. New York, NY: Guilford.

The majority of integrative efforts thus far have been directed toward work with adults. It is my hope in this book to make a contribution to the application of integrative thinking toward work with younger children and their families. The particular form of integration I am describing is intended primarily for work with families where the child manifesting difficulties is a preadolescent or younger.

(xi)

## **Resources for Caregivers**

Child Mind Institute. (2020). Retrieved from <https://childmind.org/>. This resource may also pertain to caregivers.

The Child Mind Institute is an independent, national nonprofit dedicated to transforming the lives of children and families struggling with mental health and learning disorders. Our teams work every day to deliver the highest standards of care, advance the science of the developing brain and empower parents, professionals, and policymakers to support children when and where they need it most. (About Us, para. 1)

Greene, R. (2014). *The explosive child: a new approach for understanding and parenting easily frustrated, chronically inflexible children* (5th ed.). New York, NY: HarperCollins.

If you are the parent of a behaviorally challenging child, this book should help you feel more optimistic about and confident in handling your child's difficulties and restore some sanity to your family. If you are the child's grandparent, teacher, neighbor, coach, or therapist, this book should, at the least, help you understand. There is no panacea. But there is certainly cause for hope. (xiv)

### **Theoretical Orientation Specific Manuals for Clinicians Working with Children**

In this section, theoretical orientation-specific manuals for clinicians working with children are listed. Resources are organized by specific theoretical orientations. As mentioned in the Introduction, I have provided a brief description of each resource.

#### **Cognitive Behavioral Therapy (CBT)**

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world.*

Emeryville, CA: Althea Press.

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders.* Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

### **Dialectical Behavioral Therapy (DBT)**

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2017). *Dialectical behavior therapy with suicidal adolescents.* New York, NY: Guilford Press.

In this book we discuss the “why”, the “how”, and the “what” of DBT for multiproblem suicidal adolescents, and we offer clinical guidance from our experiences in implementing DBT for this population... We also discuss BPD (a diagnostic risk factor in and of itself), particularly the validity, reliability, and stability of this diagnosis among adolescents. (3)

Rathus, J. H., Miller, A. L., & Linehan, M. (2017). *Dbt skills manual for adolescents*. New York, NY: Guilford Press.

The current volume presents their latest contribution to adolescent DBT, and is certain to be as influential as their 2007 book. It is written for clinicians in various settings to use with adolescents coping with a broad array of emotional and behavioral difficulties. (viii)

### **Integrative**

Wachtel, E. (2004). *Treating troubled children and their families*. New York, NY: Guilford.

The majority of integrative efforts thus far have been directed toward work with adults. It is my hope in this book to make a contribution to the application of integrative thinking toward work with younger children and their families. The particular form of integration I am describing is intended primarily for work with families where the child manifesting difficulties is a preadolescent or younger. (xi)

### **Mindfulness-Based Cognitive Therapy (MBCT)**

Semple, R. J., & Lee, J. (2011). *Mindfulness-based cognitive therapy for anxious children: a manual for treating childhood anxiety*. Oakland, CA: New Harbinger Publications.

We wrote this book to share with you a psychotherapy that may help children with anxiety experience less suffering. Mindfulness-based cognitive therapy for children (MBCT-C) is a twelve-session therapy developed for children between the ages of nine and twelve. (1)

### **Therapeutic Art and Activity Books for Clinicians Working with Children**

In this section, therapeutic art and activity books for clinicians working with children are listed. Resources are organized by the central audience; resources for clinicians, resources for caregivers, or resources for clients (children). As mentioned in the Introduction, the resources labeled for client use are inherently resources that clinicians and/or caregivers would use with or read to clients. If a resource pertains to more than one audience, it will be labeled under the central audience and I have noted within the reference if additional audiences may benefit from said resource. In addition to the reference for these materials I have provided a brief description of each resource.

#### **Resources for Clinicians**

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world.*

Emeryville, CA: Althea Press. This resource may also pertain to caregivers and clients

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

Joiner, L. (2016). *The big book of even more therapeutic activity ideas for children and teens: inspiring arts-based activities and character education curricula.* Philadelphia,

PA: Jessica Kingsley Publishers.

Many of the activities in this book can be used with individuals or adapted for application with a group. While some of the activities require more time than others, most can be completed within 30 minutes. Some of the activities work

well with young children and other activities are more appropriate for preteens and teens, but many can be adapted for either population.

Lowenstein, L. (Ed.). (2011). *Favorite therapeutic activities for children, adolescents, and families: practitioners share their most effective interventions*. Retrieved from <https://lianalowenstein.com/e-booklet.pdf>

The interventions have been divided into three sections. The book begins with engagement and assessment activities providing clinicians with interventions to engage with and evaluate clients. The second section presents treatment techniques to facilitate the working through of therapeutic issues. The last section outlines interventions that can be incorporated as part of the client's termination process. (ii)

### **Resources for Caregivers**

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world*. Emeryville, CA: Althea Press. This resource may also pertain to clinicians and clients

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

### **Resources for Clients**

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world*.

Emeryville, CA: Althea Press. This resource may also pertain to clinicians and caregivers.

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

### **Resources for Clinicians Based on Client Presenting Concern(s)**

In this section, resources on client presenting concerns are listed. Resources are organized by concerns and central audience; resources for clinicians, resources for caregivers, or resources for clients (children). As mentioned in the Introduction, the resources labeled for client use are inherently resources that clinicians and/or caregivers would use with or read to clients. If a resource pertains to more than one audience, it will be labeled under the central audience and I have noted within the reference if additional audiences may benefit from said resource. In addition to the reference for these materials I have provided a brief description of each resource.

## **Abuse/Trauma**

### **Resources for Clinicians**

Child Welfare Information Gateway. (2019). Retrieved from <https://www.childwelfare.gov/>. This Resource may also pertain to caregivers.

Child Welfare Information Gateway promotes the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption, and related professionals as well as the public to information, resources, and tools covering topics on child welfare, child abuse and neglect, out-of-home care, adoption, and more. (About, para. 1)



Van der Kolk, B. (2015). *The body keeps the score: brain, mind, and body in the healing of trauma*. New York, NY: Penguin Group.

I have no preferred treatment modality, as no single approach fits everybody, but I practice all the forms of treatment that I discuss in this book. Each one of them can produce profound changes, depending on the nature of the particular problem and the makeup of the individual person. I wrote this book to serve as both a guide and an invitation – an invitation to dedicate ourselves to facing the reality of trauma, to explore how best to treat it, and to commit ourselves, as a society, to using every means we have to prevent it. (4)

Lieberman, A. F., Ippen, C. G., & Van Horn, P. (2015). *Don't hit my mommy!: a manual for child-parent psychotherapy with young children exposed to violence and other trauma* (2nd ed.). Washington, D.C.: Zero to Three.

This bestseller has been updated and revised to address the behavioral and mental health problems of young children whose most intimate relationships are disrupted by the experience of violence. Practitioners from a variety of disciplines will gain an understanding of the impact of violence and will discover concrete intervention strategies to address the consequences of this experience for young children.

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to caregivers and clients.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about

their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: and other stories from a child psychiatrist's notebook: what traumatized children can teach us about loss, love, and healing*. New York, NY: Basic Books.

In the last ten years, there have been advances in research, practice, program development, and policy related to trauma in childhood. This updated version will 1) correct and clarify content in the original book; 2) expand, elaborate, and update key concepts and principles described in the original and 3) present new and promising directions in these fields. (Preface)

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders*. Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

### **Resources for Caregivers**

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Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to clinicians and clients.

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### **Resources for Clients**

Edelman, R. D., & Carter, S. (2015). *Trauma: teaching kids all about trauma*.

Gainesville, FL: Village Counseling Center.

How trauma affects our thoughts, feelings and behavior are discussed to help children recognize and express how they might have, or might be, affected by stressful events in their lives. Ways of coping with trauma are suggested as well as the message that kids are survivors and can overcome things that might have been traumatic in their lives.

Heegaard, M. E. (1991). *When something terrible happens: children can learn to cope with grief*. Bloomington, MN: Woodland Press.

This book was designed to use the art process to teach children who have witnessed or experienced a traumatic event some basic concepts about trauma and provided an opportunity to learn about and express related feelings.

Misconceptions may be revealed, conflicts resolved and self-esteem increased while coping skills are developed.

Holmes, M. M., Mudlaff, S. J., & Pillo, C. (2000). *A terrible thing happened*. Franklin, TN: Dalmation Press.

This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters such as floods or fire. An afterword by Sasha J. Mudlaff written for parents and other caregivers offers extensive suggestions for helping traumatized children, including a list of other sources that focus on specific events.

Ippen, C. G., & Ippen, E. (2016). *Once I was very very scared*. San Francisco, CA: Pipro Productions.

Summary: "Once I was Very Very Scared", declares squirrel. The other animals chime in to share that they were also once scared. Through the story we learn what scared the little animals, ways they each responded when scared, and things that help them feel safe and calm. This book was designed to help young children who have experienced stressful or traumatic events.

Ippen, C. G., & Ippen, E. (2019). *You weren't with me*. San Francisco, CA: Piplo Productions.

Little Rabbit and Big Rabbit are together after a difficult separation, but even though they missed each other, Little Rabbit is not ready to cuddle up and receive Big Rabbit's love. Little Rabbit needs Big Rabbit to understand what it felt like when they were apart...Big Rabbit listens carefully and helps Little Rabbit to feel understood and loved. This story was designed to help parents and children talk about difficult separations to help them reconnect and find their way back to each other.

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to clinicians and caregivers.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

McCleary, C. S., & Santana, N. (2014). *The day my daddy lost his temper: empowering kids that have witnessed domestic violence*. Scotts Valley, CA: CreateSpace.

*The Day My Daddy Lost His Temper* is a story about Laura, a little girl who witnesses domestic violence. The book is aimed at mirroring the reader's

experiences and provoking increased acceptance and verbalization of their own feelings and experiences.

Moore-Mallinos, J. (2018). *Do you have a secret?* Hauppauge, NY: Barrons Educational Series.

This book helps kids distinguish between good and bad secrets. Even very young children have concerns and anxieties, and *Let's Talk About It!* books are written and illustrated especially for them. Parents are advised to read these books aloud while their preschooler listens and looks at illustrations of the boys and girls in each story. Many children in early grades will be able to read the stories for themselves. *Let's Talk About It!* books encourage children to explore their feelings, and then to speak openly about things that trouble them.

Straus, S. F., & Bogade, M. (2013). *Healing days: a guide for kids who have experienced trauma*. Washington, DC: Magination Press, American Psychological Association.

*Healing Days* is a book designed to be used in therapy for young children and functions as an excellent resource for those who have experienced physical or sexual abuse, or other trauma. Readers will follow four children as they learn ways to cope with their trauma. Sensitive, empowering, and beautifully illustrated, the book models therapeutic coping responses and provides children with tools they may use to deal with their trauma.

## **Adoption**

### **Resources for Clinicians**

Child Welfare Information Gateway. (2019). Retrieved from <https://www.childwelfare.gov/>. This Resource may also pertain to caregivers.

Child Welfare Information Gateway promotes the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption, and related professionals as well as the public to information, resources, and tools covering topics on child welfare, child abuse and neglect, out-of-home care, adoption, and more. (About, para. 1)

### **Resources for Caregivers**

Child Welfare Information Gateway. (2019). Retrieved from <https://www.childwelfare.gov/>. This Resource may also pertain to clinicians.

Child Welfare Information Gateway promotes the safety, permanency, and well-being of children, youth, and families by connecting child welfare, adoption, and related professionals as well as the public to information, resources, and tools covering topics on child welfare, child abuse and neglect, out-of-home care, adoption, and more. (About, para. 1)

O'Toole, E. (2011). *In on it: what adoptive parents would like you to know about adoption: a guide for relatives & friends*. St. Paul, MN: Fig Press.

*In on It* is the book for the grandparents and best friends, colleagues and neighbors, aunts and uncles, teachers and caregivers of contemporary adoptive families. It offers advice, information, and insights into contemporary adoption -- especially for readers who are not themselves adoptive parents.

Purvis, K. B., Cross, D. R., & Sunshine, W. L. (2007). *The connected child: bring hope and healing to your adoptive family*. New York, NY: McGraw-Hill.

Written by two research psychologists specializing in adoption and attachment, *The Connected Child* will help you build bonds of affection and trust with your

adopted child, effectively deal with any learning or behavioral disorders, and discipline your child with love without making him or her feel threatened.

### **Resources for Clients**

Carlson, N. L. (2007). *My family is forever*. New York, NY: Penguin Group.

Some families look alike, some don't. Some families are formed through birth, and some families are formed by adoption. But as the little girl in this heartwarming book makes clear, being a family isn't about who you look like or where you were born—it's about the love that binds you together.

Fraser, T. A., & Fraser, E. E. W. (2020). *We're all not the same, but we're still family: an adoption and birth family story*. Ann Arbor, MI: Loving Healing Press.

This story was written for adoptive families to explore the benefits of adoption openness. The main character, Deshaun, loves his family but always wondered about his biological family. Does he look like them? Did they love him? With the support of his adoptive parents, Deshaun gets to meet his biological family. They develop an ongoing relationship, so Deshaun feels more stable in his adoptive family, but also develops a comfortable relationship with his birth family.

Deshaun and his family are reminded (as we all are) that family can include biological, adopted, foster, and kin members.

Heegaard, M. E. (2007). *Adopted and wondering: drawing out feelings*. Minneapolis, MN: Fairview Press.

This art therapy book helps children cope with the emotional impact of adoption. Children can use this book's interactive exercises to realize that their birth parents were good people who loved them but were unable to give them a good home;



understand that they were placed, rather than abandoned; and develop a strong sense of personal identity. The interactive drawing exercises help children explain in pictures what they are unable to say in words.

Katz, K. (2012). *Over the moon: an adoption tale*. New York, NY: Square Fish.

An affirming story about international adoption, based on the author's own experience with her daughter. A magical, reassuring story of one adoptive family's beginnings told in words and pictures that are just right for the youngest child.

Madrid-Branch, M., Darling, E. (2019). *Coco & olive: the color of love*. Author.

Explore the colors of love and the beauty of family diversity with Coco & Olive, a doggie mother and daughter pair who come together through adoption. Filled with imaginative characters and stunning illustrations, this is a story about finding a home, not in a building, but within each other's hearts.

Nazario, T. (2018). *And that's why she's my mama*. Author.

Some mamas didn't hold you in their belly, but they will forever hold you in their hearts. Mamas come in all different shapes, colors, and ages, but they all have one thing in common. They love you! Enjoy the multiple characters in this children's story which explores the loving tasks of what makes a mama.

Nemiroff, M. A., Annunziata, J., & Koeller, C. (2004). *All about adoption: how families are made & how kids feel about it*. Washington, DC: Magination Press.

For the child who already understands the concept of adoption, this work provides a deeper understanding of how the adoption process works and the feelings that

many children have about being adopted. Topics include why children are given up for adoption and why adoptive parents want to adopt.

Zinniger, S., & Cunliffe, T. (2014). *Yes, I'm adopted!* Scotts Valley, CA: CreateSpace.

Yes, adoption makes me special, it means that I am loved... This brightly colored children's book illustrates how adoption is brought about by love. Written from a child's point of view, the rhyming verse takes you through an adoption journey from start to finish. It is perfect for anyone, young or old, whose life has been blessed by adoption.

### **Anxiety**

#### **Resources for Clinicians**

Baldwin County Public Schools. (2019). *The coping skills toolkit*. Retrieved from <https://www.bcbe.org/cms/lib/AL01901374/Centricity/Domain/1760/Coping%20Skills%20Toolkit.pdf>

What exactly is a Coping Skills Toolbox? It is a collection of your various favorite and healthy items that you can use when you are feeling anxious, panicky, or distressed. It has sometimes been recommended that students create a coping skills toolbox for those times when they need something to help them get through an anxiety attack, panic attack, or any kind of distressed situation.

Because there are nearly an infinite number of ways to cope, it is not necessarily important whether you cope like everyone else. All that matters is that you find effective coping methods that will help you to build resilience and to thrive. (1)

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world.*

Emeryville, CA: Althea Press. This resource may also pertain to caregivers and clients

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

Halloran, J. (2018). *Coping skills for kids workbook: over 75 coping strategies to help kids deal with stress, anxiety and anger.* Eau Claire, WI: PESI Publishing & Media.

