

market for adults (p. 223). Another innovation is the use of strategic cooperation and planning, a notable feature of Settlers of Catan (a game that encourages players to cleverly manage their paths to success as opposed to direct racing and eliminating opponents). While Catan has a niche following, Donovan argues that other game designers infused these methods into their products, such as Monopoly Empire, creating a more communal environment for play. After all, Donovan posits, the social function of board games is what has maintained their popularity for centuries.

In addition to historical and socio-cultural mutations, Donovan explores the psychology of games and emphasizes the dichotomy of games into two camps—math-based strategy games and games that focus on emotions and feelings. Chess and Brain Buster games fall into one camp, while games that have no winners but explore our inner thoughts, such as the Ungame, fall into the other. Donovan argues that games challenge us mentally and socially and that manufacturers and educational experts have capitalized on games' motivating aspects to foster social and developmental skills. Chess and other strategy-based games, Donovan notes, have also served as a motivation for scientists exploring artificial intelligence in a playful way.

It's All a Game provides an international snapshot of board games that both influenced game play and reflected changing cultural mores. The work is insightful, emphasizing some game designers' motives to incorporate paratextuality (role playing) as discussed in Paul Booth's 2015 book *Game Play*. While Donovan does not dwell on the strategic descriptions

of play that can be found in other board game histories, such as David Parlett's *The Oxford History of Board Games* (1999), images would have been useful to readers in explaining some of the details of the games. Donovan or his publisher assumes that readers are familiar with most of the games mentioned, but photographs would have enhanced his arguments on the manner in which contemporary events influenced game design. Additionally, Donovan assumes all games prior to Monopoly were race games and infers that games prior to Trivial Pursuit were intended primarily for children. While there was a plethora of race games prior to Monopoly, strategy and capture games did exist, particularly those that re-created Spanish-American War battles scenes. Furthermore, in the American board game industry, most games were initially marketed for family fun or adult social gatherings—not just for children. Such drawbacks are nonetheless minor. *It's All a Game* is a well-researched and engaging monograph that will appeal to the general reader and scholars alike.

—Susan Asbury, *Penn State, Harrisburg, Harrisburg, PA*

What to Do When Children Clam Up in Psychotherapy: Interventions to Facilitate Communication

Cathy A. Malchiodi and David A. Crenshaw, eds.

New York: The Guilford Press, 2017.
About the Editors, preface, and index.
247 pp. \$23.80 paper.
ISBN: 9781462530427

Cathy Malchiodi and David Crenshaw invite their readers to consider the sources of and solutions to the vexing question of how to respond to children who “clam up” in child psychotherapy. In their book *What to Do When Children Clam Up in Psychotherapy*, a panel of distinguished child psychotherapists addresses this question. In eleven chapters, the editors and authors weave together the most recent trends in understanding silence in the therapeutic relationship with vivid case studies that illustrate how play therapy and other expressive therapies can facilitate communication in therapeutic sessions.

Malchiodi opens by reframing the child’s silence in a developmental context, building on these natural processes to bridge the gap of verbal silence through more action-based expressions of play, movement, and creative expression. Crenshaw follows this with a provocative chapter that could be subtitled “resistance to the concept of resistance in psychotherapy” (p. 20). In it, he offers a fresh, creative, and strengths-based view of silence in sessions, helping the reader rethink the traditional understanding of silence as a symptom or a problem that needs fixing. Contributors Richard Gaskill and Bruce Perry then provide the reader with an overview of the Neurosequential Model of Therapeutics as a template for better understanding silence in sessions and choosing the most effective responses to that silence.

The remainder of the book includes chapters by leading authors who apply their particular expertise in addressing clinical examples of silence in the therapeutic relationship. For example, Anne Stewart and Lennis Echterling describe

therapeutic silences from the standpoint of attachment theory and resilience processes in expressive therapies to implement trauma-informed work with children silenced by horror. Nancy Boyd Webb provides case examples of how play therapy can be effective in assessing and treating selective mutism. Amber Elizabeth Grey and Stephen Porges use Polyvagal Theory to describe Dance Movement Therapy as a nonthreatening approach to engage the social nervous system through movement and rhythm to gradually direct a client’s use of language in session. Theresa Kestly combines the Polyvagal Theory with Daniel Siegel’s Interpersonal Neurobiology to illustrate how a variety of play therapy strategies help therapists and clients coregulate sessions to strengthen the therapeutic relationship and broaden the clients’ coping skills.

The chapter by Martha Straus addresses the challenges of connecting with adolescent clients and maintaining a therapeutic relationship through times of silence. Sarah Caprioli joins Crenshaw in a thought-provoking chapter about the silencing effects of sexual violence on young clients and the psychotherapeutic work necessary to address these effects. They call for therapists to expand their impact beyond the session room by going into community advocacy and social justice and giving a stronger voice to clients in the world where they live. Malchiodi uses research in child development and interpersonal neurobiology to provide examples of how art therapy addresses a number of ways to bridge the silences with clients. Risë VanFleet and Tracie Faa-Thompson complete the collection with the application of Animal-Assisted Play

Therapy in supporting the therapeutic relationship with silenced children.

The therapist as individual recurs as a theme throughout the book: authors provide candid reports of their own personal experiences of distraction and self-doubt in dealing with silences in session. Each chapter concludes with a list of best practices to guide the therapist through implementing the recommended approaches. Clinical educators and supervisors will find this book to be a valuable text to introduce trainees and supervisees to the principles and processes of child psychotherapy. Therapists new to working with children will appreciate the blend of theory and specific suggestions illustrated by engaging clinical examples to promote their understanding of both the content and process of dealing with silence in sessions. The book will also provide experienced therapists with the opportunity to update their knowledge of current best practices in assessing and treating silenced child clients.

—John W. Seymour, *Minnesota State University, Mankato, Mankato, MN*

Empirically Based Play Interventions for Children

Linda A. Reddy, Tara M. Files-Hall, and Charles E. Schaefer, eds.

Washington, DC: American Psychological Association, 2016.
Contributors, introduction, and index.
310 pp. \$29.95 cloth.
ISBN: 9781591472155

The demand for evidence-based treatments has increased. In some states,

agencies charged with providing intervention for children in care are required to use evidence-based interventions. Historically, play-based interventions have been marginalized, as many in the mental health field discounted the power of play as effective therapeutic treatment. Knowledge of the potential impact of play in child therapy was once reserved for practitioners who used play therapy and the children they served. However, today there is a growing body of research that points to play as an effective, empirically based intervention for children. *Empirically Based Play Interventions for Children* is a compilation of thirteen chapters that describe the use of play techniques and strategies to meet the needs of children with various psychological and emotional needs.

The second edition of this book includes many updates and several entirely new chapters. Like its predecessor, the second edition consists of five sections, each with three chapters—except for the final section which has only one chapter. Each chapter is written by a highly regarded expert on his or her respective play interventions with children. The first section focuses on prevention and features chapters on the Primary Project for early childhood, play-based interventions for children of divorcing parents, and child-centered play therapy for school prevention. The second section addresses play interventions for children with internalizing disorders such as depression, anxiety, or fearfulness. It includes chapters focusing on cognitive-behavioral play therapy for anxiety and depression, play therapy for abused and traumatized children, and