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| Autore                  | Oehlberg Barbara <1932->  |
| Titolo                  | Reaching and teaching stressed and anxious learners in grades 4-8 : strategies for relieving distress and trauma in schools and classrooms / Barbara E. Oehlberg ; cover designer, Scott Van Atta   |
| Pubbl/distr/stampa      | Thousand Oaks, California : , : Corwin Press, , 2006<br>©2006   |
| ISBN                    | 1-4833-6174-8<br>1-4833-6391-0  |
| Descrizione fisica      | 1 online resource (185 p.)  |
| Disciplina              | 371.94  |
| Soggetti                | Mentally ill children - Education (Elementary)<br>Mentally ill children - Education (Middle school)<br>Stress in children - Treatment<br>Anxiety in children - Treatment<br>Electronic books.   |
| 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 and index.  |
| Nota di contenuto       | ""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""Publisher's Acknowledgments""; ""About the Author""; ""Introduction: Children Haven't Changed; Childhood Has""; ""Glossary: The Vocabulary of Anxiety, Stress, and Trauma""; ""Part I - Brain Changes and How They Affect Student Behaviors and Learning""; ""Chapter 1 - The Impact of Losses and Stress on the Student's Mind and Body""; ""Losses""; ""Stress""; ""When Traumatic Memories are Triggered""; ""Cognitive Lockout""; ""Interventions are Possible""<br>""Chapter 2 - Regaining Cognitive Access: The Process of Transforming Stress and the Sense of Helplessness""""Transforming Perceptions of Helplessness""; ""Strengthening Self-Regulation""; ""Part II - Activities for Transforming the Helplessness Generated by Stress and Fear""; ""Chapter 3 - Language Arts: Creative Writing and Journaling""; ""Topics for Creative Writing and Journaling""; ""Issues of Loss and being Lost or Invisible""; ""Issues of Rejection or being Excluded""; ""Issues of Brokenness, Helplessness, or Futurelessness""; ""Issues of Betrayal or |

## Broken Promises"

"Issues of Emotional Intelligence (Dealing with Feelings)" "Issues of Hope, Empowerment, and Healing"; "Debating Points and Issues"; "Prose and Poetry"; "Integrating Art and Creative Writing into Core Curriculum Areas: Combining Art and Literary Themes That Can be Applied to Core Curriculum Subjects"; "Ad Campaigns"; "Comic Books"; "Mandalas"; "Chapter 4 - Social Studies and History: Creative Topics"; "Historical Cartoons and Storyboards"; "Fictional Comic Books about Historical Characters"; "Artistic Media Projects for History or Social Studies"

"Creating Scripts for Hypothetical Radio Interviews" "Writing Radio Scripts for a€œWhat if . . .a€? Programs"; "Creating Public Service Announcements"; "Chapter 5 - Character Education"; "Internal Strengths: Emotional Intelligence"; "A Classroom Directory of Feelings and Emotions"; "A Feelings Mural: Addressing all Feelings"; "A Box of Respect: Addressing Self-Acceptance, Self-Respect, and the Ability to Respect and Empathize with Others"; "The Iceberg Project: Addressing Issues of Respect, Empathy, and Trust"

"Letters to Hurts: Addressing Empathy, Compassion, Courage, Anger Issues, Forgiveness, and Generosity" "Drawing a Dream: Addressing Issues of Anger, Work Ethic, Forgiveness, and Hopelessness"; "Facing Fears: Addressing Fears, Courage, Anger, and the Ability to Overcome"; "Playground Charters: Addressing Issues of Leadership, Integrity, Conflict, Hopefulness, and Justice"; "Where are the Heroes?"; "Issues of Emotional Honesty, Leadership, Risky Behaviors, and Choices"; "Honoring Strengths with a Character Wall"; "The Character Board Game"; "Physical Strengths"

"Internal Capacities for Self-Regulation and Stress Management"

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### Sommario/riassunto

Trauma and stress can interfere with students' cognitive skills. Discover how classroom activities can be used to restore feelings of safety, empowerment, and well-being.

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