This book is designed to be a support to help your child figure out different ways to learn to cope with stress, anxiety and anger. You can work through this book with your child, or your child can read it on his or her own. (Note, para. 1)

Kendall, P. C. (1990). *Coping cat.* Merion Station, PA: Author.

This therapist manual provides an overview of the general strategies used in the treatment of anxiety in children. The treatment manual is coordinated with the revised *Coping Cat Workbook* by the same authors; There is a chapter devoted to each of the sixteen therapy sessions that appear in the *Coping Cat Workbook*, with explanations of and a rationale for the activities.

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders.* Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are

frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

Pratt, D. M. (2019). *Cbt toolbox for depressed, anxious & suicidal children and adolescents: over 220 worksheets and therapist tips to manage moods, build positive coping skills & develop resiliency*. Eau Claire, WI: PESI Publishing & Media.

In this comprehensive toolbox, Dr. David Pratt shares essentials cognitive and behavioral skill-building activities created and honed over his 40-year career. Each worksheet and handout are accompanied by straight-forward explanations, highlighted as 'Therapist Tips' to guide the clinician in presenting the material to children and adolescents in an empathic and effective style. (Para. 1)

Saltzman, A. (2014). *A still quiet place: a mindfulness program for teaching children and adolescents to ease stress and difficult emotions*. Oakland, CA: New Harbinger Publications.

*A Still Quiet Place* presents an eight-week mindfulness-based stress reduction (MBSR) program that therapists, teachers, and other professionals can use to help children and adolescents manage stress and anxiety in their lives, and develop their natural capacities for emotional fluency, respectful communication, and compassionate action.

Semple, R. J., & Lee, J. (2011). *Mindfulness-based cognitive therapy for anxious children: a manual for treating childhood anxiety*. Oakland, CA: New Harbinger Publications.

We wrote this book to share with you a psychotherapy that may help children with anxiety experience less suffering. Mindfulness-based cognitive therapy for children (MBCT-C) is a twelve-session therapy developed for children between the ages of nine and twelve. (1)

### **Resources for Caregivers**

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world.*

Emeryville, CA: Althea Press. This resource may also pertain to clinicians and clients

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

Rapee, R. M., Wignall, A., Spence, S., Lyneham, H., Cobham, V., & Perkins, T. (2008). *Helping your anxious child: a step-by-step guide for parents* (2nd ed.). Oakland, CA: New Harbinger Publications.

Now in its second edition, *Helping Your Anxious Child* has been expanded and updated to include the latest research and techniques for managing child anxiety. You'll learn how to help your child overcome intense fears and worries and find out how to relieve anxious feelings while parenting with compassion.

### **Resources for Clients**

Cook, J., & DuFalla, A. (2016). *Wilma jean the worry machine.* Chattanooga, TN: National Center for Youth Issues.

This fun and humorous book addresses the problem of anxiety in a way that relates to children of all ages. It offers creative strategies for parents and teachers to use that can lessen the severity of anxiety. The goal of the book is to give children the tools needed to feel more in control of their anxiety. For those worries that are not in anyone's control (i.e. the weather) a worry hat is introduced. A fun read for Wilmas of all ages! (Para. 2)

Davidson, H. (2019). *Cbt workbook for kids: 40 fun exercises and activities to help children overcome anxiety and face their fears at home, at school, and out in the world*. Emeryville, CA: Althea Press. This resource may also pertain to clinicians and caregivers.

This book addresses a wide range of anxiety symptoms: generalized anxiety, panic, specific phobias, and even some obsessive thoughts. It will teach your child the skills they need to stop avoiding things that make them anxious and live happier, healthier lives. (vi)

Herman, S. (2018). *Help your dragon deal with anxiety*. Tallahassee, FL: DG Books Publishing.

What if your dragon is always asking about “What If”? What should you do? You teach him how to deal with his anxiety! How? Get this book and learn how! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with worry and anxiety!

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Huebner, D., & Matthews, B. (2015). *What to do when you worry too much: a child's guide to overcoming anxiety*. Washington, DC: Magination Press.

*What to Do When You Worry Too Much* guides children and parents through the cognitive-behavioral techniques most often used in the treatment of anxiety. Lively metaphors and humorous illustrations make the concepts and strategies easy to understand, while clear how-to steps and prompts to draw and write help children to master new skills related to reducing anxiety.

Madison, L., & Masse, J. (2018). *The feelings book: the care and keeping of your emotions*. Middleton, WI: American Girl Publishing.

*The Feelings Book* will help you understand your emotions, and deal with them in positive ways. You'll get tips on how to express your feelings and stay in control, plus get sensitive advice on handling fear, anxiety, jealousy, and grief. Learn how to stay in the driver's seat of your own emotions!

Pierce, L. A. E., & Loreda, A. (2017). *Little worm: a story about worry*. Dallas, TX: Brown Books Kids.

Laura Ann Elpers Pierce's story *Little Worm: A Story about Worry* models how to handle worry and anxiety when things don't turn out the way we expect. Join Little Worm as he learns how to readjust his plans and work through his anxiety.

## Obsessive-Compulsive Disorder (OCD)

### Resources for Clinicians

Franklin, M. E., Freeman, J. B., & March, J. S. (2019). *Treating ocd in children and adolescents: a cognitive-behavioral approach*. New York, NY: The Guilford Press.

From foremost experts, this authoritative work offers a framework for helping children overcome obsessive-compulsive disorder (OCD) using the proven techniques of cognitive-behavioral therapy (CBT). Therapists gain knowledge and tools to engage 6- to 18-year-olds and their parents and implement individualized CBT interventions, with a focus on exposure and response prevention.

March, J. S., & Benton, C. M. (2007). *Talking back to ocd: the program that helps kids and teens to say, "no way"-- and parents say, "way to go"*. New York, NY: Guilford Press. This resource may also pertain to caregivers.

No one wants to get rid of obsessive-compulsive disorder more than someone who has it. That's why *Talking Back to OCD* puts kids and teens in charge. Dr. John March's eight-step program has already helped thousands of young people show the disorder that it doesn't call the shots--*they* do. This uniquely designed volume is two books in one. Each chapter begins with a section that helps kids and teens zero in on specific problems and develop skills they can use to tune out obsessions and resist compulsions.

Taylor, C. J. (2016). *Ocd: a workbook for clinicians, children, and teens: actions to beat, control & defeat obsessive compulsive disorder*. Eau Claire, WI: Pesi Publishing & Media.



*OCD: A Workbook for Clinicians, Children & Teens* is a user-friendly, creative, and interactive book to help children and teens take control of OCD. Specific chapters for each type of OCD, children, and teens will learn cognitive behavioral strategies to overcome their obsessions and compulsions.

### **Resources for Caregivers**

Chansky, T. E. (2000). *Freeing your child from obsessive-compulsive disorder: a powerful, practical program for parents of children and adolescents*. New York, NY: Three Rivers Press.

In her landmark book, *Freeing Your Child from Obsessive-Compulsive Disorder*, Dr. Tamar E. Chansky creates a clear road map to understanding and overcoming OCD based on her successful practice treating hundreds of children and teenagers with this disorder.

March, J. S., & Benton, C. M. (2007). *Talking back to ocd: the program that helps kids and teens to say, "no way"-- and parents say, "way to go"*. New York, NY: Guilford Press. This resource may also pertain to clinicians.

No one wants to get rid of obsessive-compulsive disorder more than someone who has it. That's why *Talking Back to OCD* puts kids and teens in charge. Dr. John March's eight-step program has already helped thousands of young people show the disorder that it doesn't call the shots--*they* do. This uniquely designed volume is two books in one. Each chapter begins with a section that helps kids and teens zero in on specific problems and develop skills they can use to tune out obsessions and resist compulsions.

### **Resources for Clients (Children)**

Huebner, D., & Matthews, B. (2015). *What to do when your brain gets stuck: a child's guide to overcoming ocd*. Washington, DC: Magination Press.

*What to Do When Your Brain Gets Stuck* guides children and their parents through the cognitive-behavioral techniques used to treat obsessive compulsive disorder. This interactive self-help book turns kids into super-sleuths who can recognize and more appropriately respond to OCD's tricks.

### **Attention Deficit Hyperactivity Disorder (ADHD)**

#### **Resources for Clinicians**

Barkley, R. A. (2020). *Taking charge of adhd: the complete, authoritative guide for parents* (4th ed.). New York, NY: Guilford Publications. This resource may also pertain to caregivers.

In this fourth edition of the book you'll find a wealth of new scientific data – on the causes of ADHD, effective treatments, the health risks, and what you can do to protect your child (in the all- new Chapter 15), as well as updated information on the older medications and new information on the latest ones. (Preface, xii)

Burdick, D. (2020). *Mindfulness for kids with adhd: skills to help children focus, succeed in school, and make friends*. Oakland, CA: New Harbinger Publications. This resource may also pertain to caregivers.

In this book, Debbie teaches us how to train our minds to focus more naturally, evenly, effortlessly, happily, and joyfully. She teaches us how to have fun learning instead of having to struggle...Once she explains what mindfulness is – it's paying attention without distraction, if you can believe that – she then teaches you how to do it, if you can believe that. (Forward)

Daniels, N. (2019). *Social skills activities for kids: 50 fun activities for making friends, talking and listening, and understanding social rules*. Emeryville, CA: Rockridge Press.

*Social Skills Activities for Kids* gives children the confidence to successfully navigate social situations at home, school, and the world in between. From keeping the conversation ball moving to learn to compromise to practicing good table manners, these engaging activities help kids develop and use their social skills superpowers.

Hallowell, E. M., & Ratey, J. J. (2011). *Driven to distraction: recognizing and coping with attention deficit disorder from childhood through adulthood*. New York, NY: Simon & Schuster. This resource may also pertain to caregivers.

Through vivid stories of the experiences of their patients -- both adults and children -- Dr. Edward R. Hallowell and Dr. John J. Ratey show the varied forms ADD takes -- from the hyperactive search for high stimulation to the floating inattention of daydreaming -- and the transforming impact of precise diagnosis and treatment.

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders*. Eau Claire, WI: PESI Publishing & Media.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

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Barkley, R. A. (2020). *Taking charge of adhd: the complete, authoritative guide for parents* (4th ed.). New York, NY: Guilford Publications. This resource may also pertain to clinicians.

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Bertin, M. (2015). *Mindful parenting for adhd: a guide to cultivating calm, reducing stress, & helping children thrive*. Oakland, CA: New Harbinger Publications.

Integrated throughout this book are mindfulness tools for cultivating focus, resilience, and well-being – both yours and your child's. They take advantage of the brain's innate capacity to rewrite itself, an ability we all maintain at any age. In ways that support the rest of ADHD care, you'll build skills such as these for yourself and for your children: attention and awareness (vs. distractibility and operating on autopilot, responsiveness (vs. reactivity), and intentional, creative problem solving (vs. reliance on entrenched habits). (2)

Burdick, D. (2020). *Mindfulness for kids with adhd: skills to help children focus, succeed in school, and make friends*. Oakland, CA: New Harbinger Publications. This resource may also pertain to clinicians.

In this book, Debbie teaches us how to train our minds to focus more naturally, evenly, effortlessly, happily, and joyfully. She teaches us how to have fun learning instead of having to struggle...Once she explains what mindfulness is –

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### **Resources for Clients**

Miller, K. (2018). *Thriving with adhd workbook for kids: 60 fun activities to help children self-regulate, focus, and succeed*. Emeryville, CA: Althea Press.

For millions of kids who live with ADHD, feelings of loneliness, frustration, and helplessness are all too common. *Thriving with ADHD* is a workbook specially designed to help kids with ADHD develop essential skills for managing their ADHD symptoms, while also providing a powerful message of hope and encouragement for their future.

Shapiro, L. E. (2010). *The adhd workbook for kids: helping children gain self-confidence, social skills, and self-control*. Oakland, CA: New Harbinger Publications.

This workbook includes more than forty activities for kids developed by child psychologist Lawrence Shapiro that can help your child with ADHD handle everyday tasks, make friends, and build self-esteem while he or she learns to

overcome the most challenging aspects of the disorder. Alone or with your help, your child can complete one ten-minute activity each day to learn how to make good decisions and discover easy techniques for staying focused when it's time to pay attention.

### **Autism/Asperger's Syndrome**

#### **Resources for Clinicians**

Autism Speaks. Retrieved from <https://www.autismspeaks.org/>. This resource may also pertain to caregivers.

Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the life span, for the needs of individuals with autism and their families. We do this through advocacy and support; increasing understanding and acceptance of people with autism; and advancing research into causes and better interventions for autism spectrum disorder and related conditions. (About, para. 1)

Daniels, N. (2019). *Social skills activities for kids: 50 fun activities for making friends, talking and listening, and understanding social rules*. Emeryville, CA: Rockridge Press.

*Social Skills Activities for Kids* gives children the confidence to successfully navigate social situations at home, school, and the world in between. From keeping the conversation ball moving to learn to compromise to practicing good table manners, these engaging activities help kids develop and use their social skills superpowers.

Nichols, S., Moravcik, G. M., & Tetenbaum, S. P. (2009). *Girls growing up on the autism spectrum: what parents and professionals should know about the pre-teen and teenage*

years. Philadelphia, PA: Jessica Kingsley Publishers. This resource may also pertain to caregivers and clients.

Growing up isn't easy, and the trials and tribulations of being a teenager can be particularly confusing for girls with Autism Spectrum Disorders (ASDs). This book covers all the concerns commonly faced by girls with ASDs and their parents, from periods and puberty to worries over friendships and "fitting in".

Painter, K. K. (2006). *Social skills groups for children and adolescents with asperger's syndrome: a step-by-step program*. Philadelphia, PA: London: Jessica Kingsley Publishers.

This resource is intended specifically to assist clinicians and teachers in treating individuals with Asperger's Syndrome (AS) in a group setting. It has evolved over the past several years and stems from the social skills groups that many graduate students led at Colorado State University (CSU).

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders*. Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

Reaven, J., Blakely-Smith, J., & Nichols, A. (2011). *Facing your fears facilitators manual: Group therapy for managing anxiety in children with high-functioning autism spectrum disorders*. Baltimore, MD: Paul H. Brookes.

Anxiety is one of the biggest challenges faced by children with high-functioning autism spectrum disorders and Asperger syndrome. Help them conquer their fears and participate more fully in home, school, and community life - with this innovative group therapy program for children 8-14 years old and their parents. Facing Your Fears includes everything professionals need to run a successful program.

Sicile-Kira, C. (2014). *Autism spectrum disorder (revised): the complete guide to understanding autism*. New York, NY: Penguin Group. This resource may also pertain to caregivers.

Comprehensive and authoritative, *Autism Spectrum Disorders* explains all aspects of the condition, and is written for parents, educators, caregivers, and others looking for accurate information and expert insight. Newly updated to reflect the latest research, treatment methods, and DSM-V criteria, this invaluable book covers: the causes of autism spectrum disorders, getting an accurate diagnosis, treatments based on behavioral, psychological, and biomedical interventions, coping strategies for families and education needs and programs, living and working conditions for adults with ASD, and community interaction and teaching strategies and resources for educators and other professionals.



Wrobel, M. J., & Rielly, P. (2003). *Taking care of myself: a hygiene, puberty and personal curriculum for young people with autism*. Arlington, TX: Future Horizons. This resource may also pertain to caregivers.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say (and not say) and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more.

### **Resources for Caregivers**

Autism Speaks. Retrieved from <https://www.autismspeaks.org/>. This resource may also pertain to clinicians.

Autism Speaks is dedicated to promoting solutions, across the spectrum and throughout the life span, for the needs of individuals with autism and their families. We do this through advocacy and support; increasing understanding and acceptance of people with autism; and advancing research into causes and better interventions for autism spectrum disorder and related conditions. (About, para. 1)

Ballou, E. P. (Ed.), Thomas, K. (Ed.), & DaVanport, S. (Ed.). (2017). *What every autistic girl wishes her parents knew*. Lincoln, NE: Autism Women & Nonbinary Network/DragonBee Press.

*What Every Autistic Girl Wishes Her Parents Knew* is the book that many of us wish our parents would have had access to when we were growing up. In this first book release from the Autism Women's Network, the autistic contributors write

with honesty and generosity about the emotional needs, sensitivity, and vibrancy of autistic girls.

