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| 1. Record Nr. | UNINA990009321920403321 |
| Autore | Katz, Joseph |
| Titolo | Introductory fluid mechanics / J. Katz |
| Pubbl/distr/stampa | Cambridge : Cambridge University Press, 2010 |
| ISBN | 9780521192453 |
| Descrizione fisica | XIV, 441 p. : ill. ; 26 cm |
| Localione | FINBN |
| Collocazione | 02 61 B 44 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
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| 2. Record Nr. | UNINA9910807724203321 |
| Autore | Holland John <1948-> |
| Titolo | Responding to loss and bereavement in schools : a training resrouce to assess, evaluate and improve the school response / / John Holland |
| Pubbl/distr/stampa | London, [England] ; ; Philadelphia, Pennsylvania : , : Jessica Kingsley Publishers, , 2016
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| ISBN | 1-78450-229-4 |
| Descrizione fisica | 1 online resource (154 p.) |
| Disciplina | 155.9/37083 |
| Soggetti | Loss (Psychology) in children
Bereavement in children
Counseling |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Responding to Loss and Bereavement in Schools by John Holland;
Introduction; Problems that can arise after loss; Religious and cultural |

issues; How to use Responding to Loss and Bereavement in Schools: Menu of suggested action; Introduction; Chapter 1 - The Role of the School; The importance of planning and policy; Potential roles in schools; The importance of information gathering and communication; The Key or Golden Moments; Evaluation; When disaster strikes; Chapter 2 - The Audit; The pre-training quiz; Pre-training quiz answers; Evaluation of the questionnaires; Chapter 3 - The Exercises Training plan Training key; General loss-awareness exercises; Exercise 1 - What makes a subject taboo?; Exercise 2 - Why is death a difficult or taboo subject?; Exercise 3 - Where do children get their ideas about death?; Exercise 4 - What do children understand about death?; Exercise 5 - The goldfish test; Exercise 6 - Euphemisms; Exercise 7 - Technical and complex language; Exercise 8 - Experiences of death 1; Exercise 9 - Experiences of death 2; Exercise 10 - Engaging with children about death; Exercise 11 - Misleading children; Exercise 12 - Different losses that pupils could experience The Initial Responses to a Death Exercise 13 - Responding to the family after a death 1; Exercise 14 - Responding to the family: the caller's perspective; Exercise 15 - Responding to the family after a death 2; Exercise 16 - A letter of condolence ; Exercise 17 - A telephone call of condolence; Exercise 18 - The initial meeting with the family; Exercise 19 - When you need outside support; Exercise 20 - Children attending funerals; Exercise 21 - Parents, children and funerals; Exercise 22 - Children attending the chapel of rest; Exercise 23 - Informing the school community The Medium and Longer-Term Responses to a Death Exercise 24 - Barriers to interacting with bereaved pupils; Exercise 25 - The pupil's return to school; Exercise 26 - Support for bereaved pupils; Exercise 27 - The 'ripple effect' after a significant death or loss 1; Exercise 28 - The 'ripple effect' after a significant death or loss 2; Exercise 29 - Help in the medium to long term; Exercise 30 - Warning signs; Exercise 31 - Bereavement policy and procedure; Supporting Bereaved Pupils: A Summary; Useful Resources; Bibliography; Untitled; Blank Page

Sommario/riassunto

A complete resource to provide the best possible response to pupil and staff bereavement and loss in schools. Includes guidance on communication and the importance of considered whole-school support, audit and assessment tools, as well as a full set of photocopiable exercises for in-school training.
