Note: Page numbers followed by f and t indicate figures and tables, respectively

```
cognitive domains, 47-49
                                                       global functioning, 45-47
Academic learning, 52
ADAPT-ITT model, 267
                                                    infant antiretroviral prophylaxis, 34
Adaptive and daily functioning, 54–55
                                                    neonatal dosing for prevention of perinatal
Adherence measurement, best practices in, 171
                                                       transmission, 35t
   See also antiretroviral therapy
                                                    perinatal HIV prevention, 30-34
   (ART) adherence
                                                    regimens, 190, 200
   electronic monitoring, 173-174
                                                 Antiretroviral therapy (ART) adherence,
   pill count/refills, 173
                                                    29-30, 164, 166
   self-report, 171–172
                                                    barriers to, in adolescence/young
   viral load (VL)/CD-4 count, 174-175
                                                       adulthood, 169
Adolescents
                                                       psychosocial factors, 169-170
   differential impact of HIV/AIDS among,
                                                       structural factors, 170
       262-263
                                                       treatment regimen, 170
   impact of pediatric HIV on, 98-100
                                                    barriers to, in childhood, 167
   living with HIV, 74, 75, 302, 303, 310
                                                       psychosocial factors, 167–168
       available guidance and assistance to
                                                       treatment regimen, 168
          help, 214
                                                    facilitators to
       cultural considerations in working with,
                                                       in adolescence/young adulthood,
          179-180
                                                           170-171
   sexual risk behavior, 279f
                                                       in childhood, 168–169
   adolescents and young adults (AYAs), 164
                                                 At-risk groups, targeted interventions for, 147
       HIV medication adherence in, 169,
                                                    lesbian, gay, bisexual, transgender, and
          170-171, 180, 181
                                                       questioning youth, 149
Agency for Healthcare Research and Quality
                                                    sexually active youth, 148
   Report (AHRQ), 263
                                                    young men who have sex with men,
AIDS-free generation, 134
                                                       148-149
Americans with Disabilities Act, 139
                                                    youth
AMPLICOR HIV-1 DNA test, 33
                                                       who are pregnant, 149–150
Antenatal care services (ANC), 299, 301
                                                       who use substances, 150
Antiretroviral (ARV) drugs
                                                 В
   -based interventions, 2
   treatment, 100, 101
                                                 Barriers
   used for HIV therapy, 27t-28t
                                                    to ART adherence in adolescence/young
Antiretroviral therapy (ART), 4-5, 8, 25,
                                                       adulthood, 169
                                                       psychosocial factors, 169-170
   adherence (see Antiretroviral therapy
                                                       structural factors, 170
      (ART) adherence)
                                                       treatment regimen, 170
   developmental functioning, 45
                                                    and facilitators
```

in adolescence/young adulthood,	Condom use, 114, 137
