

which he offers with a light touch, often with humor and directness, but without apology. He refers to his own training experiences at the Moreno Institute to connect readers to their own training experiences.

Psychodramatists from every approach or viewpoint will find this book a way to reconnect to the sessions in which they learned deeply, connected truly, and struggled in the company of like-minded others. The book can be picked up and read at any time that one wants to be reminded of the essence of one's training experiences and wishes to reconnect to those essential elements. What is an archive of one group's experiences expands through the exploration of universal themes to include the reader in the experiences.

A most valuable aspect of this book is the way that the author interacts with trainee directors while they are in the director role. Chapters 18–20 specifically focus on the trainee while in role, including reflections on the trainer–trainee relationship, the raising and lowering of spontaneity levels, and the pure necessity for here-and-now intervention. Few texts provide that type of clarity about the complex process of learning psychodramatically while in action as a producer of a drama. The book is a “must read” for trainers, especially those still in training.

The relationship between Clayton and Carter, the interviewer and co-author, also models an aspect of trainer–trainee relationship: the expansion of the roles to include “colleague.” Their genuine high regard for each other keeps the reader engaged during the reflection phases of the book, in which the action is more subtle.

ANN HALE  
Riner, Virginia  
annehale@swva.net

*Creative Therapies With Traumatized Children*, by Anne Bannister. 2003.  
London, UK: Jessica Kingsley Publishers.

The reader will savor every word that Anne Bannister has written as she describes her Regenerative Model for treating sexually abused children and adolescents, many of whom are diagnosed with complex posttraumatic stress disorder. She adapted the model for treating the children described in this text. Readers seeking help in working with children and adolescents in their practices, whether public service or private, will approve her attention to theoret-

ical underpinnings, which she has combined with case studies and team interventions.

She begins by emphasizing the importance of working in clinical teams, to provide the best therapy for children and adolescents who have been sexually abused and to create a supportive environment for providers doing this work, which is often difficult and demanding. Bannister demonstrates the value of psychiatrists, psychologists, nurses, social workers, teachers, and parents joining together to make the assessment and take the needed action to help the children, the most vulnerable of clients. In describing her doctoral research, she reiterates the need for on going supervision of providers to monitor their countertransference and emotional responses to the horrors that they encounter as they use creative therapies with traumatized children. In that way, she provides hope to all who use her Regenerative Model of treatment.

A primary strength of the book is the way the author anchors the clinical practice of creative therapies (play, drama, and psychodrama) to state-of-the-art research in neurobiology and psychological theory. She draws heavily on research by Allan Schore, demonstrating neurobiological communication between the nonverbal and emotional right brains of children with the right brains of their caregivers, thus influencing development and attachment in children who have experienced sexual abuse.

Bannister's comprehensive text provides guidance for assessing the damage caused by childhood sexual abuse in the areas of attachment, identity, emotional awareness, and interpersonal relationships. She prescribes creative therapies as the treatment of choice for sexually abused children because they reactivate the stages of normal development that have been disrupted, advocating embodiment play, projected play, and role play. The attachment process, duplicated from Bannister's Regenerative Model, uses "a unique combination of this bond, together with the use of the body, the use of symbolism, and nonverbal communication, and the specific use of psychodramatic developmental techniques, which combine to make the interactive approach particularly valuable in the work with traumatized children" (p. 54). Her model teaches providers how to use creative therapies to gain access to sensory and iconic memories of early abuse, while protecting the child from becoming overwhelmed by feelings or from dissociating.

The Regenerative Model is divided into three phases: (a) assessment, (b) action, and (c) resolution. During phase 1 of the model, Bannister examines difficulties in development, attachment, coping strategies, and safety, clearly stating that therapy cannot be effective if there is on going abuse or lack of support by caregivers, whether nonabusing, foster, or adoptive parents. She also examines the role of teachers, social workers, and court advocates in the potential for successful treatment of children who have been sexually abused.

Although she suggests that group therapy is the modality of choice for

many sexually abused children because they can share their stories with others who have had similar experiences, she also gives individual treatment a separate chapter, demonstrating the importance of individualized treatment for each child or adolescent. In each treatment setting, Bannister emphasizes the importance of safety and states that the use of metaphors, storytelling, and fairy tales is the most effective way to access nonverbal memories of sexual abuse safely to bring them to a coherent narrative of life. An important component of healing is one in which children find that they can create “new endings” to stories of abuse, neglect, or harm. Bannister gives heart-warming case stories of healing, such as the example in which sexually abused children identify with the story of the Three Little Pigs and then create endings in which their mother confronts the Big Bad Wolf and helps the little ones build a house of safety.

Bannister’s textbook is academically precise, filled with case studies of healing and creative interventions for everyone working with sexually abused children and adolescents. I believe that readers will be pleased that they have added it to their resources; it is a book of hope.

M. KATHERINE HUDGINS  
Center for Experiential Learning  
Charlottesville, Virginia