Nichols, S., Moravcik, G. M., & Tetenbaum, S. P. (2009). *Girls growing up on the autism spectrum: what parents and professionals should know about the pre-teen and teenage years*. Philadelphia, PA: Jessica Kingsley Publishers. This resource may also pertain to clinicians and clients.

Growing up isn't easy, and the trials and tribulations of being a teenager can be particularly confusing for girls with Autism Spectrum Disorders (ASDs). This book covers all the concerns commonly faced by girls with ASDs and their parents, from periods and puberty to worries over friendships and "fitting in".

Ozonoff, S., Dawson, G., & McPartland, J. C. (2015). *A parent's guide to high-functioning autism spectrum disorder, second edition: how to meet the challenges and help your child thrive*. New York, NY: The Guilford Press.

Leading experts show how you can work with your child's unique impairments-- and harness his or her capabilities. Vivid stories and real-world examples illustrate ways to help kids with ASD relate more comfortably to peers, learn the rules of appropriate behavior, and succeed in school. You'll learn how ASD is diagnosed and what treatments and educational supports work.

Riley-Hall, E. (2012). *Parenting girls on the autism spectrum: overcoming the challenges and celebrating the gifts*. Philadelphia, PA: Jessica Kingsley Publishers.

This book is a celebration of all the wonderful and unexpected gifts that having daughters on the autism spectrum can bring to your life. Each chapter explores a topic of concern, offering encouragement and guidance on common issues such as

school, friendships, meltdowns, special gifts, family relationships, therapies, and interventions.

Rosenblatt, A. I. (Ed.), Carbone, P. S. (Ed.). (2019). *Autism spectrum disorder: what every parent needs to know*. Elk Grove Village, IL: American Academy of Pediatrics.

This accessible and authoritative guide helps parents understand how autism spectrum disorder is defined and diagnosed and offers an overview of the most current behavioral and developmental therapies for children with ASD. Topics include symptoms, accessing care, services in the community, and the role of complementary and alternative medicine. Parents will also find inspirational and relatable stories from other caretakers, helping them feel less alone.

Sicile-Kira, C. (2006). *Adolescents on the autism spectrum: a parent's guide to the cognitive, social, physical, and transition needs of teenagers with autism spectrum disorders*. New York, NY: Penguin Group.

From the award-winning author of *Autism Spectrum Disorders*, comes *Adolescents on the Autism Spectrum*, a complete guide to the cognitive, emotional, social, and physical needs of preteens and teenagers with autistic disorders, ranging from the relatively mild Asperger's Syndrome to more severe ability impairment.

Sicile-Kira, C. (2014). *Autism spectrum disorder (revised): the complete guide to understanding autism*. New York, NY: Penguin Group. This resource may also pertain to clinicians.

Comprehensive and authoritative, *Autism Spectrum Disorders* explains all aspects of the condition, and is written for parents, educators, caregivers, and others

looking for accurate information and expert insight. Newly updated to reflect the latest research, treatment methods, and DSM-V criteria, this invaluable book covers: the causes of autism spectrum disorders, getting an accurate diagnosis, treatments based on behavioral, psychological, and biomedical interventions, coping strategies for families and education needs and programs, living and working conditions for adults with ASD, and community interaction and teaching strategies and resources for educators and other professionals.

Wrobel, M. J., & Rielly, P. (2003). *Taking care of myself: a hygiene, puberty and personal curriculum for young people with autism*. Arlington, TX: Future Horizons. This resource may also pertain to clinicians.

Puberty can be especially tough when young people have autism or other special needs. Through simple stories similar to Carol Gray's *Social Stories*, author Mary Wrobel teaches caregivers exactly what to say (and not say) and shows how you can create helpful stories of your own. Mary addresses hygiene, modesty, body growth and development, menstruation, touching, personal safety, and more.

### **Resources for Clients**

Farmer, B., Farmer, M., & Neff, E. (2017). *What about me?: a book by and for an autism sibling*. Rock Port, MS: Farmer Publishing.

Having a sibling on the spectrum brings great joy. It also brings a flurry of emotions, challenges, and questions. Written by a seven-year-old boy, "*What About Me?*" works through the day-to-day struggles and joys of being an autism sibling.

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Nichols, S., Moravcik, G. M., & Tetenbaum, S. P. (2009). *Girls growing up on the autism spectrum: what parents and professionals should know about the pre-teen and teenage years*. Philadelphia, PA: Jessica Kingsley Publishers. This resource may also pertain to clinicians and caregivers.

Growing up isn't easy, and the trials and tribulations of being a teenager can be particularly confusing for girls with Autism Spectrum Disorders (ASDs). This book covers all the concerns commonly faced by girls with ASDs and their parents, from periods and puberty to worries over friendships and "fitting in".

Rudolph, S., Royer, D., Zivoin, J. (2015). *All my stripes: a story for children with autism*. Washington, DC: Magination Press.

This is the story of Zane, a zebra with autism, who worries that his differences make him stand out from his peers. With careful guidance from his mother, Zane learns that autism is only one of many qualities that make him special.

Schmidt-Mendez, M., Mironiuc, A. (2014). *My brother is special, my brother has autism: a story about acceptance*. Place of publication not identified: Special Needs Children's Books.

This story, as seen through the eyes of a sibling, expresses the confusion and pain a family feels when a diagnosis of autism is made. The story also highlights the beauty of accepting someone, even though they may be different, and realizing that, sometimes, a dream doesn't end, it just needs to be adjusted.

Thomas, P. (2015). *I see things differently: a first look at autism*. Hauppauge, NY: B.E.S. Publishing.

This book will help children understand what autism is and how it affects someone who has it. A wonderful catalyst for discussion that will help children to better understand and support autistic classmates or siblings.

Yarborough, L., & Merheb, N. (2018). *Nathans autism spectrum superpowers*. Texas: One Three Nine Inspired.

The superhero of this book, Nathan, explains his Autism Spectrum superpowers, how they affect him, and ways his friends can help out when his superpowers spiral out of control. This book is a tool written by a mom/pediatric physical therapist to help kids, family, friends, and caregivers understand Autism Spectrum and some of the struggles and superpowers associated with it.

### **Behaviors/Behavioral Issues**

#### **Resources for Clinicians**

Halloran, J. (2018). *Coping skills for kids workbook: over 75 coping strategies to help kids deal with stress, anxiety and anger*. Eau Claire, WI: PESI Publishing & Media.

This book is designed to be a support to help your child figure out different ways to learn to cope with stress, anxiety and anger. You can work through this book with your child, or your child can read it on his or her own. (Note, para. 1)

Integration of Working Models of Attachment into Parent-Child Interaction Therapy (IoWA-PCIT). (n.d.) Retrieved from <https://pcit.lab.uiowa.edu/>

Parent-child interaction therapy (PCIT) is an evidence-based intervention designed to reduce disruptive behavior in children. The training and research program for PCIT at the University of Iowa strives to improve access to effective parent-child therapy. Parent-child interaction therapy (PCIT) works with parents and children together to promote positive parent-child relationships while decreasing the child's behavior problems. (Para, 2)

My Moods, My Choices. (2020). Retrieved from <https://mymoodsmychoices.com/>. This resource may also pertain to caregivers.

Contains 20 different moods. Kids will enjoy flipping to the character that expresses their mood. Adults will appreciate that there are images of positive actions that can be taken for each mood. The flipbook can be displayed on a counter, desk, or bedroom dresser... Recommended for children ages 3 and up. This is a helpful visual aid for any child, including those with Autism, ADHD, Asperger's, or special needs. (Flipbooks, 1)

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders*. Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional

CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

Rathus, J. H., Miller, A. L., & Linehan, M. (2017). *Dbt skills manual for adolescents*. New York, NY: Guilford Press.

The current volume presents their latest contribution to adolescent DBT, and is certain to be as influential as their 2007 book. It is written for clinicians in various settings to use with adolescents coping with a broad array of emotional and behavioral difficulties. (viii)

Siegel, D. J., & Bryson, T. P. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. New York, NY: Bantam Books. This resource may also pertain to caregivers.

In this pioneering, practical book, Daniel J. Siegel, neuropsychiatrist and author of the bestselling *Mindsight*, and parenting expert Tina Payne Bryson offer a revolutionary approach to child rearing with twelve key strategies that foster healthy brain development, leading to calmer, happier children.

Shapiro, L. E., Pelta-Heller, Z., & Greenwald, A. F. (2008). *I'm not bad, I'm just mad: a workbook to help kids control their anger*. Oakland, CA: New Harbinger Publications.

*I'm Not Bad, I'm Just Mad* contains forty activities for issues such as recognizing anger triggers, better problem solving, and communication tips for defusing conflict before it gets out of hand. The workbook explores common lifestyle issues such as lack of sleep that can make anger problems worse. These fun activities will help kids talk about their feelings and learn to control them.



Snowden, S., Hill, A., Rebar, S. (2018). *Anger management workbook for kids: 50 fun activities to help children stay calm and make better choices when they feel mad.*

Emeryville, CA: Althea Press. This resource may also pertain to caregivers.

The *Anger Management Workbook for Kids* offers fun, interactive activities to help kids handle powerful emotions for a lifetime of healthy behavioral choices. From drawing a picture of what anger looks like to building a vocabulary for communicating feelings, the activities in this workbook give kids ages 6-12 the skills to understand and talk about anger habits and triggers.

The 1-2-3 Magic Parenting. (2020). Retrieved from <https://www.123magic.com/>. This resource may also pertain to caregivers.

The 1-2-3 Magic Program continues to offer parents, pediatricians, mental health professionals, grandparents, teachers and even babysitters a simple and gentle-but-firm approach to managing the behavior of 2 to 12-year-olds, whether they are average kids or special-needs children. (About, para. 1)

Troutman, B. (2015). *Integrating behaviorism and attachment theory in parent coaching.* New York, NY: Springer International Publishing.

This practical guide provides a robust positive-parenting framework for professionals coaching parents of infants, toddlers, and primary school children. The first half of the book explains behaviorist and attachment theories of parenting, comparing, contrasting, and synthesizing them into an effective, research-informed approach to practice. The second half shows these guidelines in action, using play therapy as a means to improve disruptive child behaviors, correct harsh parenting practices, and address root causes of adversarial parent-

child relationships. Throughout these chapters, vivid composite cases demonstrate not only common parent-child impasses but also therapist empathy, flexibility, and self-awareness.

### **Resources for Caregivers**

Greene, R. (2014). *The explosive child: a new approach for understanding and parenting easily frustrated, chronically inflexible children* (5th ed.). New York, NY: HarperCollins.

If you are the parent of a behaviorally challenging child, this book should help you feel more optimistic about and confident in handling your child's difficulties and restore some sanity to your family. If you are the child's grandparent, teacher, neighbor, coach, or therapist, this book should, at the least, help you understand.

There is no panacea. But there is certainly cause for hope. (xiv)

My Moods, My Choices. (2020). Retrieved from <https://mymoodsmychoices.com/>. This resource may also pertain to clinicians.

Contains 20 different moods. Kids will enjoy flipping to the character that expresses their mood. Adults will appreciate that there are images of positive actions that can be taken for each mood. The flipbook can be displayed on a counter, desk, or bedroom dresser... Recommended for children ages 3 and up.

This is a helpful visual aid for any child, including those with Autism, ADHD, Asperger's, or special needs. (Flipbooks, 1)

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Solin, J. J., & Kress, C. L. (2017). *Don't let your emotions run your life for kids: a dbt-based skills workbook to help children manage mood swings, control angry outbursts, and get along with others*. Oakland, CA: Instant Help Books.

We are pleased you have chosen this workbook and hope these activities can help you and your child manage your child's out-of-control feelings. The activities in this book are a compilation of original ideas based on over twelve years of experience working with young children, adolescents, and adults, using cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT), and play therapy techniques. (vii)

The 1-2-3 Magic Parenting. (2020). Retrieved from <https://www.123magic.com/>. This resource may also pertain to clinicians.

The 1-2-3 Magic Program continues to offer parents, pediatricians, mental health professionals, grandparents, teachers and even babysitters a simple and gentle-but-firm approach to managing the behavior of 2 to 12-year-olds, whether they are average kids or special-needs children. (About, para. 1)

Whitman, C. (1991). *Win the whining war & other skirmishes: a family peace plan*. Los Angeles, CA: Perspective Publishing.

This easy-to-use guide helps parents increase cooperation and reduce conflict in households with children ages two through 12. Parents learn how to eliminate the tantrums, teasing, dawdling, interrupting, and complaining that drive them crazy.

### **Resources for Clients**

Burdick, D. (2017). *Mindfulness skills for kids: card deck and 3 card games*. Eau Claire, WI: PESI Publishing & Media.

52 exercises and practices to help kids calm their mind and body, pay attention, become more self-aware, feel happier and confident, connect with others, and have fun. Deck can also be used as card games (based on popular children's games) that encourage kids to practice mindfulness skills each time they win a hand. Great for therapists, teachers, and parents. Perfect for ages 4 and up.

Gates, M., Hinder, S. J. (2018). *Breathe with Me: using breath to feel strong, calm, and happy*. Boulder, CO: Sounds True.

When you're mad or worried or can't wake up in the morning, what can you do? Use the amazing superpower that you already have—breathing. Our newest offering from the bestselling creators of *Good Night Yoga* teaches kids fun and

easy breathing practices based on the proven methods of yoga and mindfulness meditation.

Herman, S. (2019). *Teach your dragon empathy*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun!...But what if your dragon does not care about other people's feelings? What if he does and says things to others that he will regret? What should you do? You teach him empathy! You show him how to be considerate, to understand how others feel, to put himself in others' shoes, and to get along! How do you do that? Get this book and learn how! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids empathy, compassion, and kindness.

Herman, S. (2018). *Teach your dragon to understand consequences*. Tallahassee, FL: DG Books Publishing.

You can teach your dragon to sit, stand, roll over, and you can even potty train him... But what if your dragon is constantly doing bad things, and he argues that "it's so small," "just a little thing," "nobody will know," etc? What do you do? You teach him about consequences. You teach him that everything we do, no matter small or big, will come back in return, and so he should consider to do good things instead.

Herman, S. (2018). *Train your angry dragon*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. But what do you do if he gets angry or upset? What do you do when your dragon lost his cool and wants to burn everything to the ground? Get this book and learn how to train your angry dragon! A must have

book for children and parents to teach kids about emotions and anger management.

Herman, S. (2019). *Teach your dragon to make friends*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. You can teach your dragon to sit, stand, roll over, and you can even potty train him...But what if your dragon feels lonely because he doesn't have many friends. What if he's sad because nobody wants to play with him? What do you do? You teach him how to make friends! Fun, cute, and entertaining with beautiful illustrations, this playful dragon book is a must-read to help kids understand the art of making friends.

Huebner, D., Mathews, B. (2007). *What to do when your temper flares: a kid's guide to overcoming problems with anger*. Washington, D.C: Magination Press.

*What to Do When Your Temper Flares* guides children and their parents through the cognitive-behavioral techniques used to treat problems with anger. Engaging examples, lively illustrations, and step-by-step instructions teach children a set of "anger dousing" methods aimed at cooling angry thoughts and controlling angry actions, resulting in calmer, more effective kids.

Therapy Game HQ. (n.d.) Retrieved from <http://www.therapygamehq.com/>

This fast-paced therapeutic card game helps children ages 6-12: Control their anger in the moment; Practice 12 effective anger management techniques; Understand what anger feels and looks like; Avoid anger-provoking situations; Express and understand their feelings; Identify anger cues; Learn that they have choices about how to express anger.

Thomas, P., & Harker, L. (2003). *Is it right to fight?: a first look at anger*. Hauppauge, NY: B.E.S. Publishing.

Spats are normal among younger kids, and often lead to screaming, hitting, and other expressions of anger. This book helps kids understand that it's often all right to be angry, but that it's always best to resolve conflicts peaceably.

Thought-Spot. (n.d.). *I know what to do cards for taking control of your feelings/emotions*. Retrieved from <https://thought-spot.com/products/>

ADHD/Autism tool - helps parents better understand their children's feelings.

Great educational STEM toy and game - This is a helpful learning tool for any child, particularly those in preschool, kindergarten, and elementary schools.