170–171	Confidentiality and disclosures, 239
in childhood, 168–169	best practices, 241
Behaviorally acquired HIV (BaHIV/BHIV),	consent conference, 242
51–52, 79	disclosing confidential information in
adherence among youth with, 165-166	response to client/patient risk
Behaviorally infected youth, 24	behavior, 233–234
Bereavement, 77	establishing confidentiality limits at
Best practices, 60	outset of therapy, 242
Biology and evolution of HIV infection, 15–16	parental requests for information,
Blood-brain barrier, 45	242–243
Buddhism, 118	developmental and family factors, 240-241
	moral and legal frameworks, 239-240
C	Connection with adult who cares, 152
CC-chemokine receptor 5 (CCR5), 17	Conners' Parent Rating Scale, 138
CD4 count and HIV viral load, 23	Consent conference, 237, 242
CD4 lymphocyte count, 174	Contact tracing, 282
CD4 T cells, 16, 17	Coping with HIV infection, 96
CDC staging of HIV, 22	Cultural considerations
Centers for Disease Control and Prevention	differential impact of HIV/AIDS among
(CDC), 262	youth, 262–263
Child attributes associated with disclosure,	in working with youth living with HIV,
192–193	179–180
Child development, stigma and, 299-304	Cultural considerations for pediatric HIV
Child disclosure to family, friends, romantic,	research and practice, 259
and sexual partners, 208	cultural beliefs and health practices, 264
Child HIV-positive status disclosure	culturally relevant issues for clinicians,
to child, 198	265–266
patterns and correlates of, 199–200	culture, 260–261
Choosing Life: Empowerment! Action!	of youth, 262
Results! (CLEAR), 153	future directions for research and practice,
Chronic inflammation and HIV infection, 18	266–268
+Click, 178	mental health, 264–265
Clinical course and manifestations of HIV	mental disorder and, 264–265
infection, 19	and HIV testing, cultural barriers to,
Clinic-based interventions, 176	263–264
Clinicians, culturally relevant issues for,	Cultural humility, 246, 267, 268
265–266	CXC-chemokine receptor 4 (CXCR4), 17
CNS penetration effectiveness (CPE) of	
regimens, 58–59	D
Cognitive behavioral therapy (CBT), 152	Daily life coping with HIV, 98
Cognitive concerns, 136	Decisional capacity, 235
Cognitive difficulties, 60	Decision-making, 148, 197, 230, 232–233,
Co-infection with tuberculosis (TB), 20	235, 239, 249
Co-learning, 231	Delivery sites, 115–120
Combination antiretroviral therapy (cART), 1	Developmental and academic considerations,
Community-based interventions, 148	135–136
Community-based participatory research	Developmental and CNS impact of HIV, 43
(CBPR), 154	cognitive and neurological sequelae, 43–44
Comprehensive policy on HIV in schools, 140	developmental functioning in era of
Comprehensive psychoeducational evaluation	antiretroviral therapy, 45–49
and academic support, 151	future directions, 60–61
Comprehensive sexuality education programs,	neuropathogenesis, 44–45
143–146	perinatally acquired HIV, 43–49
	- · · · · · · · · · · · · · · · · · · ·

Developmental and family factors, 235,	potential for peer-based approaches,
240–241	215–216
Developmental competencies, 235	religious and spiritual beliefs and practices,
Developmental illness models, 207–208	200
Developmental risks for children with PHIV,	self-disclosure, 210–212
49	outcomes of, 212–214
behaviorally acquired HIV (BHIV), 51–52	parental characteristics associated with,
prenatal exposure to HIV and ART, 50–51	212
sociodemographic and psychosocial risks, 49–50	physical and psychological outcomes, 214
Differential impact of HIV/AIDS among youth,	relationship dynamics
262–263	and stigma, 213
Directly observed therapy (DOT), 177	self-disclosure, secondary prevention,
Disclosure decisions, 301–302, 303	and sexual relationships, 213
Disclosure of HIV in pediatric populations, 189	social support, 212
available guidance and assistance to help,	timing for disclosure, 200–201
214	youth disclose, 209–210
recommendations, tools, and strategies,	Discrimination, 7, 121, 139, 245
214–215	Disease progression and immunosuppression, 4
Blasini intervention, 205	Dismantling racism, 245
child attributes associated with disclosure,	Disparities in HIV medication adherence,
192–193	164–165
