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Altri autori (Persone)	LeighLauraine
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Nota di contenuto	Cover; Dramatherapy with Children, Young People and Schools: Enabling Creativity, Sociability, Communication and Learning; Copyright; Contents; Contributors; Foreword; Preface; Acknowledgements; Part I Introduction; 1 The role and relevance of dramatherapy in schools today; 2 Childhood today and the implications for dramatherapy in schools; 3 Dramatherapy and drama teaching in school - a new perspective: towards a working relationship; 4 Supporting children in primary school through dramatherapy and the creative therapies; Part II Case studies; 5 Whizzing and whirring: dramatherapy and ADHD 6 Fear, maths, brief dramatherapy and neuroscience7 Violence and laughter: how school-based dramatherapy can go beyond behaviour management for boys at risk of exclusion from school; 8 All the better to see you with: healing metaphors in a case of sexual abuse; 9 Romeo and Juliet and dramatic distancing: chaos and anger contained for inner-city adolescents in multicultural schools; 10 Looking for meaning with bereaved children and families: 'Bring back my Daddy' and other

stories; 11 Education, the Playground Project and elements of psychodrama
 12 Beginning, middle, end, beginning: dramatherapy with children who have life-limiting conditions and with their siblings
 Part III Collaborative partnerships in schools and beyond; 13 Learning disabilities and finding, protecting and keeping the therapeutic space; 14 Staff sharing: an integrative approach to peer supervision; 15 'I'm not so sure, Miss'. The concept of uncertainty and dramatherapy practice within the context of transdisciplinary work in an educational setting; 16 Self-harm and safeguarding issues in the school and classroom: a partnership approach
 17 Play and reality in child psychosis: how psychoanalytical dramatherapy can open the door to the world of make believe
 18 The charity Roundabout: one model of providing dramatherapy in schools; Part IV Evidence and outcomes; 19 Roundabout and the development of PSYCHLOPS Kids evaluation; 20 An educational psychology service evaluation of a dramatherapy intervention for children with additional needs in primary school; 21 Research by the British Association of Dramatherapists and literature review; Part V Future possibilities; 22 Educational psychology, listening to children and dramatherapy
 23 A model of emotional support in primary schools
 24 Holding the family in the heart of school; 25 Future possibilities; Conclusions; Some useful addresses and websites; Index

Sommario/riassunto

"Dramatherapy with Children, Young People, and Schools is the first book to specifically evaluate the unique value of dramatherapy in the educational environment. A variety of highly experienced dramatherapists, educational psychologists and childhood experts discuss the benefits to the children and young people, and also in relation to the involvement of teachers, the multi-disciplinary team and families. This professional book offers a panoramic view to explain how through dramatherapy children and young people develop their communication skills, sociability and their actual desire to learn. Detailed case studies demonstrate individual successes in youngsters experiencing a range of emotional difficulties and psychological needs. These studies include: conquering a fear of maths; violent behaviour transformed into educational achievement; safe expression of feelings for a sexually abused child; and where children are diagnosed with mental health disorders such as ADHD and ODD, where the benefits of dramatherapy with children and families are carefully described and evaluated, suggesting that this therapeutic discipline can achieve positive outcomes. The practical advice and inspirational results included here promote a future direction of integration and collaboration of school staff, multi-disciplinary teams and families. Education and equality are high on the agenda, and the function of dramatherapy is not just as a treatment, but as an economically viable and valuable preventive therapy. "--

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