

CLINICAL PRACTICE GUIDELINES

Clinical Practice Guidelines for Assessment of Children and Adolescents

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NEED FOR CLINICAL PRACTICE GUIDELINES

Assessing children and adolescents is challenging. Generally, the child/adolescent in question would not have initiated the consultation or may not be in agreement with the need for a consultation. The consultation may or may not even be sought for the most impairing problem at hand. While children may be able to report the nature of symptoms, they may not be very good at reporting the timing and duration of their problems. They may not report problems if they are embarrassing or show them in a bad light. Clinical assessments with children and adolescents are, therefore, elaborate and require the clinician to be astute and conscientious in obtaining information from multiple sources and settings, i.e., the child, parents, teachers, and other caregivers. There are bound to be discrepancies in the report; nevertheless, multi-source information is a requirement during diagnosis and management. Assessment and treatment are generally multidisciplinary. Information may also be gathered in a staged manner to not overwhelm the child and family. Gathered information has to be shared across professionals involved in the care of the child and family.

These guidelines cover general principles in the assessment of children and adolescents who present to a clinic (Box 1). These principles are not restricted to particular psychiatric presentations or contexts of evaluation. Assessments for forensic and legal purposes are beyond the scope of these guidelines. These guidelines must be used with an understanding and grasp of child development and childhood mental health disorders.

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Box 1: Aim of clinical practice guidelines on assessment of children and adolescents

Collate and structure information from multiple sources
Formulate understanding about presenting problems in their context
Communication of clinical problem to others in the multidisciplinary team

Operational terms used in the guidelines

The term "child"/"children" will appear in most references to children and adolescents. At some places, distinguishing age groups becomes relevant. The term "child" will be used for all children between 0 and 12 years of age and the term "adolescent" for those between 13 and 18 years of age. To further delineate the early developmental period, where needed, the term "infant" will be used for children 0–12 months of age and "toddler" for children between 12 and 36 months of age. Given that children have to be evaluated and managed in the context of their caregiving environment, parents and the extended family are important informants and an integral part of the treatment plan. The term "parents" will be used for the biological or adoptive parents of the child, and the term "family" will be used for all other individuals who live in the same household (siblings, grandparents, other members in a joint family, etc.). For any other individual involved in primary caretaking responsibilities of the child, the term "caregiver(s)" will be used.

OBJECTIVES OF CLINICAL ASSESSMENT

The central goal of a clinical assessment is to come to a case formulation that would guide management decisions.^[1] Delineating signs and symptoms through detailed clinical history and examination help ascertain key areas of concern and presence (or absence) of a mental health disorder. To

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Clinical Practice With Adolescents

JE Gale



Clinical Practice With Adolescents:

Clinical Practice of Cognitive Therapy with Children and Adolescents Robert D. Friedberg, Jessica M. McClure, 2015-05-22 Widely regarded as the definitive practitioner reference and teaching text this book provides a complete introduction to doing cognitive behavioral therapy CBT with 6 to 18 year olds The authors offer a blueprint for formulating cases and tailoring treatment to each child s or adolescent s unique developmental and clinical needs Coverage includes how to orient children and families to cognitive therapy structure each session and implement a wide range of CBT techniques Rich case material illustrates ways that CBT can help children struggling with specific emotional and behavioral problems Reproducible forms and handouts can be downloaded and printed in a convenient 8 1 2 x 11 size New to This Edition Incorporates the latest advances in CBT with youth and gives increased attention to cultural issues including new case examples Chapter on working with patients with autism spectrum disorder Chapter on cognitive behavioral family therapy Pull out boxes throughout that summarize key points Epilogue on developing clinical wisdom See also the authors Cognitive Therapy Techniques for Children and Adolescents Tools for Enhancing Practice which presents creative ways to address challenging problems

Clinical Practice with Adolescents David G. Martin, 2003 This text is designed to give sound clinical guidance to those working with adolescents The guiding philosophy of the text is that the foundation of clinical work with adolescents is the quality of the relationship between the clinician and the adolescent This text not only helps students understand how to appropriately apply technique and theory but also more importantly how to use these effectively within the context of the clinical relationship

Working with Adolescents Julie Anne Laser, Nicole Nicotera, 2021-05-12 Noted for its multisystemic ecological perspective this accessible text and practitioner resource has now been revised and expanded with 60% new material The book provides a comprehensive view of adolescent development and explores effective ways to support teens who are having difficulties The authors examine protective and risk factors in the many contexts of adolescents lives from individual attributes to family school neighborhood and media influences Assessment and intervention strategies are illustrated with diverse case examples and emphasize a social justice orientation Useful pedagogical features include end of chapter reflection questions and concise chapter summaries New to This Edition Incorporates current research on brain development resilience gender diversity mental health care and more Chapters on new topics the adolescent brain trauma and suicide and self injury Fully rewritten chapters on substance use queer youth justice involved youth and the joys of working with adolescents Reflects the unique contexts and challenges facing Generation Z