child disclosure to family, friends,	DNA nucleic acid tests (NATs), 32
romantic, and sexual partners, 208	
child HIV-positive status disclosure	E
to child, 198	Ecological approach for HIV prevention,
patterns and correlates of, 199-200	277–280
counseling recommendations, 196	Educational policies, HIV-specific, 140
developmental considerations, 208-209	comprehensive policy on HIV in schools,
disclosure of HIV status to sexual partners,	140
217	HIV and sex education, 140-141
ethical considerations, 216	Education and training, 267
disclosure of child's HIV status to child,	Electronic monitoring, 173–174
216–217	Epidemiology of pediatric HIV infection, 1
experience of children and adolescents after	from 1981 to 2016, 96
disclosure, 202–203	future directions, 9
future directions, 218	perinatal HIV infection, 1
guidance and assistance available for	adolescents and young adults, 6-9
disclosure to the child, 203	natural history of HIV, 3-4
developmental illness models, 207-208	perinatally infected children, 3
recommendations, tools, and strategies,	resource-limited settings, 5-6
203–207	treated with ART, 4–5
guidance and assistance available for	Ethical considerations for disclosure, 216–217
disclosure of parental HIV-positive	Ethical decisions, 244
status, 194–198	Evidence-based interventions (EBI), 119
parental attributes associated with	for families affected by HIV, 102-110t
disclosure, 192	for improving adherence, 175
parental HIV status disclosure	clinic-based interventions, 176
disclosure to children, 190	home-/community-based interventions,
outcomes of, 193–194	177
patterns and correlates of, 190-192	interventions incorporating technology,
patterns and correlates of disclosure,	178–179
209–210	for youth with HIV, 84–88t

Evidence-based school-based HIV prevention programs, 145 <i>t</i>	content of conversation, 249–250 initiating conversation, 248–249
Evolution of HIV infection, 15–16	outcomes of conversation, 250–251
Executive functioning (EF), 47–48	
Exosystem approaches, 279, 282–283	н
Zhosystem approxenes, 277, 202 200	Health and Wellness CBT (H&W CBT), 152
F	Healthcare providers, disclosure by, 201
Facilitators to ART adherence	Health Insurance Portability and
in adolescence/young adulthood, 170–171	Accountability Act (HIPAA), 241
in childhood, 168–169	Health issues, 95
Family-2-Family Program, 118	Health-related considerations, 75–76
Family context, 76–77	Heath inequities, addressing, 244
sexual risk behavior, 275	multicultural competence, 246
Family Education Rights and Privacy Act	organization and access, 245
(FERPA) of 1974, 139	research burdens and benefits, 247
Family-level interventions, 281	Highly active antiretroviral therapy (HAART),
Family Systems Theory, 198	18, 23, 25, 26, 30–31, 44, 134, 136
Fear of stigma, 113	adherence to, 29
Feedback, obtaining, 239, 242	HIV adherence in youth, 163
Fourth-generation immunoassay testing, 32	adherence among youth with behaviorally
Full disclosure, 193, 208	(BaHIV) and perinatally (PaHIV)
Functional impact of child and adolescent HIV,	acquired HIV, 165–166
52	disparities in HIV medication adherence,
academic outcomes, 52–53	164–165
adaptive and daily functioning, 54–55	rate of HIV and medication adherence,
medication management, 53–54	163–164
substance use and risk behaviors, 55	HIV DNA PCR, 32–33
transition to adult HIV care, 56–57	HIV-infected adolescents and young adults,
· · · · · · · · · · · · · · · · · · ·	6–9
G	HIV progression
Gay, bisexual, or transgender youth (GBTY),	after first year of life, 21–23
99, 115	in first year of life, 19–21, 20f
Gay-Straight Alliances (GSAs), 149	HIV qualitative RNA assay, 33
Geographical context, 261	HIV-related stigma and children, 297
Goodness-of-fit ethical (GFE) framework,	case studies
216–217, 229	Mary, Lusaka, Zambia, 305-306
addressing heath inequities, 244	Ryan White, Indiana, USA, 304–305
multicultural competence, 246	conceptualization, 298
organization and access, 245	manifestations of stigma, 299t
research burdens and benefits, 247	research gaps, 310
confidentiality and disclosures, 239	stigma and child development, 299
best practices, 241–244	adolescence and young adulthood,
developmental and family factors,	302–304
240–241	childhood, 301–302