### **Bullying/Friendships**

#### **Resources for Clinicians**

Daniels, N. (2019). *Social skills activities for kids: 50 fun activities for making friends, talking and listening, and understanding social rules*. Emeryville, CA: Rockridge Press.

*Social Skills Activities for Kids* gives children the confidence to successfully navigate social situations at home, school, and the world in between. From keeping the conversation ball moving to learn to compromise to practicing good table manners, these engaging activities help kids develop and use their social skills superpowers.

Sanders, J., & Jennings, S. (2018). *Let's talk about body boundaries, consent & respect: a book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviors*. Victoria, Australia: UpLoad Publishing. This resource may also pertain to caregivers.

A child growing up knowing they have a right to their personal space gives that child ownership and choices as to what happens to them and their body. It is equally important a child understands, from a very young age, they need to respect another person's body boundary and ask for their consent when entering their personal space. This book explores these concepts with children in a child-friendly and easily understood manner, providing familiar scenarios for children to engage with and discuss.

Shapiro, L. E., Pelta-Heller, Z., & Greenwald, A. F. (2008). *I'm not bad, I'm just mad: a workbook to help kids control their anger*. Oakland, CA: New Harbinger Publications.

*I'm Not Bad, I'm Just Mad* contains forty activities for issues such as recognizing anger triggers, better problem solving, and communication tips for defusing conflict before it gets out of hand. The workbook explores common lifestyle issues such as lack of sleep that can make anger problems worse. These fun activities will help kids talk about their feelings and learn to control them.

Stop Bullying. (n.d.). Retrieved from <https://www.stopbullying.gov/>. This resource may also pertain to caregivers and clients.

StopBullying.gov provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying. Content for this website is provided by the partners on the StopBullying.gov Editorial Board. (About, para, 1)

### **Resources for Caregivers**

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can prevent and respond to bullying. Content for this website is provided by the partners on the StopBullying.gov Editorial Board. (About, papa, 1)

### **Resources for Clients**

Cook, J., & DuFalla, A. (2017). *The technology tail: a digital footprint story*. Boys Town, NE: Boys Town Press.

A timeless message to a new generation just learning how to navigate the fast-changing digital age. Written for children ages 6-11, this storybook uses rhymes and colorful illustrations to grab their attention. There are also tips for parents and teachers who want to reinforce kindness and respect in a high-tech world and teach children, pre-teens, and tweens about cyberbullying.

Dismondy, M., & Shaw-Peterson, K. (2017). *Spaghetti in a hot dog bun: having the courage to be who you are*. Dearborn Heights, MI: Cardinal Rule Press.

Lucy is teased by a boy at school because she is different. She has the courage to be true to herself and to make the right choice when that same boy needs her help.

Greenwood, E. (2018). *My mixed emotions: help your kids handle their feelings*. New York, NY: DK Publishing.

Feeling can be complicated and learning to express them is a skill that must be developed. *My Mixed Emotions* is here to coach children through a variety of emotions and situations including dealing with bullying, understanding grief, and coping with large family changes, such as divorce.

Herman, S. (2019). *Dragon and the bully*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. But when your dragon burns stuff, it's not very cool. So you need to enroll your dragon in school. But in school, there is a big

dinosaur and he is a bully. The dinosaur bullies your dragon, and your dragon is sad. What do you do? You teach your dragon how to deal with the bully...A must-have book for children and parents to teach kids about dealing with Bullying in Schools.

Herman, S. (2019). *Teach your dragon empathy*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun!...But what if your dragon does not care about other people's feelings? What if he does and says things to others that he will regret? What should you do? You teach him empathy! You show him how to be considerate, to understand how others feel, to put himself in others' shoes, and to get along! How do you do that? Get this book and learn how! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids empathy, compassion, and kindness.

Herman, S. (2019). *Teach your dragon to make friends*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. You can teach your dragon to sit, stand, roll over, and you can even potty train him...But what if your dragon feels lonely because he doesn't have many friends. What if he's sad because nobody wants to play with him? What do you do? You teach him how to make friends! Fun, cute, and entertaining with beautiful illustrations, this playful dragon book is a must-read to help kids understand the art of making friends.

Herman, S. (2019). *Teach your dragon to share*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. You can teach your dragon to sit, stand, roll over, and you can even potty train him...But what if your dragon doesn't like sharing?

What if he doesn't want to share his toys? What if he doesn't want to share his work with friends? And he doesn't know anything about Sharing and Teamwork? What do you do? You teach him how to share!...Fun, cute, and entertaining with beautiful illustrations, this playful dragon book is a must-read to help kids understand the art of sharing!

Herman, S. (2018). *Teach your dragon to understand consequences*. Tallahassee, FL: DG Books Publishing.

You can teach your dragon to sit, stand, roll over, and you can even potty train him... But what if your dragon is constantly doing bad things, and he argues that "it's so small," "just a little thing," "nobody will know," etc? What do you do? You teach him about consequences. You teach him that everything we do, no matter small or big, will come back in return, and so he should consider to do good things instead.

Herman, S. (2018). *Train your angry dragon*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. But what do you do if he gets angry or upset? What do you do when your dragon lost his cool and wants to burn everything to the ground? Get this book and learn how to train your angry dragon! A must have book for children and parents to teach kids about emotions and anger management.

Moore-Mallinos, J. (2018). *Do you have a secret?* Hauppauge, NY: Barrons Educational Series.

This book helps kids distinguish between good and bad secrets. Even very young children have concerns and anxieties, and *Let's Talk About It!* books are written

and illustrated especially for them. Parents are advised to read these books aloud while their preschooler listens and looks at illustrations of the boys and girls in each story. Many children in early grades will be able to read the stories for themselves. *Let's Talk About It!* books encourage children to explore their feelings, and then to speak openly about things that trouble them.

Sornson, B., Dismondy, M., Shaw, K. (2017). *The juice box bully: empowering kids to stand up for others*. Northville, MI: Fern Press.

Have you ever seen a bully in action and done nothing about it? The kids at Pete's new school get involved, instead of being bystanders. When Pete begins to behave badly, his classmates teach him about "The Promise". Will Pete decide to shed his bullying habits and make "The Promise"?

Stop Bullying. (n.d.). Retrieved from <https://www.stopbullying.gov/>. This resource may also pertain to clinicians and caregivers.

StopBullying.gov provides information from various government agencies on what bullying is, what cyberbullying is, who is at risk, and how you can prevent and respond to bullying. Content for this website is provided by the partners on the StopBullying.gov Editorial Board. (About, papa, 1)

Thomas, P., & Harker, L. (2014). *Everyone matters: a first look at respect for others*. Hauppauge, NY: B.E.S. Publishing.

Children learn that having respect means treating everyone fairly. But there are some types of respect that each person must earn for themselves--by keeping promises, by being honest in what they say and do, and being polite and respectful

to others. Most important of all, boys and girls learn that people who are different deserve just as much respect as close friends.

Thomas, P., & Harker, L. (2003). *Is it right to fight?: a first look at anger*. Hauppauge, NY: B.E.S. Publishing.

Spats are normal among younger kids, and often lead to screaming, hitting, and other expressions of anger. This book helps kids understand that it's often all right to be angry, but that it's always best to resolve conflicts peaceably.

Thomas, P., & Harker, L. (2009). *Stop picking on me: a first look at bullying*. Hauppauge, NY: B.E.S. Publishing.

This approachable picture book explores the difficult issue of bullying among children. It helps kids accept the normal fears and worries that accompany bullying, and suggests ways to resolve this upsetting experience.

## **Depression**

### **Resources for Clinicians**

Hamil, S. W. (2008). *My feeling better workbook: help for kids who are sad and depressed*. Oakland, CA: New Harbinger Publications. This resource may also pertain to caregivers.

The forty-two simple activities in this workbook help kids explore their feelings and combat the negative self-talk that depletes their motivation and self-esteem. Based on cognitive behavioral therapy, play therapy, and art therapy, this series of activities is designed to help children cope with painful feelings and feel happy again.

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2017). *Dialectical behavior therapy with suicidal adolescents*. New York, NY: Guilford Press.

In this book we discuss the “why”, the “how”, and the “what” of DBT for multiproblem suicidal adolescents, and we offer clinical guidance from our experiences in implementing DBT for this population... We also discuss BPD (a diagnostic risk factor in and of itself), particularly the validity, reliability, and stability of this diagnosis among adolescents. (3)

Phifer, L., Crowder, A., Elsenraat, T., & Hull, R. (2017). *Cbt toolbox for children and adolescents: Over 200 worksheets and exercises for trauma, adhd, autism, anxiety, depression & conduct disorders*. Eau Claire, WI: PESI.

*CBT Toolbox for Children and Adolescents* was designed with therapists in mind to provide a brief, targeted solutions to a myriad of mental health issues that are frequently present in children. The activities in this workbook enhance traditional CBT by promoting the development of a child's executive functioning, developing social skills, and prompting the whole-brain approach. (xi)

Pratt, D. M. (2019). *Cbt toolbox for depressed, anxious & suicidal children and adolescents: over 220 worksheets and therapist tips to manage moods, build positive coping skills & develop resiliency*. Eau Claire, WI: PESI Publishing & Media.

In this comprehensive toolbox, Dr. David Pratt shares essentials cognitive and behavioral skill-building activities created and honed over his 40-year career. Each worksheet and handout are accompanied by straight-forward explanations, highlighted as 'Therapist Tips' to guide the clinician in presenting the material to children and adolescents in an empathic and effective style. (Para. 1)

Rathus, J. H., Miller, A. L., & Linehan, M. (2017). *Dbt skills manual for adolescents*. New York, NY: Guilford Press.

The current volume presents their latest contribution to adolescent DBT, and is certain to be as influential as their 2007 book. It is written for clinicians in various settings to use with adolescents coping with a broad array of emotional and behavioral difficulties. (viii)

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### **Resources for Clients**

Huebner, D., & Matthews, B. (2007). *What to do when you grumble too much: a kid's guide to overcoming negativity*. Washington, D.C: Magination Press.

*What to Do When You Grumble Too Much* guides children and their parents through the cognitive-behavioral techniques used to treat negative thinking. Lively metaphors and illustrations help kids see life's hurdles in a new way, while drawing and writing activities help them master skills to get over those hurdles.

## **Disabilities**



### Resources for Clinicians

Brown, J. F. (2016). *Emotion regulation skills system for cognitively challenged clients: a dbt-informed approach*. New York, NY: Guilford Press.

Informed by the principles and practices of dialectical behavior therapy (DBT), this book presents skills training guidelines specifically designed for adults with cognitive challenges. Clinicians learn how to teach core emotion regulation and adaptive coping skills in a framework that promotes motivation and mastery for all learners, and that helps clients apply what they have learned in daily life.

Vash, C. L., & Crewe, N. M. (2004). *Psychology of disability* (2nd ed.). New York, NY: Springer Publishing.

*The Psychology of Disability* is intended to serve as a textbook or collateral reading source for students engaged in the study of the psychological aspects of disability, as well as a general resource for rehabilitation professionals in the full spectrum of allied health and vocational service disciplines. (xii)

### Resources for Clients

Sotomayor, S., Lopez, R. (2019). *Just ask!: be different, be brave, be you*. New York, NY: Penguin Group.

In *Just Ask*, United States Supreme Court Justice Sonia Sotomayor celebrates the different abilities kids (and people of all ages) have. Using her own experience as a child who was diagnosed with diabetes, Justice Sotomayor writes about children with all sorts of challenges--and looks at the special powers those kids have as well.

Thomas, P., & Harker, L. (2015). *Don't call me special: a first look at disability*. Hauppauge, NY: B.E.S. Publishing.

This delightful picture book explores questions and concerns about physical disabilities in a simple and reassuring way. Younger children can find out about individual disabilities, special equipment that is available to help the disabled, and how people of all ages can deal with disabilities and live happy and full lives.

Thomas, P., & Harker, L. (2014). *Everyone matters: a first look at respect for others*. Hauppauge, NY: B.E.S. Publishing.

Children learn that having respect means treating everyone fairly. But there are some types of respect that each person must earn for themselves--by keeping promises, by being honest in what they say and do, and being polite and respectful to others. Most important of all, boys and girls learn that people who are different deserve just as much respect as close friends.

### **Cerebral Palsy**

#### **Resources for Clients**

Abdullah, S., & Abdullah, A. (2014). *My friend Suhana: a story of friendship and cerebral palsy*. Ann Arbor, MI: Loving Healing Press.

Award-winning author and designer Shaila Abdullah teams up with her 10-year-old daughter Aanyah to bring you this heartwarming tale of a little girl who forms a close bond with a child with cerebral palsy. The girl finds that through her art, she can reach her special friend Suhana.

Anderson, M. E., & Dineen, T. (2000). *Taking cerebral palsy to school*. Valley Park, MO: JayJo Books.

Even though Chad has cerebral palsy, he can still attend school and do many of the same things as his classmates. Written from Chad's perspective, this book answers many of the questions his classmates have but maybe too scared or uncomfortable to ask. Children, teachers, school nurses, parents, and caregivers will learn about what cerebral palsy is, the different kinds of cerebral palsy, and special equipment that is available to help kids with cerebral palsy.

### **Down Syndrome**

#### **Resources for Clients**

Bodeen, S. A., & DeVito, P. (1998). *We'll paint the octopus red*. Bethesda, MD: Woodbine House.

In this touching story, Emma helps her father as much as he helps her to realize that Isaac is the baby they dreamed of. The book concludes with a set of commonly asked questions about Down syndrome with answers for children and how it might affect their sibling and family.

Cairo, S., & Cairo, J. (1999). *Our brother has downs syndrome: an introduction for children*. Toronto, Ont.: Annick Press.

In a simple language and illustrated with photographs three sisters describe the ways in which little brother Jai, a Down's Syndrome child, is different from other children, and what the family does to help him get along.

Carey, B., & Leick, B. (2018). *47 strings: tessa's special code*. Mineral Point, WI: Little Creek Press.

An invaluable tool for parents looking to talk about Down syndrome with their children. The book describes, in easy-to-understand language and with sensitivity,

some of the challenges baby Tessa's special "code" might bring - while never losing focus on the message that a family's love is the same for everyone.

Ewert, K., & Baker, C. M. (2017). *This is ella*. Victoria, BC: Friesen Press.

In a simple, welcoming way, *This is Ella* teaches children about Down syndrome, inclusion, and friendship. The story is followed by information about Down syndrome, including helpful facts and explanations. *This is Ella* offers a perfect starting point for a conversation with children about differences in general, Down syndrome in particular, and the concepts of inclusion and friendship.

### **Hearing Loss**

#### **Resources for Clients**

Bell, C., & Lasky, D. (2014). *El Deafo*. New York, NY: Amulet Books.

A 2015 Newbery Honor Book. Going to school and making new friends can be tough. But going to school and making new friends while wearing a bulky hearing aid strapped to your chest? That requires superpowers! In this funny, poignant graphic novel memoir, author/illustrator Cece Bell chronicles her hearing loss at a young age and her subsequent experiences with the Phonic Ear, a very powerful—and very awkward—hearing aid.

Blackington, D. (2011). *Gracie's ears*. Duxbury, MA: Pebbleton Press.

Based on a true story. Told in rhyme, this uplifting story with gentle illustrations is based on a real little girl who doesn't realize her ears aren't working like most do. When her family searches for answers, she discovers the wonder of hearing aids and the sounds of the world. *Gracie's Ears* introduces what hearing aids are

too young children needing help to hear and to their friends who wonder - what are those things in their friend's ears and what do they do?

Moore-Mallinos, J., & Fàbrega Marta. (2009). *I am deaf*. Hauppauge, NY: B.E.S. Publishing.

This book describes challenges that hearing-impaired children face, and how one child overcomes them to live a normal, happy life. This attractively illustrated picture storybook series encourages kids to understand themselves and overcome problems that have troubled them.

### **Vision Loss**

#### **Resources for Clients**

Schaefer, L. M. (2008). *Some kids are blind*. North Mankato, MN: Capstone Press.

Some people are blind. What does that mean? Using simple, engaging text and full-color photos, readers learn what blindness is, how it can be caused, and what daily life is like for someone who can't see.

