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.

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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

play interventions for hospitalized children. The third section addresses play interventions for externalizing disorders. Its chapters explore using play interventions and coaching for children with externalizing disorders (such as social aggression and bullying), parent-child interaction therapy for children with disruptive behavior disorders, and the use of play interventions with children in a cognitive-behavioral group for Attention Deficit Hyperactivity Disorder (ADHD). The fourth section examines play interventions for developmental disorders and other models. It features chapters on a play-based intervention for young children with autism spectrum disorders; integrated play groups for children with autism and their typically developing peers; and theory, research, and intervention on child-parent relationship therapy. The book's final chapter offers readers a summary of future directions of empirically supported play interventions.

Although the title of the text may be most attractive to scholars and researchers in the field, the book is likely to be versatile enough to be used in numerous settings. The book examines scholarship and evidence for each treatment specialty, and it is written in a manner that individuals new to the field can easily digest. The contributors write for both novices and skilled readers. At the end of each chapter, readers are likely to be prompted to explore their own avenues of discovery in respective areas of interest. The chapters are generally concise but significant enough to review theory, case examples of practice, and empirical evidence for each model. Overall, the book is a must-have for students, researchers, and scholars in

the field of child therapy.

—Gabriel I. Lomas, *Western Connecticut State University, Danbury, CT*

How He-Man Mastered the Universe: Toy to Television to the Big Screen

Brian C. Baer
Jefferson, NC: McFarland & Company, 2017. Introduction, filmography, notes, bibliography, photos, and index. 228 pp. $19.99 paperback. ISBN: 9781476665900

The rising recognition of toys as an understudied form of culture has led to a number of recent explorations of toys and toy franchises. Such studies and books come from a variety of perspectives, including sociology, the political economy of media companies, the history of industry, media studies, fan studies, and explorations of specific toy lines and connected "branded entertainment" texts.

Brian C. Baer's *How He-Man Mastered the Universe* from McFarland Books arrives as one of the latter, a history and selective interpretative reading of Mattel's Masters of the Universe (MOTU) franchise. Baer describes himself as a lifelong MOTU fan and a novelist who also writes popular culture articles for fan web sites. The book explores the origins of the MOTU toy line, tracking its earliest origins through its decline and attempts to revive it. The author gives special attention to the action figure line, the minicomics that were distributed with the original figures, the cartoon series, and the 1987 motion picture. With the exception of the motion picture (which Baer explores at