moral and legal frameworks, 239-240	pregnancy, birth, and infancy, 299–301
informed consent, 231	stigma-reduction interventions, 306-310
best practices, 236–239	HIV testing, 146–147
developmental and family factors, 235	cultural barriers to, 263-264
moral and legal frameworks, 231-235	HIV vaccines, 35–36
relational ethics and goodness of fit,	Home-/community-based interventions, 177
230–231	Homelessness, 99
sexual health, 247	Human rights, 7, 217, 285

I	M
Immune reconstitution inflammatory syndrome (IRIS), 26	Macrosystem approaches for HIV prevention, 279, 283–284
Impact of pediatric HIV on families, 95	Maternal-to-child transmission, 19, 263
adolescents, 98–100	Medical implications of HIV among children
delivery sites, 115–120	and adolescents, 15
epidemiology of, 96	antiretroviral therapy, 25
infants, 96–98	adherence, 29–30
intervention approaches, 101-114	infant antiretroviral prophylaxis, 34
structural interventions, 120-122	neonatal dosing for prevention of
Individual counseling, 152–153	perinatal transmission, 35t
Individual level interventions, 308t, 310	perinatal HIV prevention, 30-34
Individuals with Disabilities Education Act	behaviorally infected youth, 24
(IDEA), 139	future directions, 35
Infant antiretroviral prophylaxis, 34	HIV vaccines, 35–36
Infants, impact of HIV on, 96–98	therapeutic and preventive approaches,
Informed consent, 231	35–36
best practices, 236	HIV infection
child's autonomy strivings, 238–239	biology and evolution of, 15–16
family's history of shared	chronic inflammation and, 18
decision-making, 238	clinical course and manifestations of, 19
fitting assent procedures to child's	HIV pathogenesis, 16–18
cognitive and emotional readiness,	HIV progression
236–237	after first year of life, 21–23
fitting parental permission to parent	in first year of life, 19–21
characteristics and information	slow progressors, 23
needs, 237–238	survival to adulthood, 23–24
developmental and family factors, 235	Medication adherence, 76
moral and legal frameworks, 231–235	Medication Event Monitoring System (MEMS)
International and low-resource	cap, 173–174
settings, 81–82 Interpersonal level interventions, 309 <i>t</i> , 310	Medication management, 53–54 Medication refills, 173
Intervention approaches, 101–114	Medication related barriers, 75
Intervention approaches, 101–114 Interventions for developmental delay and	Memory, 48–49
impairment, 59	Mental health
Interventions incorporating technology,	challenges, 95
178–179	cultural barriers to, 263–264
IRB decisions, 153–154	current status of, 75
ind decisions, 155 15 i	of diverse youth, pediatric HIV/AIDS and,
J	262
Juvenile justice centers, 287	mental disorder and, 264–265
J	Mentor Mothers, 112, 115, 117
K	Men who have sex with men (MSM) behavior,
Knowledge acquisition, 56	7
	Mesosystem, 279
L	approaches for HIV prevention, 280–282
Late presentation of HIV, 23	mHealth (mobile health), 310
Legal considerations, 139	Microsystem, 279
Lesbian, gay, bisexual, transgender, or queer	Minority sexual orientation, 79
(LGBTQ), 79, 80, 149	Mobile technologies, 120
Long-term non-progressors (LTNP), 23	Mode of transmission, 16, 79
Low- and middle-income countries (LMIC),	Mother living with HIV (MLH), 96, 112, 118
97, 111, 112, 114, 116	Mother-to-child transmission (MTCT), 1, 2,
Low-resource settings, 81–82	149

Motivational interviewing (MI), 153	HIV-infected adolescents and young adults,
Multicultural competence, 246	6–9
Multisystemic therapy (MST) intervention, 177	HIV infection treated with ART, 4–5
	natural history of HIV, 3–4
N	perinatally infected children, 3
National Institutes of Health (NIH), 262	resource-limited settings, 5–6
National Institute on Minority Health and	Perinatal HIV prevention, 30–34
Health Disparities of (NIMHD/NIH),	Perinatally acquired HIV (PaHIV/PHIV), 43,
261	46, 79, 207
Natural history, of HIV, 3–4	adherence among youth with PHIV,
Neonatal dosing for prevention of perinatal	165–166
transmission, 35t	cognitive and neurological sequelae, 43–44
Neurodevelopmental complications of HIV, 57	developmental functioning, in the era of
prevention and intervention for, 57	ART, 45
antiretroviral therapy, 57–59	cognitive domains, 47–49
interventions for developmental delay	global functioning, 45–47