### **Diversity/Multiculturalism/Inclusivity**

#### **Resources for Clients**

Anderson, A. (2018). *Neither*. New York, NY: Hachette Book Group

In the Land of This and That, there are only two kinds: blue bunnies and yellow birds. But one day a funny green egg hatches, and a little creature that's not quite a bird and not quite a bunny pops out. It's neither!...This colorful, simple, and touching story promotes diversity and offers a valuable lesson to the youngest of audiences: it is our differences that unite us.

Byers, G., Bobo, K. A., & Byers, G. (2019). *I am enough*. Vienna, VA: Library Ideas.

A New York Times bestseller and Goodreads Choice Awards picture book winner! This gorgeous, lyrical ode to loving who you are, respecting others, and being kind to one another comes from Empire actor and activist Grace Byers and talented newcomer artist Keturah A. Bobo.

Daywalt, D., & Jeffers, O. (2013). *The day the crayons quit*. New York, NY: Penguin Group.

Poor Duncan just wants to color. But when he opens his box of crayons, he finds only letters, all saying the same thing: His crayons have had enough! They quit! Beige Crayon is tired of playing second fiddle to Brown Crayon. Black wants to be used for more than just outlining. Blue needs a break from coloring all those bodies of water. And Orange and Yellow are no longer speaking—each believes he is the true color of the sun.

Ewing, C., Morgan, P. (2019). *An abc of equality*. Minneapolis, MN: The Quarto Group.

A is for Ability, B is for Belief, C is for Class. All people have the right to be treated fairly, no matter who they are, what they look like, or where they come from. An ABC of Equality introduces complicated concepts surrounding social justice to the youngest of children.

Fox, M., & Staub, L. (2017). *Whoever you are*. Boston, MA: Houghton Mifflin Harcourt.

Everyday all over the world, children are laughing and crying, playing and learning, eating, and sleeping. They may not look the same. They may not speak the same language. Their lives may be quite different. But inside, they are all alike...At a time when, unfortunately, the lessons of tolerance still need to be

learned, *Whoever You Are* urges us to accept our differences, to recognize our similarities, and—most importantly—to rejoice in both.

Hallinan, P. K. (2018). *A rainbow of friends*. Nashville, TN: Worthy Publishing Group.

This book is for ages 3-5. Friends come in all colors and sizes; they can be funny or serious, musical or athletic, outgoing or quiet. This book reminds children to celebrate their differences because that is what makes each of us so special.

Herman, S. (2019). *Teach your dragon about diversity*. DG Books Publishing.

Having a pet dragon is very fun. He can sit, rollover, and play... But what if your dragon is sad because he is different than his friends? What if he feels bad that his skin is red, and is not like any of his friends? What if he's worried that none of his friends have wings, tails, and scales like him? What if he's so nervous because he's different? What should you do? You teach him about diversity! You teach him that we're individuals and should celebrate our differences..."

Kates, B. J., & Mathieu, J. (2017). *We're different, were the same*. New York, NY: Random House.

Who better than *Sesame Street* to teach us that we may all look different on the outside—but it's important to remember that deep down, we are all very much alike. We all have the same needs, desires, and feelings. Elmo and his *Sesame Street* friends help teach toddlers and the adults in their lives that everyone is the same on the inside, and it's our differences that make this wonderful world, which is home to us all, an interesting—and special—place.

Katz, K. (2013). *The colors of us*. New York, NY: Square Fish.

A positive and affirming look at skin color, from an artist's perspective. Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. But when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.

Love, J. (2019). *Julian is a mermaid*. Somerville, MA: Candlewick Press.

In an exuberant picture book, a glimpse of costumed mermaids leaves one boy flooded with wonder and ready to dazzle the world...Mesmerizing and full of heart, Jessica Love's author-illustrator debut is a jubilant picture of self-love and a radiant celebration of individuality.

Marley, C., Brantley-Newton, V. (2014). *One love*. San Francisco, CA: Chronicle Books.

Adapted from one of Bob Marley's most beloved songs, *One Love* brings the joyful spirit and unforgettable lyrics to life for a new generation. Readers will delight in dancing to the beat and feeling the positive groove of change when one girl enlists her community to help transform her neighborhood for the better.

Penfold, A., & Kaufman, S. (2019). *All are welcome*. New York, NY: Random House.

Follow a group of children through a day in their school, where everyone is welcomed with open arms. A school where kids in patkas, hijabs, and yarmulkes play side-by-side with friends in baseball caps. A school where students grow and learn from each other's traditions and the whole community gathers to celebrate the Lunar New Year. *All Are Welcome* lets young children know that no matter what, they have a place, they have a space, they are welcome in their school.



Thomas, P., & Harker, L. (2014). *Everyone matters: a first look at respect for others*. Hauppauge, NY: B.E.S. Publishing.

Children learn that having respect means treating everyone fairly. But there are some types of respect that each person must earn for themselves--by keeping promises, by being honest in what they say and do, and being polite and respectful to others. Most important of all, boys and girls learn that people who are different deserve just as much respect as close friends.

Tyler, M., & Csicsko, D. L. (2016). *The skin you live in*. Chicago, IL: Chicago Childrens Museum.

With the ease and simplicity of a nursery rhyme, this lively story delivers an important message of social acceptance to young readers. Themes associated with child development and social harmony, such as friendship, acceptance, self-esteem, and diversity are promoted in simple and straightforward prose.

### **Divorce/Separation**

#### **Resources for Caregivers**

Ahrons, C. (1998). *The good divorce*. New York, NY: HarperCollins Publishers.

Based on two decades of groundbreaking research, *The Good Divorce* presents the surprising finding that in more than fifty percent of divorces couples end their marriages yet preserve their families. Dr. Ahrons shows couples how they can move beyond the confusing, even terrifying early stages of breakup and learn to deal with the transition from a nuclear to a "binuclear" family--one that spans two households and continues to meet the needs of children.

#### **Resources for Clients**

Brown, L. K., & Brown, M. (2009). *Dinosaurs divorce: a guide for changing families*. New York, NY: Hachette Book Group.

Dinosaurs Divorce will help you understand divorce words and what they mean, why parents' divorce, living with one parent, visiting your parent, having two homes, celebrating holidays and special occasions, telling your friends, meeting parents' new friends, living with stepparents, and having stepsisters and stepbrothers.

Greenwood, E. (2018). *My mixed emotions: help your kids handle their feelings*. New York, NY: DK Publishing.

Feeling can be complicated and learning to express them is a skill that must be developed. *My Mixed Emotions* is here to coach children through a variety of emotions and situations including dealing with bullying, understanding grief, and coping with large family changes, such as divorce.

Heegaard, M. E. (1991). *When Mom and Dad separate: children can learn to cope with grief from divorce*. Minneapolis, MN: Woodland Press.

“Discusses basic concepts of marriage and divorce. It offers children a creative way to sort out the stressful feelings of grief caused by change.”

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-

have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Ippen, C. G., & Ippen, E. (2019). *You weren't with me*. San Francisco, CA: Piplo Productions.

Little Rabbit and Big Rabbit are together after a difficult separation, but even though they missed each other, Little Rabbit is not ready to cuddle up and receive Big Rabbit's love. Little Rabbit needs Big Rabbit to understand what it felt like when they were apart...Big Rabbit listens carefully and helps Little Rabbit to feel understood and loved. This story was designed to help parents and children talk about difficult separations to help them reconnect and find their way back to each other.

Karst, P., & Lew-Vriethoff, J. (2018). *The invisible string*. New York, NY: Hachette Book Group.

Parents, educators, therapists, and social workers alike have declared *The Invisible String* the perfect tool for coping with all kinds of separation anxiety, loss, and grief. In this relatable and reassuring contemporary classic, a mother tells her two children that they're all connected by an invisible string.

Masurel, C., Denton, K. M. (2001). *Two homes*. Cambridge, MA: Candlewick Press.

The gently reassuring text focuses on what is gained rather than what is lost when parents' divorce, while the sensitive illustrations, depicting two unique homes in all their small details, firmly establish Alex's place in both of them. *Two Homes* will help children — and parents — embrace even the most difficult of changes with an open and optimistic heart.

Thomas, P., & Harker, L. (2014). *My family's changing: a first look at family break-up*. Hauppauge, NY: B.E.S. Publishing.

This unusual picture book for younger children explores the issue of divorce. The author of this book is a psychotherapist and counselor and helps children to face their fears, worries, and questions when their family is going through a break-up.

### **Emotions/Managing Emotions/Time Outs**

#### **Resources for Clinicians**

Halloran, J. (2018). *Coping skills for kids workbook: over 75 coping strategies to help kids deal with stress, anxiety and anger*. Eau Claire, WI: PESI Publishing & Media.

This book is designed to be a support to help your child figure out different ways to learn to cope with stress, anxiety and anger. You can work through this book with your child, or your child can read it on his or her own. (Note, para. 1)

Hamil, S. W. (2008). *My feeling better workbook: help for kids who are sad and depressed*. Oakland, CA: New Harbinger Publications. This resource may also pertain to caregivers.

The forty-two simple activities in this workbook help kids explore their feelings and combat the negative self-talk that depletes their motivation and self-esteem.

Based on cognitive behavioral therapy, play therapy, and art therapy, this series of activities is designed to help children cope with painful feelings and feel happy again.

My Moods, My Choices. (2020). Retrieved from <https://mymoodsmychoices.com/>. This resource may also pertain to caregivers.

Contains 20 different moods. Kids will enjoy flipping to the character that expresses their mood. Adults will appreciate that there are images of positive actions that can be taken for each mood. The flipbook can be displayed on a counter, desk, or bedroom dresser... Recommended for children ages 3 and up. This is a helpful visual aid for any child, including those with Autism, ADHD, Asperger's, or special needs. (Flipbooks, 1)

Saltzman, A. (2014). *A still quiet place: a mindfulness program for teaching children and adolescents to ease stress and difficult emotions*. Oakland, CA: New Harbinger Publications.

*A Still Quiet Place* presents an eight-week mindfulness-based stress reduction (MBSR) program that therapists, teachers, and other professionals can use to help children and adolescents manage stress and anxiety in their lives, and develop their natural capacities for emotional fluency, respectful communication, and compassionate action.

Sanders, J., & Jennings, S. (2018). *Let's talk about body boundaries, consent & respect: a book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviors*. Victoria, Australia: UpLoad Publishing. This resource may also pertain to caregivers.

A child growing up knowing they have a right to their personal space gives that child ownership and choices as to what happens to them and their body. It is equally important a child understands, from a very young age, they need to respect another person's body boundary and ask for their consent when entering their personal space. This book explores these concepts with children in a child-

friendly and easily understood manner, providing familiar scenarios for children to engage with and discuss.

Shapiro, L. E., Pelta-Heller, Z., & Greenwald, A. F. (2008). *I'm not bad, I'm just mad: a workbook to help kids control their anger*. Oakland, CA: New Harbinger Publications.

*I'm Not Bad, I'm Just Mad* contains forty activities for issues such as recognizing anger triggers, better problem solving, and communication tips for defusing conflict before it gets out of hand. The workbook explores common lifestyle issues such as lack of sleep that can make anger problems worse. These fun activities will help kids talk about their feelings and learn to control them.

Snowden, S., Hill, A., Rebar, S. (2018). *Anger management workbook for kids: 50 fun activities to help children stay calm and make better choices when they feel mad*.

Emeryville, CA: Althea Press. This resource may also pertain to caregivers.

The *Anger Management Workbook for Kids* offers fun, interactive activities to help kids handle powerful emotions for a lifetime of healthy behavioral choices. From drawing a picture of what anger looks like to building a vocabulary for communicating feelings, the activities in this workbook give kids ages 6-12 the skills to understand and talk about anger habits and triggers.

The Talking, Feeling & Doing Board Game. (2020). Retrieved from

<https://childsworld.com/products/the-talking-feeling-and-doing-board-game>

One of the most popular tools used in child psychotherapy. The questions and directions in each set of cards include items that are not anxiety provoking to items that are moderately anxiety-provoking. The information gained while

playing provides diagnostically meaningful insights into the child's psychodynamics. Suitable for ages 4 and Up.

### **Resources for Caregivers**

Greene, R. (2014). *The explosive child: a new approach for understanding and parenting easily frustrated, chronically inflexible children* (5th ed.). New York, NY: HarperCollins.

If you are the parent of a behaviorally challenging child, this book should help you feel more optimistic about and confident in handling your child's difficulties and restore some sanity to your family. If you are the child's grandparent, teacher, neighbor, coach, or therapist, this book should, at the least, help you understand.

There is no panacea. But there is certainly cause for hope. (xiv)

Hamil, S. W. (2008). *My feeling better workbook: help for kids who are sad and depressed*. Oakland, CA: New Harbinger Publications. This resource may also pertain to clinicians.

The forty-two simple activities in this workbook help kids explore their feelings and combat the negative self-talk that depletes their motivation and self-esteem.

Based on cognitive behavioral therapy, play therapy, and art therapy, this series of activities is designed to help children cope with painful feelings and feel happy again.

Harvey P., & Penzo, J. (2009). *Parenting a child who has intense emotions: dialectical behavior therapy skills to help your child regulate emotional outbursts and aggressive behaviors*. Oakland, CA: New Harbinger Publications.

*Parenting a Child Who Has Intense Emotions* is an effective guide to de-escalating your child's emotions and helping your child express feelings in productive ways. You'll learn strategies drawn from dialectical behavior therapy (DBT), including mindfulness and validation skills, and practice them when your child's emotions spin out of control.

My Moods, My Choices. (2020). Retrieved from <https://mymoodsmychoices.com/>. This resource may also pertain to clinicians.

Contains 20 different moods. Kids will enjoy flipping to the character that expresses their mood. Adults will appreciate that there are images of positive actions that can be taken for each mood. The flipbook can be displayed on a counter, desk, or bedroom dresser... Recommended for children ages 3 and up. This is a helpful visual aid for any child, including those with Autism, ADHD, Asperger's, or special needs. (Flipbooks, 1)

Sanders, J., & Jennings, S. (2018). *Let's talk about body boundaries, consent & respect: a book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviors*. Victoria, Australia: UpLoad Publishing. This resource may also pertain to clinicians.

A child growing up knowing they have a right to their personal space gives that child ownership and choices as to what happens to them and their body. It is equally important a child understands, from a very young age, they need to respect another person's body boundary and ask for their consent when entering their personal space. This book explores these concepts with children in a child-



friendly and easily understood manner, providing familiar scenarios for children to engage with and discuss.

Siegel, D., & Bryson, T. P. (2016). *No-drama discipline exercises, activities, and practical strategies to calm the chaos and nurture developing minds*. New York, NY: Bantam Books.

Highlighting the fascinating link between a child's neurological development and the way a parent reacts to misbehavior, *No-Drama Discipline* provides an effective, compassionate road map for dealing with tantrums, tensions, and tears—without causing a scene.

Siegel, D. J., & Bryson, T. P. (2012). *The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind*. New York, NY: Bantam Books. This resource may also pertain to clinicians.

In this pioneering, practical book, Daniel J. Siegel, neuropsychiatrist and author of the bestselling *Mindsight*, and parenting expert Tina Payne Bryson offer a revolutionary approach to child rearing with twelve key strategies that foster healthy brain development, leading to calmer, happier children.

Snowden, S., Hill, A., Rebar, S. (2018). *Anger management workbook for kids: 50 fun activities to help children stay calm and make better choices when they feel mad*. Emeryville, CA: Althea Press. This resource may also pertain to clinicians.

The *Anger Management Workbook for Kids* offers fun, interactive activities to help kids handle powerful emotions for a lifetime of healthy behavioral choices. From drawing a picture of what anger looks like to building a vocabulary for

communicating feelings, the activities in this workbook give kids ages 6-12 the skills to understand and talk about anger habits and triggers.

Solin, J. J., & Kress, C. L. (2017). *Don't let your emotions run your life for kids: a dbt-based skills workbook to help children manage mood swings, control angry outbursts, and get along with others*. Oakland, CA: Instant Help Books.

We are pleased you have chosen this workbook and hope these activities can help you and your child manage your child's out-of-control feelings. The activities in this book are a compilation of original ideas based on over twelve years of experience working with young children, adolescents, and adults, using cognitive behavioral therapy (CBT), dialectical behavioral therapy (DBT), and play therapy techniques. (vii)

### **Resources for Clients**

Burdick, D. (2017). *Mindfulness skills for kids: card deck and 3 card games*. Eau Claire, WI: PESI Publishing & Media.

