

**Evidence-Based Psychotherapies for Children and Adolescents, Third Edition**

Edited by John R. Weisz and Alan E. Kazdin

The Guilford Press ([www.guilford.com](http://www.guilford.com))

2017, 622 pp., \$75.00 (Hardcover)

Since 2003, when the first edition of this book was published, Weisz and Kazdin have been providing a valuable resource for clinicians, researchers, and those disseminating and implementing evidence-based mental health services for children and adolescents. The newest and third edition continues to provide a necessary service, given the rapidly expanding number of evidence-based psychotherapies available for children and adolescents. This book highlights some of the best treatments available and the issues faced by clinicians, clinical scientists, and those charged with disseminating and implementing these treatments. In the introductory chapter, Weisz and Kazdin lay out their goals: to convey the broad sweep of the field, capture treatment supported by evidence, illustrate the strategies used by clinical scientists as they build treatments and enrich the evidence base in diverse ways, and examine critical issues that impinge on treatment development and testing. In this third edition, the editors have achieved these goals.

The book has three major sections, bookended by chapters authored by the editors. Weisz's and Kazdin's introduction lays out the goals of the book, describes its intended audience, and explains its structure. Particularly useful in this introduction is the discussion of how the field defines the term "evidence-based treatment. For practicing clinicians less familiar with the language of clinical research and implementation science, this knowledge is crucial for making informed treatment choices. The editors also have the final word, and in the last chapter summarize the present state of evidence-based psychotherapies and make suggestions for the future.

Section one of the book concentrates on specific problems and the evidence-based treatments developed to treat them. This section is organized into three parts: internalizing disorders and problems, externalizing disorders and problems, and other disorders and special applications. Chapters cover a wide range of disorders and problems, such as anxiety, obsessive-compulsive disorder, depression, disruptive and conduct disorders, attention-deficit hyperactivity disorder, suicidal and self-harming behaviors, PTSD and other trauma-related problems, autism spectrum disorder, eating disorders, enuresis, encopresis, and substance use disorders. In addition, some chapters focus on treatment delivered by the individual clinician, while others focus on treatments designed to be implemented within organizations or more complex systems of care.

The structure of each chapter in this section is consistent, which helps the reader place the large amount of new information contained in each chapter within a predictable framework. Each chapter begins with a fairly brief overview of the clinical problem or issue. Next comes a much more comprehensive description of the conceptual model guiding the treatment program and the specific interventions used. Practitioners will find the information on manuals and how to obtain them particularly helpful. Those in charge of dissemination and implementation will be grateful for the information on how therapists were chosen, trained, and supervised. Also covered are challenges to dissemination and implementation. Next, each chapter includes a comprehensive discussion of the evidence base for each treatment, including meta-analyses and RCTs. The charts summarizing research findings are well organized and easy to read. Finally, each chapter ends with a discussion of future directions and concluding comments.

Section two focuses on implementation and dissemination in new populations and settings. Chapter authors describe adaptations based on ethnicity, race, culture, and language in both the U.S. and other countries, sometimes with surprising or disappointing results. Other authors describe efforts to adapt evidence-based practices in diverse settings, such as within complex organizations such as foster care systems or even a national health service. All of the chapters in this section consider where relevant research is lacking and provide direction for future work.

Section three focuses on critical issues for the field that cut across specific problems and treatments. The first chapter in this section considers ethical issues in child and adolescent psychotherapy research, and includes an interesting discussion on the researcher as mandated reporter. Another chapter discusses the benefits and challenges of implementing evidence-based treatments within large and complex mental health systems. The section also includes chapters that encourage the field to incorporate findings from developmental science and neuroscience when developing and adapting treatments. A particularly fascinating chapter discusses how research can help the field identify the best ways to personalize evidence-based psychotherapy for children. Finally, this section concludes with a chapter about how technology has and could enhance access to and effectiveness of treatment for children and adolescents.

Like earlier editions, this is a book that will sit on the desks of many practitioners, mental health service administrators, and researchers. While the different sections cover information from very different angles, the tight editing and consistent structure of all of the chapters helps this volume feel organized and consistent. The editors had a clear vision of what they hoped to offer their readers, and I'd like to suggest that they've succeeded.

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