and impairment, 59	developmental risks for children with
Non-randomized controlled trials (non-RCTs),	PHIV, 49
144	behaviorally acquired HIV (BHIV),
Nucleic acid amplification tests (NATs), 34	51–52
	prenatal exposure to HIV and ART,
	50–51
Opportunistic infections (OIs), 19, 22t, 24, 44	sociodemographic and psychosocial
Option B+, 120, 299	risks, 49–50
Organizational level interventions, 309t, 310	neuropathogenesis, 44–45
n.	Perinatally infected children, 3
P	Philani Intervention Model, 117
Paraprofessional Mentor Mothers, 117	Physical/medical considerations, 136
Parental attributes associated with disclosure,	Pill count/refills, 173
192	Pneumocystis pneumonia (PCP) prophylaxis,
Parental characteristics associated with	33
self-disclosure, 212	Pneumocystis jiroveci pneumonia (PJP), 19
Parental HIV status disclosure	Policy level interventions, 309t, 310
disclosure to children, 190	Polymerase chain reaction (PCR) laboratory
outcomes of, 193–194	test, 97 Positive STEPS (Strategies To Enhance
patterns and correlates of, 190–192	Positive STEPS (Strategies To Enhance
Parental monitoring, 275, 280 Parental requests for information, 242–243	Problem-Solving Skills), 178–179 Post-death challenges, 95
Parents/primary caregivers, disclosure	Pregnant women, HIV test, 149–150
decisions, 201, 205	Prenatal exposure to HIV and ART, 50–51
Partial disclosure, 193, 208	Preventing mother-to child transmission
Pathogenesis of HIV, 16–18	(PMTCT) "cascade", 299, 300, 301
Pediatric psychologists, in STI/HIV prevention,	Prevention Marketing Initiative (PMI), 281
285–286	Prevention of HIV among youth, 273
Peer-navigator approaches, 310	applied ecological intervention example,
Peer relationships, 169	284–285
risk behaviors, 276	future research, 286–287
Peer support, 115–116	importance of ecological approach for,
Peer-to-peer activities, 310	277–280
People living with HIV/AIDS (PLWHA), 265	intervention approaches that transcend
Perinatal HIV exposure but uninfected	multiple levels, 280
(PHEU), 46, 47, 50	exosystem approaches, 282–283
Perinatal HIV infection, 1, 97	macrosystem approaches, 283–284

mesosystems approaches, 280–282	R
multiple access points, 287	R5-tropic HIV-1, 17
predictors of risk behavior, 274	Refill record assessments, 173
family, 275	Relational ethics and goodness of fit, 230–231.
individual, 274–275	See also Goodness-of-fit ethical
peers, 276	(GFE) framework
relationships, 275–276	Relationship characteristics, and risk behavior,
society, 276–277	275–276
role of pediatric psychologists in STI/HIV	Research and practice, future directions for,
prevention, 285–286	180–181, 266–268
Prevention of mother-to-child transmission	Researchers, considerations for, 153–155
(PMTCT), 1, 2, 3, 9, 97	Research gaps, 310
Primary prevention efforts, 141, 277	Resilience and protective factors, 82–83
comprehensive sexuality education	Resource-limited settings, 5–6
programs, 143–146	Risk behavior, predictors of, 274
HIV education for school personnel,	family, 275
142–143	individual, 274–275
HIV testing, 146–147	peers, 276
universal precautions training, 141–142	relationships, 275–276
Processing speed, 48	society, 276–277
Progressive encephalopathy (PE), 44	Romantic and sexual relationships, 78–79
Projects	RV144 trial, 35
ACCEPT (Adolescents Coping,	Ryan White Comprehensive AIDS Resources
Connecting, Empowering and	Emergency (CARE) Act, 305, 309t
Protecting Together), 308t	C
Teens & Adults Learning to Communicate	Section and prosting to think 251
(TALC), 117 Protective feature for children and youth with	Safer sex practices, teaching, 251
Protective factors for children and youth with	School-based referral programs, 146 School-based STI/HIV prevention programs,
HIV, 82–83 Provider–parent partnership, 206	286
Psychosocial considerations for children and	
adolescents with HIV, 73	School HIV/AIDS Education Program (SHEP), 144, 146
background, 73–75	School personnel, HIV education for, 142–143
current status of mental health, 75	School setting, HIV Prevention and
health-related considerations, 75–76	Intervention in, 133
international and low-resource settings,	considerations for researchers, 153–155
81–82	developmental and academic
mode of transmission, 79	considerations, 135–136