52 exercises and practices to help kids calm their mind and body, pay attention, become more self-aware, feel happier and confident, connect with others, and have fun. Deck can also be used as card games (based on popular children's games) that encourage kids to practice mindfulness skills each time they win a hand. Great for therapists, teachers, and parents. Perfect for ages 4 and up.

Gates, M., Hinder, S. J. (2018). *Breathe with Me: using breath to feel strong, calm, and happy*. Boulder, CO: Sounds True.

When you're mad or worried or can't wake up in the morning, what can you do? Use the amazing superpower that you already have—breathing. Our newest

offering from the bestselling creators of *Good Night Yoga* teaches kids fun and easy breathing practices based on the proven methods of yoga and mindfulness meditation.

Greenwood, E. (2018). *My mixed emotions: help your kids handle their feelings*. New York, NY: DK Publishing.

Feeling can be complicated and learning to express them is a skill that must be developed. *My Mixed Emotions* is here to coach children through a variety of emotions and situations including dealing with bullying, understanding grief, and coping with large family changes, such as divorce.

Herman, S. (2019). *Teach your dragon empathy*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun!...But what if your dragon does not care about other people's feelings? What if he does and says things to others that he will regret? What should you do? You teach him empathy! You show him how to be considerate, to understand how others feel, to put himself in others' shoes, and to get along! How do you do that? Get this book and learn how! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids empathy, compassion, and kindness.

Herman, S. (2018). *Teach your dragon to understand consequences*. Tallahassee, FL: DG Books Publishing.

You can teach your dragon to sit, stand, roll over, and you can even potty train him... But what if your dragon is constantly doing bad things, and he argues that "it's so small," "just a little thing," "nobody will know," etc? What do you do? You teach him about consequences. You teach him that everything we do, no

matter small or big, will come back in return, and so he should consider to do good things instead.

Herman, S. (2018). *Train your angry dragon*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun. But what do you do if he gets angry or upset? What do you do when your dragon lost his cool and wants to burn everything to the ground? Get this book and learn how to train your angry dragon! A must have book for children and parents to teach kids about emotions and anger management.

Holmes, M. M., Mudlaff, S. J., & Pillo, C. (2000). *A terrible thing happened*. Franklin, TN: Dalmation Press.

This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang violence, accidents, homicide, suicide, and natural disasters such as floods or fire. An afterword by Sasha J. Mudlaff written for parents and other caregivers offers extensive suggestions for helping traumatized children, including a list of other sources that focus on specific events.

Huebner, D., & Matthews, B. (2007). *What to do when you grumble too much: a kid's guide to overcoming negativity*. Washington, D.C: Magination Press.

*What to Do When You Grumble Too Much* guides children and their parents through the cognitive-behavioral techniques used to treat negative thinking. Lively metaphors and illustrations help kids see life's hurdles in a new way, while drawing and writing activities help them master skills to get over those hurdles.

Huebner, D., Mathews, B. (2007). *What to do when your temper flares: a kid's guide to overcoming problems with anger*. Washington, D.C: Magination Press.

*What to Do When Your Temper Flares* guides children and their parents through the cognitive-behavioral techniques used to treat problems with anger. Engaging examples, lively illustrations, and step-by-step instructions teach children a set of "anger dousing" methods aimed at cooling angry thoughts and controlling angry actions, resulting in calmer, more effective kids.

Ippen, C. G., & Ippen, E. P. (2016). *Once I was very very scared*. San Francisco, CA: Piplø Productions.

Summary: "Once I was Very Very Scared", declares squirrel. The other animals chime in to share that they were also once scared. Through the story we learn what scared the little animals, ways they each responded when scared, and things that help them feel safe and calm. This book was designed to help young children who have experienced stressful or traumatic events.

Kimochis. (n.d.) *Kimochis mixed feelings boxed set*. Game.

The Mixed Feelings boxed set contains feelings to add to your emotional vocabulary Kimochis helps kids understand and manage their emotions through puppetry and play.

Madison, L., & Masse, J. (2018). *The feelings book: the care and keeping of your emotions*. Middleton, WI: American Girl Publishing.

*The Feelings Book* will help you understand your emotions, and deal with them in positive ways. You'll get tips on how to express your feelings and stay in control,

plus get sensitive advice on handling fear, anxiety, jealousy, and grief. Learn how to stay in the driver's seat of your own emotions!

Therapy Game HQ. (n.d.) Retrieved from <http://www.therapygamehq.com/>

This fast-paced therapeutic card game helps children ages 6-12: Control their anger in the moment; Practice 12 effective anger management techniques; Understand what anger feels and looks like; Avoid anger-provoking situations; Express and understand their feelings; Identify anger cues; Learn that they have choices about how to express anger.

Thomas, P., & Harker, L. (2003). *Is it right to fight?: a first look at anger*. Hauppauge, NY: B.E.S. Publishing.

Spats are normal among younger kids, and often lead to screaming, hitting, and other expressions of anger. This book helps kids understand that it's often all right to be angry, but that it's always best to resolve conflicts peaceably.

Thought-Spot. (n.d.). *I know what to do cards for taking control of your feelings/emotions*. Retrieved from <https://thought-spot.com/products/>

ADHD/Autism tool - helps parents better understand their children's feelings.

Great educational STEM toy and game - This is a helpful learning tool for any child, particularly those in preschool, kindergarten, and elementary schools.

## **Time Outs**

### **Resources for Clinicians**

Integration of Working Models of Attachment into Parent-Child Interaction Therapy

(IoWA-PCIT). (n.d.) Retrieved from <https://pcit.lab.uiowa.edu/>

Parent-child interaction therapy (PCIT) is an evidence-based intervention designed to reduce disruptive behavior in children. The training and research program for PCIT at the University of Iowa strives to improve access to effective parent-child therapy. Parent-child interaction therapy (PCIT) works with parents and children together to promote positive parent-child relationships while decreasing the child's behavior problems. (Para, 2)

The 1-2-3 Magic Parenting. (2020). Retrieved from <https://www.123magic.com/>. This resource may also pertain to caregivers.

The 1-2-3 Magic Program continues to offer parents, pediatricians, mental health professionals, grandparents, teachers and even babysitters a simple and gentle-but-firm approach to managing the behavior of 2 to 12-year-olds, whether they are average kids or special-needs children. (About, para. 1)

### **Resources for Caregivers**

The 1-2-3 Magic Parenting. (2020). Retrieved from <https://www.123magic.com/>. This resource may also pertain to clinicians.

The 1-2-3 Magic Program continues to offer parents, pediatricians, mental health professionals, grandparents, teachers and even babysitters a simple and gentle-but-firm approach to managing the behavior of 2 to 12-year-olds, whether they are average kids or special-needs children. (About, para. 1)

## **Grief/Death**

### **Resources for Caregivers**

Grief. (2018). Retrieved from <https://www.sesamestreet.org/toolkits/grief/>. this resource may also pertain to clients.

Grief is complex; it encompasses a wide range of emotions that can come and go in waves. Use these tips, videos, children's story, and guide to help your family communicate with one another, express emotions, and begin the process of moving forward. You are not alone. And with time, you and your family will experience new happy moments together. (Para, 1)

### **Resources for Clients**

Brown, L. K., & Brown, M. (2009). *When dinosaurs die: a guide to understanding death*. New York, NY: Hachette Book Group.

Straightforward and compassionate, *When Dinosaurs Die* explains death, dying, and coping with grief and loss in simple and accessible language for young kids and families.

Greenwood, E. (2018). *My mixed emotions: help your kids handle their feelings*. New York, NY: DK Publishing.

Feeling can be complicated and learning to express them is a skill that must be developed. *My Mixed Emotions* is here to coach children through a variety of emotions and situations including dealing with bullying, understanding grief, and coping with large family changes, such as divorce.

Grief. (2018). Retrieved from <https://www.sesamestreet.org/toolkits/grief/>. this resource may also pertain to clients.

Grief is complex; it encompasses a wide range of emotions that can come and go in waves. Use these tips, videos, children's story, and guide to help your family communicate with one another, express emotions, and begin the process of



moving forward. You are not alone. And with time, you and your family will experience new happy moments together. (Para, 1)

Heegaard, M. E. (1991). *When someone very special dies: children can learn to cope with grief*. Minneapolis, MN: Woodland Press.

This book was designed to teach basic concepts of death and help children understand and express the many feelings they have when someone special dies. Communication is increased and coping skills are developed as they illustrate their books with their personal story.

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Herman, S. (2019). *The sad dragon: a dragon book about grief and loss*. Tallahassee, FL: DG Books Publishing.

Having a pet dragon is very fun! He can sit, rollover, and play... But sometimes, not every story is a happy one... What if your dragon is suffering from a loss of a loved one? What if he's sad, angry, and heartbroken because his loved one passed away, and he cries and cries and cries? What should you do? You teach him about Grief and Loss. You explain death to him and help him get through this difficult time!

Karst, P., & Lew-Vriethoff, J. (2018). *The invisible string*. New York, NY: Hachette Book Group.

Parents, educators, therapists, and social workers alike have declared *The Invisible String* the perfect tool for coping with all kinds of separation anxiety, loss, and grief. In this relatable and reassuring contemporary classic, a mother tells her two children that they're all connected by an invisible string.

Madison, L., & Masse, J. (2018). *The feelings book: the care and keeping of your emotions*. Middleton, WI: American Girl Publishing.

*The Feelings Book* will help you understand your emotions, and deal with them in positive ways. You'll get tips on how to express your feelings and stay in control, plus get sensitive advice on handling fear, anxiety, jealousy, and grief. Learn how to stay in the driver's seat of your own emotions!

Rowland, J., & Baker, T. (2017). *The memory box: a book about grief*. Minneapolis, MN: Sparkhouse Family.

From the perspective of a young child, Joanna Rowland artfully describes what it is like to remember and grieve a loved one who has died. The child in the story creates a memory box to keep mementos and written memories of the loved one, to help in the grieving process. Heartfelt and comforting, *The Memory Box* will help children and adults talk about this very difficult topic together.

Thomas, P., & Harker, L. (2014). *I miss you: a first look at death*. Hauppauge, NY: B.E.S. Publishing.

When a close friend or family member dies, it can be difficult for children to express their feelings. This book helps boys and girls understand that death is a

natural complement to life, and that grief and a sense of loss are normal feelings for them to have following a loved one's death.

Wolfelt, A. (1996). *How I feel: a coloring book for grieving children*. Batesville, IN: Batesville Management Services.

Dr. Wolfelt's coloring book for kids ages 3-8 explores many of the feelings grieving children often experience. The expressive, easy-to-color drawings clearly depict disbelief, fear, anger, loneliness, happiness, sadness, and other normal grief feelings.

### **Grief/Death of a Pet**

#### **Resources for Clients**

Raeside, A. (2015). *Rainbow bridge: a visit to pet paradise*. Madeira Park, BC: Harbour Publishing.

Adrian Raeside has created a magical tale of adventure for pet lovers of all ages in *The Rainbow Bridge*. Using his gift for creating spunky characters, Raeside has created a valuable fable for anyone who cherishes the companionship of a family pet.

Thomas, P., Harker, L. (2012). *I miss my pet: a first look at when a pet dies*. Hauppauge, NY: B.E.S. Publishing.

In *I Miss My Pet*, younger children who lose a beloved puppy, kitten, or other pet are introduced to the idea of death. They are encouraged to understand that sadness is a first important step in the process of emotional healing, after the death of a loved one.

### **Incarceration**

## Resources for Clients

Birtha, B., & Kastelic, M. (2017). *Far apart, close in heart: being a family when a loved one is incarcerated*. Chicago, IL: Albert Whitman & Company.

In this important book, young readers will learn that even when it feels like nothing can get better again, there are ways they can improve their circumstances. Sending letters, talking to a trusted grown-up about their feelings, and even visiting a parent in jail or prison can help keep a parent close in their hearts. Use this title as a helpful tool to start a conversation with any child in this situation and to remind them they are not alone.

Curcio, A. (2015). *My daddy's in jail*. Woodinville, WA: ICG Books.

There are nearly three million adults in the U.S. alone that are in prison or jail. Many of these being parents that leave behind unanswered questions with their children: What is jail? Why did this happen? Is it my fault? Is my daddy (or mommy) bad? Do they love me? *My Daddy's in Jail* is a story of two bears who have a father in prison.

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Higgins, M., Kirwan, W. (2013). *The night dad went to jail: what to expect when someone you love goes to jail*. Minneapolis, MN: Capstone Publishing.

When someone you love goes to jail, you might feel lost, scared, and even mad. This colorfully illustrated book lets children know that they are not alone in this situation. It offers age-appropriate explanations to help with difficult conversations. Told from the experience of a rabbit, this picture book is intended to make a parent's incarceration a little less frightening.

### **Military/Caregiver Deployment**

#### **Resources for Clients**

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Herman, S. (2020). *Help your dragon overcome separation anxiety*. Tallahassee, FL: DG Books Publishing.

With relatable, heartwarming, and reassuring stories, this book is a must for parents, teachers, therapists, and other educators to help kids overcome different kinds of separation anxiety, loneliness, and loss.

James, D., Mills, J. (2019). *When you are away*. United States: Author.

“Nothing is the same when a parent has to leave home for a while. See how things are different for these military kids when their dad goes on deployment.”

Thomas, P., & Harker, L. (2013). *Come home soon: a first look at when a parent goes to war*. Hauppauge, NY: B.E.S. Publishing.

A Parent in the Armed Forces speaks to kids about times when a parent in the military is called to active duty to a faraway place. Children are assured that it's normal for them to feel distress and anxiety because of separation from a parent. This title helps children understand that separation is only temporary, and that their Dad or Mom is being called to perform an important service for which the child should be especially proud.

### **Picky Eaters**

#### **Resources for Clinicians**

Fraker, C., Fishbein, M., Cox, S., Walbert, L. (2007). *Food chaining: the proven 6-step plan to stop picky eating, solve feeding problems, and expand your child's diet*.

Cambridge, MA: Da Capo Press. This resource may also pertain to caregivers.

Developed by a team of internationally known medical experts, Food Chaining helps you identify the reasons behind your child's picky eating habits -- be it medical, sensory, or because of allergies. Then, with a simple, 6-step method centered around taste, temperature, and texture, target foods are selected that are similar to the ones your child likes, gradually expanding to all food groups.

#### **Resource for Caregivers**

Fraker, C., Fishbein, M., Cox, S., Walbert, L. (2007). *Food chaining: the proven 6-step plan to stop picky eating, solve feeding problems, and expand your child's diet.*

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### **Risk for Suicide**

#### **Resources for Clinicians**

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2017). *Dialectical behavior therapy with suicidal adolescents.* New York, NY: Guilford Press.

In this book we discuss the “why”, the “how”, and the “what” of DBT for multiproblem suicidal adolescents, and we offer clinical guidance from our experiences in implementing DBT for this population...We also discuss BPD (a diagnostic risk factor in and of itself), particularly the validity, reliability, and stability of this diagnosis among adolescents. (3)

National Suicide Prevention Lifeline. (n.d.). Retrieved from <https://suicidepreventionlifeline.org/>. This resource may also pertain to caregivers and clients.

The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of

over 150 local crisis centers, combining custom local care and resources with national standards and best practices. (About, para. 1)

### **Resources for Caregivers**

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### **Separation Anxiety (also see Anxiety)**

### **Resources for Clinicians**



Dodds, J. (1985). *A child psychotherapy primer: Suggestions for the beginning therapist*. New York, NY: Human Sciences Press.

The purpose of this book is to assist students to deal with the practical issues of child psychotherapy. The questions addressed here are those students frequently ask when they start seeing children in mental health settings. The questions and discussions are most applicable to therapy methods calling for a one-to-one relationship between a psychotherapist and a child, rather than to methods such as family and group therapy. (Abstract, para. 1)

### **Resources for Clients**

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Herman, S. (2020). *Help your dragon overcome separation anxiety*. Tallahassee, FL: DG Books Publishing.

With relatable, heartwarming, and reassuring stories, this book is a must for parents, teachers, therapists, and other educators to help kids overcome different kinds of separation anxiety, loneliness, and loss.

