

Psychodynamic psychotherapy for children with disruptive disorders



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Abstract

Findings from a clinical project aiming to make psychodynamic psychotherapy more effective for children with disruptive disorders are summarised and discussed. In this project a supportive expressive model was used and the therapists worked with both children and parents. Nine boys aged 6 - 10 years were treated; all were reported to function better socially after therapy, but improvements were less marked in those boys who in addition to the initial diagnoses of ODD or CD had ADHD. Collaborative meetings with school teachers were associated with more positive effects.

Keywords: ADHD; child psychotherapy; conduct disorder; disruptive disorders; oppositional defiant disorder; supportive expressive psychotherapy