Theory and Practice with Adolescents Fred R. McKenzie, 2008 For too long practitioners and students working with adolescents have been forced to consult a variety of sources to bring together theory and practice in a meaningful way Professor McKenzie draws on his extensive experience as both a practitioner and an academic to create a comprehensive book one that provides a strong theoretical base as well as practical techniques to effectively use theory in practice

Psychotherapy for Children and

Adolescents Alan E. Kazdin, 2000-01-27 What do we wish to know about psychotherapy and its effects What do we already know And what needs to be accomplished to fill the gap These questions and more are explored in this thoroughly updated book about the current status and future directions of psychotherapy for children and adolescents It retains a balance between practical concerns and research reflecting many of the new approaches to children that have appeared in the past ten years Designed to change the direction of current work this book outlines a blueprint or model to guide future research and elaborates the ways in which therapy needs to be studied By focusing on clinical practice and what can be changed it offers suggestions for improvement of patient care and advises how clinical work can contribute directly and in new ways to the accumulation of knowledge Although it discusses in detail present psychotherapy research this book is squarely aimed at progress in the future making it ideal for psychologists psychiatrists and all mental health care practitioners

Psychotherapy for Children and Adolescents John R. Weisz, 2004-02-23 In this book a clinical scientist highlights youth psychotherapies that have been tested and shown to work Treatments for fears and anxiety depression attention deficits and ADHD and conduct problems and disorder are described in detail their conceptual basis explained their clinical application illustrated by richly developed case examples and their prospects for use in clinical practice examined closely This clinical perspective is complemented by summaries and critiques of the empirical evidence on each treatment and by commentaries on what questions remain unanswered The author's clinical and scientific experience converge to produce a uniquely valuable experience on exemplary treatments for children and adolescents *Play Therapy with Children and*

Adolescents in Crisis Nancy Boyd Webb, 2015-08-20 This widely used practitioner resource and course text now significantly revised is considered the most comprehensive guide to working with children who have experienced major losses family upheavals violence in the school or community and other traumatic events Leading experts present a range of play and creative arts therapy techniques in chapters organized around in depth case examples Informed by the latest knowledge on crisis intervention and trauma the fourth edition encompasses work with adolescents as well as younger children Each chapter concludes with instructive questions for study or reflection New to This Edition Expanded age range now includes expressive therapy approaches for adolescents More attention to traumatic stress reactions and posttraumatic stress disorder PTSD several chapters address complex trauma Extensively revised with the latest theory practices and research many new authors Additional topics parental substance abuse group work with adolescents chronic medical conditions animal assisted play therapy and courtroom testimony and more Adolescent-Friendly Pediatric Practice Harish K

Pemde, TL Ratna Kumari, Preeti M Galagali, S Lakshmi Velmurugan, 2023-10-05 **Cognitive Therapy with Children and Adolescents, Second Edition** Mark A. Reinecke, Frank M. Dattilio, Arthur Freeman, 2006-07-24 This clinically oriented casebook and text presents empirically supported interventions for a wide range of child and adolescent problems Leading cognitive behavioral therapists demonstrate assessment and treatment approaches that have been carefully adapted or

specially designed to meet the needs of young patients Following a consistent format each chapter reviews the relevant literature and presents an extended case example bringing to life what an experienced therapist might do why and how to do it

Handbook of Interventions that Work with Children and Adolescents Paula M. Barrett, Thomas H. Ollendick, 2004-01-09

Handbook of Interventions that Work with Children and Adolescents considers evidence based practice to assess the developmental issues aetiology epidemiology assessment treatment and prevention of child and adolescent psychopathology World leading contributors provide overviews of empirically validated intervention and prevention initiatives Arranged in three parts Part I lays theoretical foundations of treatments that work with children and adolescents Part II presents the evidence base for the treatment of a host of behaviour problems whilst Part III contains exciting prevention programs that attempt to intervene with several child and adolescent problems before they become disorders This Handbook presents encouraging evidence that we can intervene successfully at the psychosocial level with children and adolescents who already have major psychiatric disorders and as importantly that we can even prevent some of these disorders from occurring in the first place

Clinical Practice With Adolescents Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Clinical Practice With Adolescents**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Clinical Practice With Adolescents Introduction

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