resilience and protective factors, 82–83	HIV-specific educational policies, 140
social considerations, 76	comprehensive policy on HIV in
bereavement, 77	schools, 140
family context, 76–77	HIV and sex education, 140–141
romantic and sexual relationships,	individualized interventions for students
78–79	infected with/affected by HIV, 150
stigma and social relationships, 77-78	comprehensive psychoeducational
transition from pediatric to adult care,	evaluation and academic support,
80–81	151
treatment recommendations and	individual counseling or psychotherapy,
interventions, 83–89	152–153
Psychosocial support, 8	social support, 151–152
Psychotherapy, 152–153	legal considerations, 139
Public Law 94–142, 139	physical/medical considerations, 136

School setting, HIV Prevention and	Social considerations, 76
Intervention in (cont.)	bereavement, 77
primary prevention efforts, 141	family context, 76–77
comprehensive sexuality education	romantic and sexual relationships, 78-79
programs, 143–146	stigma and social relationships, 77-78
HIV education for school personnel,	Social ecology of human development, 279
142–143	Social-emotional/behavioral considerations,
HIV testing, 146–147	136–139
universal precautions training, 141–142	Social media, 120
school-related considerations, 135	Social relationships, 95, 114
social-emotional/behavioral considerations,	Social support, 82, 89, 151–152
136–139	after disclosure, 212
targeted interventions for at-risk groups,	Society, risk behaviors, 276–277
147	Sociodemographic and psychosocial risks,
lesbian, gay, bisexual, transgender, and	49–50
questioning youth, 149	Static encephalopathy, 44
sexually active youth, 148	STEP trial, 35
young men who have sex with men,	Stigma, 113–114, 137
148–149	associated with HIV and AIDS, 297–298
youth who are pregnant, 149–150	and child development, 299
youth who use substances, 150	adolescence and young adulthood,
Secondary prevention, 277	302–304
Section 504, Rehabilitation Act of 1973, 139	childhood, 301–302
Self-disclosure, 210–212	pregnancy, birth, and infancy, 299–301
outcomes of, 212–214	-reduction interventions, 306–310
parental characteristics associated with, 212	and social relationships, 77–78
physical and psychological outcomes, 214	Structural interventions, 120–122
relationship dynamics and stigma, 213	Students infected with/affected by HIV,
self-disclosure, secondary prevention, and	individualized interventions for, 150
sexual relationships, 213	comprehensive psychoeducational
social support, 212	evaluation and academic support, 151
Self-monitoring, encouraging, 120	individual counseling/psychotherapy,
Self-report measures of medication adherence,	152–153
171–172	social support, 151–152
Seropositive status disclosure, 167, 170	Substance abuse and treatment, education
Serosorting, 114	about, 150
Sex education, 140–141	Substance use, 150
Sexual health education, 247	and risk behaviors, 55
content of the conversation, 249–250	Survival to adulthood, 23–24
initiating the conversation, 248–249	
outcomes of the conversation, 250–251	T
Sexually active youth, 148	Tailoring and adaptation, 118
Sexual partners	Teaching, Raising, And Communicating with
available guidance and assistance to help	Kids (TRACK) program, 198
disclose to, 214–215	Therapeutic and preventive approaches, 35–36
disclosure of HIV status to, 208, 217	Together for Empowerment Activities
Sexual relationships, 114	(TEA) family intervention, 118
Sexually transmitted infections (STIs)	Transition from pediatric to adult care, 74,
/HIV-associated risk behavior, 274–275	80–81
/HIV prevention, 284	Transition to adult HIV care, 56–57
pediatric psychologists in, 285–286	Treatment recommendations and interventions,
-preventive behavior, 281–282	83–89
Slow progressors, 23	Truvada as PrEP, 218
ro-300010, =0	

Y
Young men who have sex with men (YMSM), 7, 148–149, 163
Youth as a minority culture, 260
Youth disclose, 209–210
available guidance and assistance to help,
214–215
Youth living with HIV (YLH), 99, 100, 115
Youth Risk Behavior Survey (YRBS), 146
Youth with behaviorally acquired HIV, 79, 165
Youth with perinatally acquired HIV, 165–166
Youth's behaviors, monitoring, 120
${f Z}$
Zidovudine, 34, 96, 97