Karst, P., & Lew-Vriethoff, J. (2018). *The invisible string*. New York, NY: Hachette Book Group.

Parents, educators, therapists, and social workers alike have declared *The Invisible String* the perfect tool for coping with all kinds of separation anxiety, loss, and grief. In this relatable and reassuring contemporary classic, a mother tells her two children that they're all connected by an invisible string.

### **Sex/Body/Consent/Gender/Identity**

#### **Resources for Clinicians**

Educate Empower Kids. (2019). Retrieved from <https://educateempowerkids.org/>. This resource may also pertain to caregivers.

Educate and Empower Kids (EEK) provides resources to parents and educators as they guide their children in the digital age. We believe this must be intentionally done by teaching about digital citizenship, media literacy, and healthy sexuality—including education about the dangers of online pornography.

How to Talk About Human Trafficking with Children and Adolescents. (2019). Retrieved from <https://onlinegrad.baylor.edu/resources/conversations-human-trafficking-children-teens/>. This resource may also pertain to caregivers.

Human trafficking may seem like an unusual topic to bring up with a child. The subject matter can be frightening, particularly for younger children, and educators and parents may be uncomfortable starting the conversation. But recent data from the National Human Trafficking Hotline, a phone number that victims can call for help, suggests that human trafficking is a relevant topic especially for children.

(Para, 1)

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to caregivers and clients.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

### **Resources for Caregivers**

Alexander, D., Mahrdad, J. (2019). *How to talk to your kids about pornography* (2nd ed.). Rio Rancho, NM: Educate and Empower Kids.

We have provided critical information and great discussion questions that will foster productive and meaningful conversations between you and your kids. Look at these discussions as an opportunity to connect. As you become more comfortable and gain confidence in discussing these tough topics, your kids will be able to ask you deeper questions and share more personal thoughts and experiences with you. You will find that if you can discuss the dangers of online pornography and the related topics in this book, you can talk with your kids about anything!

Educate Empower Kids. (2019). Retrieved from <https://educateempowerkids.org/>. This resource may also pertain to clinicians.

Educate and Empower Kids (EEK) provides resources to parents and educators as they guide their children in the digital age. We believe this must be intentionally

done by teaching about digital citizenship, media literacy, and healthy sexuality—including education about the dangers of online pornography.

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Rising Parent Media. (2018). *30 days of sex talks for ages 3-7: empowering your child with knowledge of sexual intimacy*. Rio Rancho, NM: Educate and Empower Kids.

We've made it easy to engage your child in conversations about relationships, affection, anatomy, boundaries, predators, online dangers, and many other vital topics. Using the numerous questions and conversation starters we have provided, you can launch these essential talks with your child and interject your thoughts, feelings, and cultural beliefs. Written by parents and reviewed by professionals, the 30 Days of Sex Talks program makes it simple for you and your child to talk about sex in the context in which it belongs; as part of a healthy relationship that also includes joy, laughter and the full range of emotion that defines human intimacy.

Rising Parent Media. (2018). *30 days of sex talks for ages 8-11: empowering your child with knowledge of sexual intimacy*. Rio Rancho, NM: Educate and Empower Kids.

Written by parents and reviewed by professionals, the 30 Days of Sex Talks program makes it simple for you to discuss love, sex, changing bodies, as well as address dangerous messages from the media and various online sources. This book contains 30 topics for discussion including puberty, curiosity, self-worth, and intimate relationships. These topics can be used to start an important dialogue with your child while allowing you to interject your feelings, thoughts, and cultural beliefs. You and your child can talk about sex in the context in which it belongs; as part of a healthy relationship that also includes joy, laughter, and the full range of emotion that defines human intimacy.

Rising Parent Media. (2018). *30 days of sex talks for ages 12+: empowering your child with knowledge of sexual intimacy*. Rio Rancho, NM: Educate and Empower Kids.

Written by parents and reviewed by professionals, 30 Days of Sex Talks makes it simple for you to discuss sex in the context in which it belongs; as part of a healthy relationship that also includes joy, laughter, and the full range of emotion that defines human intimacy. This book includes topics like creating healthy relationships, consent, social media, pornography exposure, and emotional intimacy. Each topic has bullet points and numerous questions to act as conversation starters. These will facilitate vital talks while allowing you to express your thoughts, feelings, and cultural beliefs.

Sanders, J., & Jennings, S. (2018). *Let's talk about body boundaries, consent & respect: a book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviors*. Victoria, Australia: UpLoad Publishing. This resource may also pertain to clients.

A child growing up knowing they have a right to their personal space gives that child ownership and choices as to what happens to them and their body. It is equally important a child understands, from a very young age, they need to respect another person's body boundary and ask for their consent when entering their personal space. This book explores these concepts with children in a child-friendly and easily understood manner, providing familiar scenarios for children to engage with and discuss.

### **Resources for Clients**

Alexander, D., Warner, M., Webb, J., Mattsson, T., & Mahrddad, J. (2017). *Messages about me: sydney's story: a girl's journey to healthy body image*. Rio Rancho, NM: Educate and Empower Kids.

We live in a great big world where we receive and send messages every day. Some of these messages are about our bodies and can alter the way we see ourselves. Join Sydney on her journey as she navigates through these messages with her friends and family. Learn how you can change the way you see these messages and your body and how you can help others.

Alexander, D., Warner, M., Webb, J., Mattsson, T., & Mahrddad, J. (2017). *Messages about me: wade's story, a boy's quest for healthy body image*. Rio Rancho, NM: Educate and Empower Kids.

We live in a great big world where we receive and send messages every day. Some of these messages are about our bodies and can alter the way we see ourselves. Join Wade on his journey as he navigates through these messages with his friends and family. Learn how you can change the way you see these messages and your body and how you can help others.

Brown, L. K., Brown, M. (1997). *What's the big secret?: talking about sex with girls and boys*. New York, NY: Hachette Book Group.

“Simple, straightforward, and age-appropriate answers to kids' most common questions about sex, the human body, reproduction, and development.”

Gravelle, K., Stratton, J. G., & Palen, D. (2017). *The period book: a girl's guide to growing up*. New York, NY: Bloomsbury.

Written in consultation with preteen girls, this guide offers a supportive, practical approach, providing clear and sensitive answers to common questions on periods, as well as advice dealing with pimples and mood swings. This revised edition features new sections on getting braces, bra sizing, shaving, relatable anecdotes

from real girls, changing friendships, romantic feelings, dealing with sexual harassment both on social media and in real life.

Harris, R. H., & Emberley, M. (2008). *It's not the stork!: a book about girls, boys, babies, bodies, families, and friends*. Cambridge, MA: Candlewick Press.

*It's Not the Stork!* helps answer these endless and perfectly normal questions that preschool, kindergarten, and early elementary school children ask about how they began. Through lively, comfortable language and sensitive, engaging artwork, Robie H. Harris and Michael Emberley address readers in a reassuring way, mindful of a child's healthy desire for straightforward information.

Harris, R. H., & Emberley, M. (2014). *It's so amazing!: a book about eggs, sperm, birth, babies, and families*. San Francisco: Chronicle Books.

*It's So Amazing!* provides the answers—with fun, accurate, comic-book-style artwork and a clear, lively text that reflects the interests of children age seven and up in how things work, while giving them a healthy understanding of their bodies. Created by the author and illustrator of *It's Perfectly Normal*, this forthright and funny book has been newly updated for its fifteenth anniversary.

Harris, R. H., & Emberley, M. (2014). *It's perfectly normal: Changing bodies, growing up, sex, and sexual health*. Somerville, MA: Candlewick Press.

When young people have questions about sex, real answers can be hard to find. Providing accurate, unbiased answers to nearly every imaginable question, from conception and puberty to birth control and AIDS, *It's Perfectly Normal* offers young people the information they need — now more than ever — to make responsible decisions and to stay healthy.



Herthel, J., Jennings, J., & McNicholas, S. (2014). *I am Jazz!* New York, NY: Penguin Group.

“The story of a transgender child based on the real-life experience of Jazz Jennings, who has become a spokesperson for transkids everywhere.”

Hickling, M., & LaFave, K. (2000). *Boys, girls, and body science*. Madeira Park, B.C.: Harbour Publishing.

With humor and sensitivity, *Boys, Girls & Body Science* provides no-nonsense answers for children - and parents - with questions about sex. Specifically designed for young readers, *Boys, Girls & Body Science* walks children through the wonders of their bodies in a direct, easy-to-read manner.

Johnson, D., Masse Josée, Schaefer, V. L., & Natterson, C. F. (2018). *Is this normal?: more girls questions, answered by the editors of the care & keeping of you*. Middleton, WI: American Girl.

This helpful resource book is filled with over 100 letters from real girls like you with questions about their changing bodies and expert answers to each one. Plus, the back of the book features tips on how to talk to your parents about puberty and other touchy topics.

King, Z., King, K., Ramá Sue, & Caron, S. L. (2018). *I said no!: a kid-to-kid guide to keeping private parts private*. Weaverville, CA: Boulden Publishing.

Helping kids set healthy boundaries for their private parts can be a daunting and awkward task for parents, counselors, and educators. Written from a kid's point of view, *I Said No!* makes this task a lot easier.

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to clinicians and caregivers.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

Love, J. (2019). *Julian is a mermaid*. Somerville, MA: Candlewick Press.

In an exuberant picture book, a glimpse of costumed mermaids leaves one boy flooded with wonder and ready to dazzle the world...Mesmerizing and full of heart, Jessica Love's author-illustrator debut is a jubilant picture of self-love and a radiant celebration of individuality.

Natterson, C. F., & Player, M. (2017). *Guy stuff: the body book for boys*. Middleton, WI: American Girl.

From the author of the bestselling *Care & Keeping of You* series! This book will provide you with the answers that will help you take care of yourself better, from hair care to healthy eating, bad breath to shaving, acne to voice changes, and everything in between. With tips, how-tos, and facts from a real pediatrician, it's the perfect book to help you learn about your body's changes.

Newman, L., & Mola, M. (2017). *Sparkle boy*. New York, NY: Lee & Low Books.

When Jessie comes home from a party with glittery nails, Casey wants glittery nails too...Then, when older boys at the library tease Casey for wearing "girl" things, Jessie realizes that Casey has the right to be himself and wear whatever he wants. Why can't both she and Casey love all things shimmery, glittery, and sparkly? Here is a sweet, heartwarming story about acceptance, respect, and the freedom to be yourself in a world where any gender expression should be celebrated. Sparkly things are for everyone to enjoy!

Pearlman, R., & Kaban, E. (2018). *Pink is for boys*. Philadelphia, PA: Running Press Kids.

This timely and beautiful picture book rethinks and reframes the stereotypical blue/pink gender binary and empowers kids-and their grown-ups-to express themselves in every color of the rainbow. Featuring a diverse group of relatable characters, *Pink Is for Boys* invites and encourages girls and boys to enjoy what they love to do, whether it's racing cars and playing baseball, or loving unicorns and dressing up.

Robins, A., & Mayle, P. (2000). *What's happening to me?: a guide to puberty*. New York: NY, Kensington Publishing Corp.

“The honest yet humorous guide to puberty that generations of parents and kids have enjoyed.”

Saltz, G., & Cravath, L. A. (2009). *Amazing you! getting smart about your private parts*. New York, NY: Penguin Group.

Written with warmth and honesty, *Amazing You!* presents clear and age-appropriate information about reproduction, birth, and the difference between

girls' and boys' bodies. Lynne Cravath's lighthearted illustrations enliven the text, making this a book that parents will gladly share with their young ones.

Sanders, J., & Jennings, S. (2018). *Let's talk about body boundaries, consent & respect: a book to teach children about body ownership, respectful relationships, feelings and emotions, choices, and recognizing bullying behaviors*. Victoria, Australia: UpLoad Publishing. This resource may also pertain to caregivers.

A child growing up knowing they have a right to their personal space gives that child ownership and choices as to what happens to them and their body. It is equally important a child understands, from a very young age, they need to respect another person's body boundary and ask for their consent when entering their personal space. This book explores these concepts with children in a child-friendly and easily understood manner, providing familiar scenarios for children to engage with and discuss.

Taylor, S. R. (2018). *Celebrate your body (and its changes, too!): the ultimate puberty book for girls*. Emeryville, CA: Rockridge Press.

Puberty can be a difficult time for a young girl—and it's natural not to know who (or what) to ask. *Celebrate Your Body* encourages girls to face this whole puberty thing with excitement and empowerment. From period care to mysterious hair in new places, this standout among puberty books for girls has the answers you're looking for—in a way you can relate to.

Thorn, T., & Grigni, N. (2019). *It feels good to be yourself: a book about gender identity*. New York, NY: Henry Holt and Company.

A picture book that introduces the concept of gender identity to the youngest reader from writer Theresa Thorn and illustrator Noah Grigni. Some people are boys. Some people are girls. Some people are both, neither, or somewhere in between. This sweet, straightforward exploration of gender identity will give children a fuller understanding of themselves and others. With child-friendly language and vibrant art, *It Feels Good to Be Yourself* provides young readers and parents alike with the vocabulary to discuss this important topic with sensitivity.

Westheimer, R., Lehu, P., Neusner, D. (2019). *Crocodile, you're beautiful! embracing our strengths and ourselves*. Millburn, NJ: Apples & Honey Press

Full of humor and warmth, Ruth's lessons about body image, confidence, and standing up for yourself shine through in this relatable, age-appropriate tale. Fun activities are included after each story and will delight young readers as they stretch, draw, and dance their way through these important ideas. They'll feel empowered to connect to their strengths, too.

### **Sickness/Illness**

#### **Resources for Clients**

Bourgeois, P., & Clark, B. (2000). *Franklin goes to the hospital*. Toronto, ON: Kids Can Press.

In this Franklin Classic Storybook, our hero goes to the hospital for an operation to repair his broken shell, and everyone thinks he's being very brave. But Franklin is only pretending to be fearless. He's worried that his X-rays will show just how

frightened he is inside. With the help of Dr. Bear, Franklin learns that even though he's feeling scared, he can still be brave.

Friedman, B., Fruchter, J., Maywhort, A., & Saiset, E. (2014). *Daniel visits the doctor*. New York, NY: Simon Spotlight.

Daniel is feeling a little nervous before his check-up with Dr. Anna. But with a little reassurance from Mom, Daniel learns that talking about what will happen at the doctor's office helps to make the trip a lot less scary.

Heegaard, M. E. (1991). *When someone has a very serious illness*. Minneapolis, MN: Woodland Press.

A workbook to help children deal with feelings about serious illness. An excellent resource for helping children learn the basic concepts of illness and various age-appropriate ways of coping with someone else's illness.

Heegaard, M. E. (1991). *When something terrible happens: children can learn to cope with grief*. Bloomington, MN: Woodland Press.

This book was designed to use the art process to teach children who have witnessed or experienced a traumatic event some basic concepts about trauma and provided an opportunity to learn about and express related feelings.

Misconceptions may be revealed, conflicts resolved and self-esteem increased while coping skills are developed.

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes

his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Thomas, P., Harker, L. (2006). *Do I have to go to the hospital?: a first look at going to the hospital*. Hauppauge, NY: Barrons Educational Series.

This reassuring book helps kids understand that sometimes when they are sick, it is best that they go to a hospital. They can make new friends, have visitors, get special care from doctors and nurses--and best of all, get well again.

## **Sleep**

### **Resources for Caregivers**

Ferber, R. (2006). *Solve your child's sleep problems*. New York, NY: Touchstone.

Incorporating new research, Dr. Ferber provides important basic information that all parents should know regarding the nature of sleep and the development of normal sleep and body rhythms throughout childhood. He discusses the causes of most sleep problems from birth to adolescence and recommends an array of proven solutions for each so that parents can choose the strategy that works best for them.

### **Resources for Clients**

Elliot, R., & Sapp, K. (2014). *Wide awake jake*. New York, NY: Parragon Books.

Children will love reading along with this delightful story about a little boy named Jake who can't sleep - and parents will identify with Jake's frustrated mom and dad! Little readers will love the imaginative story and bright pictures, and this

tale is perfect to help children get ready for their bedtime. Ideal for children just learning to read.

Gates, M., & Hinder, S. J. (2016). *Good morning yoga: a pose-by-pose wake-up story*. Boulder, CO: Sounds True.

This "wake up" story is so much more than a story. It's a practice for kids and parents to greet the morning with joy and embark on their daily adventures with intention and confidence. Turn the page and reach up to the sky, press your feet into the earth, and get ready for a great day!

Gates, M., & Hinder, S. J. (2018). *Good night yoga: a pose-by-pose bedtime story*. Boulder, CO: Sounds True.

Kids love yoga—and it's great for them, so much so that the President's Council has added the practice to the fitness activities in the annual President's Challenge. For parents and caregivers looking for a fun and effective new routine for bedtime, innovative educator Mariam Gates presents *Good Night Yoga*, a playful yet wholly practical book for preparing for sleep.

Huebner, D., & Matthews, B. (2008). *What to do when you dread your bed: a kid's guide to overcoming problems with sleep*. Washington, D.C: Magination Press.

*What to Do When You Dread Your Bed* guides children and their parents through the cognitive-behavioral techniques used to treat problems with sleep. Fears, busy brains, restless bodies, and overdependence on parents are all tackled as children gain the skills they need for more peaceful nights.

### **Systems/Family**

#### **Resources for Clinicians**



Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to caregivers and clients.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

### **Resources for Caregivers**

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to clinicians and clients.

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### **Resources for Clients**

Harris, R. H., & Emberley, M. (2008). *It's not the stork!: a book about girls, boys, babies, bodies, families, and friends*. Cambridge, MA: Candlewick Press.

*It's Not the Stork!* helps answer these endless and perfectly normal questions that preschool, kindergarten, and early elementary school children ask about how they began. Through lively, comfortable language and sensitive, engaging artwork, Robie H. Harris and Michael Emberley address readers in a reassuring way, mindful of a child's healthy desire for straightforward information.

Harris, R. H., & Emberley, M. (2014). *It's so amazing!: a book about eggs, sperm, birth, babies, and families*. San Francisco: Chronicle Books.

*It's So Amazing!* provides the answers—with fun, accurate, comic-book-style artwork and a clear, lively text that reflects the interests of children age seven and up in how things work, while giving them a healthy understanding of their bodies. Created by the author and illustrator of *It's Perfectly Normal*, this forthright and funny book has been newly updated for its fifteenth anniversary.

Loveisrespect. (2017). Retrieved from <https://www.loveisrespect.org/>. This resource may also pertain to clinicians and caregivers.

loveisrespect's purpose is to engage, educate and empower young people to prevent and end abusive relationships. Highly-trained advocates offer support, information and advocacy to young people who have questions or concerns about their dating relationships. We also provide information and support to concerned friends and family members, teachers, counselors, service providers and members of law enforcement. Free and confidential phone, live chat and texting services are available 24/7/365. (About, para. 1)

## **LGBTQ+ Families**

### **Resources for Clinicians**

GLAAD. (n.d.). Retrieved from <https://www.glaad.org/>. This resource may also pertain to caregivers and clients.

GLAAD rewrites the script for LGBTQ acceptance. As a dynamic media force, GLAAD tackles tough issues to shape the narrative and provoke dialogue that leads to cultural change. GLAAD protects all that has been accomplished and creates a world where everyone can live the life they love. (About, para. 1)

GLSEN. (2019). Retrieved from <https://www.glsen.org/>. This resource may also pertain to caregivers and clients.

GLSEN works to ensure that LGBTQ students are able to learn and grow in a school environment free from bullying and harassment. Together we can transform our nation's schools into the safe and affirming environment all youth deserve. (About, para. 1)

The Trevor Project. (2020). Retrieved from <https://www.thetrevorproject.org/>. This resource may also pertain to caregivers and clients.

Founded in 1998 by the creators of the Academy Award®-winning short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25. (About, para. 1)

### **Resources for Caregivers**

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PFLAG. (2020). Retrieved from <https://pflag.org/>. Note this resource may also pertain to clients.

Founded in 1973 after the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization. PFLAG is the first and largest organization for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people, their parents and families, and allies.

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### **Resources for Clients**

Beer, S. (2018). *Love makes a family*. Richmond, Victoria: Little Hare Books.

Love is baking a special cake. Love is lending a helping hand. Love is reading one more book. In this exuberant board book, many different families are shown in happy activity, from an early-morning wake-up to a kiss before bed. Whether a child has two moms, two dads, one parent, or one of each, this simple preschool read-aloud demonstrates that what's most important in each family's life is the love the family members share.

GLAAD. (n.d.). Retrieved from <https://www.glaad.org/>. This resource may also pertain to clinicians and caregivers.

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It Gets Better. (n.d.). Retrieved from <https://itgetsbetter.org/>

The It Gets Better Project is a nonprofit organization with a mission to uplift, empower, and connect lesbian, gay, bisexual, transgender, and queer youth around the globe. Growing up isn't easy, especially when you are trying to affirm and assert your sexual orientation and/or gender identity. It can be a challenging and isolating process – but, the good news is, no one has to do it alone. (About, para. 1)

PFLAG. (2020). Retrieved from <https://pflag.org/>. Note this resource may also pertain to caregivers.

Founded in 1973 after the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization. PFLAG is the first and largest organization for lesbian, gay, bisexual, transgender, and queer (LGBTQ+) people, their parents and families, and allies.

Sanders, R., & Salerno, S. (2018). *Pride: The story of Harvey Milk and the Rainbow Flag*. New York, NY: Random House.

In this deeply moving and empowering true story, young readers will trace the life of the Gay Pride Flag, from its beginnings in 1978 with social activist Harvey Milk and designer Gilbert Baker to its spanning of the globe and its role in today's world. Award-winning author Rob Sanders's stirring text, and acclaimed illustrator Steven Salerno's evocative images, combine to tell this remarkable - and under-told story. A story of love, hope, equality, and pride.

Sanders, R., & Christoph, J. (2019). *Stonewall: A building. an uprising. a revolution*. New York, NY: Random House.

From Rob Sanders, author of the acclaimed *Pride: The Story of Harvey Milk and the Rainbow Flag*, comes this powerful and timeless true story that will allow young readers to discover the rich and dynamic history of the Stonewall Inn and its role in the LGBTQ+ civil rights movement--a movement that continues to this very day.

The Trevor Project. (2020). Retrieved from <https://www.thetrevorproject.org/>. This resource may also pertain to clinicians and caregivers.

Founded in 1998 by the creators of the Academy Award®-winning short film TREVOR, The Trevor Project is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, queer & questioning (LGBTQ) young people under 25. (About, para. 1)

### **Technology/Social Media**

#### **Resources for Clinicians**

Daniels, N. (2019). *Social skills activities for kids: 50 fun activities for making friends, talking and listening, and understanding social rules*. Emeryville, CA: Rockridge Press.

*Social Skills Activities for Kids* gives children the confidence to successfully navigate social situations at home, school, and the world in between. From keeping the conversation ball moving to learn to compromise to practicing good table manners, these engaging activities help kids develop and use their social skills superpowers.... Real Scenarios—Includes up-to-date topics like bullying and using social media.

Educate Empower Kids. (2019). Retrieved from <https://educateempowerkids.org/>. This resource may also pertain to caregivers.

Educate and Empower Kids (EEK) provides resources to parents and educators as they guide their children in the digital age. We believe this must be intentionally done by teaching about digital citizenship, media literacy, and healthy sexuality—including education about the dangers of online pornography.

#### **Resources for Caregivers**

Educate Empower Kids. (2019). Retrieved from <https://educateempowerkids.org/>. This resource may also pertain to clinicians.



Educate and Empower Kids (EEK) provides resources to parents and educators as they guide their children in the digital age. We believe this must be intentionally done by teaching about digital citizenship, media literacy, and healthy sexuality—including education about the dangers of online pornography.

### **Resources for Clients**

Alexander, D., Warner, M., Webb, J., Mattsson, T., & Mahrddad, J. (2017). *Noah's new phone: a story about using technology for good*. Rio Rancho, NM: Educate and Empower Kids.

Noah has just received a smartphone for his birthday. Follow him as he discovers how it feels to be on the giving and receiving end of some not-so-friendly behavior online. See what choices he makes when he learns about the awesome power he holds in his hands. And learn about the ripples of change you can make with technology in your home, your school, your community, and the whole world.

Alexander, D., Warner, M., Webb, J., Mattsson, T., & Mahrddad, J. (2018). *Petra's Power to See: A Media Literacy Adventure*. Rio Rancho, NM: Educate and Empower Kids.

Join Petra and her dad as they venture into the city to learn about the media messages all around us. We are surrounded by messages (media) our entire lives—most of the are beautiful! Some inspire us to learn and grow, but some messages are empty and unhealthy. Petra and her dad come face to face with clear and hidden messages in different media such as advertising, social media, movies, and fake news.

Bedford, D., & Reeve, R. (2018). *Once upon a time...online*. Rolling Meadows, IL: Parragon.

Once upon a time, a laptop arrived in Fairy-tale land... A happily ever after is only a click away! Find out what happens when our favorite fairy-tale characters receive a laptop and learn a lesson in online safety.

Cook, J., & DuFalla, A. (2017). *The technology tail: a digital footprint story*. Boys Town, NE: Boys Town Press.

A timeless message to a new generation just learning how to navigate the fast-changing digital age. Written for children ages 6-11, this storybook uses rhymes and colorful illustrations to grab their attention. There are also tips for parents and teachers who want to reinforce kindness and respect in a high-tech world and teach children, pre-teens, and tweens about cyberbullying.

Cullinane, K. (2018). *Clicker the Cat*. United States: DigitalKidz.

Do you want to raise a confident child who can manage screen time successfully? Screens are everywhere but they don't have to control your kids. Empower them to use their screens wisely and create good electronic habits! This book series reaches kids at their level with a fun, engaging, and educational story about balancing screen time with outside play.

Droyd, A., & Milgrim, D. (2014). *If you give a mouse an iPhone: a cautionary tail*. New York, NY: Penguin Group.

From the *New York Times*, bestselling author of *Goodnight iPad* comes a delightful new commentary on the perils of our tech-obsessed lives and a fully charged romp for readers of all ages.

## Termination

### Resources for Clinicians

Dodds, J. (1985). *A child psychotherapy primer: Suggestions for the beginning therapist*. New York, NY: Human Sciences Press.

The purpose of this book is to assist students to deal with the practical issues of child psychotherapy. The questions addressed here are those students frequently ask when they start seeing children in mental health settings. The questions and discussions are most applicable to therapy methods calling for a one-to-one relationship between a psychotherapist and a child, rather than to methods such as family and group therapy. (Abstract, para. 1)

Lowenstein, L. (Ed.). (2011). *Favorite therapeutic activities for children, adolescents, and families: practitioners share their most effective interventions*. Retrieved from <https://lianalowenstein.com/e-booklet.pdf>

The interventions have been divided into three sections. The book begins with engagement and assessment activities providing clinicians with interventions to engage with and evaluate clients. The second section presents treatment techniques to facilitate the working through of therapeutic issues. The last section outlines interventions that can be incorporated as part of the client's termination process. (ii)

Miller, A. L., Rathus, J. H., & Linehan, M. M. (2017). *Dialectical behavior therapy with suicidal adolescents*. New York, NY: Guilford Press.

In this book we discuss the “why”, the “how”, and the “what” of DBT for multiproblem suicidal adolescents, and we offer clinical guidance from our

experiences in implementing DBT for this population... We also discuss BPD (a diagnostic risk factor in and of itself), particularly the validity, reliability, and stability of this diagnosis among adolescents. (3)

### **Resources for Clients**

Herman, S. (2019). *Help your dragon deal with change*. Tallahassee, FL: DG Books Publishing.

Change happens, and life keeps changing. Instead of avoiding change, he needs to learn to adapt, anticipate, and enjoy the new experience when the change comes his way! Fun, cute, and entertaining with beautiful illustrations, this is a must-have book for children, parents, and teachers to teach kids the proper way to think, and deal with changes and transitions in life!

Karst, P., & Lew-Vriethoff, J. (2018). *The invisible string*. New York, NY: Hachette Book Group.

Parents, educators, therapists, and social workers alike have declared *The Invisible String* the perfect tool for coping with all kinds of separation anxiety, loss, and grief. In this relatable and reassuring contemporary classic, a mother tells her two children that they're all connected by an invisible string.

### **Therapy (Going to)**

### **Resources for Clients**

Holmes, M. M., Mudlaff, S. J., & Pillo, C. (2000). *A terrible thing happened*. Franklin, TN: Dalmation Press.

This gently told and tenderly illustrated story is for children who have witnessed any kind of violent or traumatic episode, including physical abuse, school or gang

violence, accidents, homicide, suicide, and natural disasters such as floods or fire.

An afterword by Sasha J. Mudlaff written for parents and other caregivers offers extensive suggestions for helping traumatized children, including a list of other sources that focus on specific events.

Rashkin, R., & Adamson, B. (2005). *Feeling better: a kid's book about therapy*.

Washington, DC: Magination Press.

This book offers information about psychological therapy told through the journal of a twelve-year-old patient, presenting the most common questions and feelings of a child entering therapy and describing what a session is like.

Sterling, C., Conte, P., Labay, L., & Beeke, T. (2015). *Some bunny to talk to: a story about going to therapy*. Washington, DC: Magination Press.

Whether you are considering or have already decided to bring your child to a therapist, *Some Bunny to Talk to* presents therapy in a way that is simple, direct, and easy for young children to understand. This colorful, humorous book is designed to help answer children's questions and allay fears about the process of therapy.

## Yoga/Mindfulness

### Resources for Clinicians

Saltzman, A. (2014). *A still quiet place: a mindfulness program for teaching children and adolescents to ease stress and difficult emotions*. Oakland, CA: New Harbinger Publications.

*A Still Quiet Place* presents an eight-week mindfulness-based stress reduction (MBSR) program that therapists, teachers, and other professionals can use to help

children and adolescents manage stress and anxiety in their lives, and develop their natural capacities for emotional fluency, respectful communication, and compassionate action.

### **Resources for Clients**

Burdick, D. (2017). *Mindfulness skills for kids: card deck and 3 card games*. Eau Claire, WI: PESI Publishing & Media.

52 exercises and practices to help kids calm their mind and body, pay attention, become more self-aware, feel happier and confident, connect with others, and have fun. Deck can also be used as card games (based on popular children's games) that encourage kids to practice mindfulness skills each time they win a hand. Great for therapists, teachers, and parents. Perfect for ages 4 and up.

Gates, M., Hinder, S. J. (2018). *Breathe with Me: using breath to feel strong, calm, and happy*. Boulder, CO: Sounds True.

When you're mad or worried or can't wake up in the morning, what can you do? Use the amazing superpower that you already have—breathing. Our newest offering from the bestselling creators of *Good Night Yoga* teaches kids fun and easy breathing practices based on the proven methods of yoga and mindfulness meditation.

Gates, M., & Hinder, S. J. (2016). *Good morning yoga: a pose-by-pose wake-up story*. Boulder, CO: Sounds True.

This "wake up" story is so much more than a story. It's a practice for kids and parents to greet the morning with joy and embark on their daily adventures with

intention and confidence. Turn the page and reach up to the sky, press your feet into the earth, and get ready for a great day!

Gates, M., & Hinder, S. J. (2018). *Good night yoga: a pose-by-pose bedtime story*. Boulder, CO: Sounds True.

Kids love yoga—and it's great for them, so much so that the President's Council has added the practice to the fitness activities in the annual President's Challenge. For parents and caregivers looking for a fun and effective new routine for bedtime, innovative educator Mariam Gates presents *Good Night Yoga*, a playful yet wholly practical book for preparing for sleep.

Guber, T., Kalish, L., Fatus, S. (2005). *Yoga pretzels (yoga cards)*. Cambridge, MA: Barefoot Books.

Practice bending, twisting, breathing, relaxing and more with Yoga Pretzels, a vibrant and colorful set of illustrated cards that provide a healthy dose of fun and education while teaching all the basics of yoga to help your head and heart.

Snel, E. (2013). *Sitting still like a frog: mindfulness exercises for kids (and their parents)*. Boston, MA: Shambhala.

This little book is a very appealing introduction to mindfulness meditation for children and their parents. In a simple and accessible way, it describes what mindfulness is and how mindfulness-based practices can help children calm down, become more focused, fall asleep more easily, alleviate worry, manage anger, and generally become more patient and aware.

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