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| 1. Record Nr. | UNISALENTO991001122429707536 |
| Autore | Piccinonno, Wanda |
| Titolo | Antonio Labriola : politico non politicante, maestro non cattedratico / Wanda Piccinonno |
| Pubbl/distr/stampa | Lecce : Milella, 1984 |
| ISBN | 8870480968 |
| Descrizione fisica | 216 p. ; 21 cm |
| Disciplina | 335.4 |
| Soggetti | Labriola, Antonio
Labriola, Antonio |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
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| 2. Record Nr. | UNINA9910809854103321 |
| Autore | Cook-Cottone Catherine P. |
| Titolo | The elements of counseling children and adolescents / / Catherine Cook-Cottone, Linda S. Kane, Laura M. Anderson |
| Pubbl/distr/stampa | New York : , : Springer Publishing Company, , 2015
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| ISBN | 0826130046
9780826130044 |
| Descrizione fisica | 1 online resource (133 pages) |
| Disciplina | 158.3083 |
| Soggetti | Children - Counseling of
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| Lingua di pubblicazione | Inglese |
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| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references at the end of each chapters and |

index.

Nota di contenuto

Chapter 1 Setting the state -- 1: Initial contact -- 2: Respect caregivers and family members in the process -- 3: The first appointment -- 4: Share your background -- 5: Explain counseling -- 6: Provide an overview of guidelines -- 7: Address confidentiality and privacy -- 8: Begin to explore the client's story and create counseling goals -- 9: Create a developmentally accommodating office space -- 10: Be on time -- 11: Individualize counseling -- 12: Meet your client's age and developmental level -- 13: Developmental framework -- 14: Address resistance, create a working alliance -- 15: See the big picture
Chapter 2: The processes of counseling with children and adolescents -- 15: Reflect first (content, feeling, and meaning) -- 17: Focus on feeling -- 18: Summarize -- 19: Reflect the process -- 20: Speak briefly -- 21: Allow and use silence -- 22: Use open-ended question -- 23: Confront effectively and with care -- 24: Use developmentally appropriate language -- 25: Be concrete -- 26: Match the strategy or technique to processing level -- 27: When words fail, draw or play -- 28: Use stories and metaphors
Chapter 3: Strategies for assisting self-awareness and growth -- 29: Reflect and give time for processing (do and do not do) -- 30: Avoid giving advice -- 31: Avoid relying on questions -- 32: Listen carefully to the words used -- 33: Focus on the client -- 34: Pay attention to nonverbals -- 35: Ground feelings in the body and teach distress tolerance -- 36: Pause and reflect themes/enumerate topics -- 37: Use a problem-solving model -- 38: Set clear, measurable goals
Chapter 4: Misconceptions and assumptions -- 39: Do not assume that change is simple -- 40: Academic developmental level does not equal emotional developmental level -- 41: Agreement does not equate empathy -- 42: Avoid moral judgements -- 43: Saying they understand does not mean that they understand -- 44: You can't assume that you know (feelings, thoughts, and behaviors) -- 45: Do not assume that you know how clients react to their feelings, thoughts and behaviors -- 46: Do not assume that all interventions will be safe or appropriate for all clients -- 47: Positive and rational thinking are not the same
Chapter 5: A brief introduction to evidence-based practice and contemporary interventions -- 48: Be familiar with limitations of ESTs with children and adolescents -- 49: Practicewise clinical-decision making support -- 50: Contemporary psychotherapy interventions with children and adolescents -- 51: Consider integrative approaches
Chapter 6: Crisis intervention, mandated reporting, and related issues -- 52: Develop crisis-intervention skills -- 53: Learn and understand grief, loss, and trauma -- 54: Become literate in mandated reporting -- 55: Refer carefully
Chapter 7: Knowing and caring for yourself as a counselor -- 56: Begin with self-awareness -- 57: Get the support and supervision you need -- 58: Have good boundaries -- 59: Engage in a consistent practice of self-care.

Sommario/riassunto

Tailored to the specific needs of the child and adolescent client, this concise, easy-to-read primer provides essential and practical guidelines for counselors and psychologists who are training to work with children in both clinical and school settings. It is modeled after the highly successful and time-tested "Elements of..." format used in many teaching disciplines. The book distills the basic concepts that beginning professionals must keep in mind as they approach practice, offering guidance in logical, numbered sequence from setting the stage for the counseling process through the essentials of building and maintaining an active counseling practice. Not only does the book facilitate learning with its precise, easily digestible rules and principles,

it provides potent guidance for both common and particularly troubling situations. Throughout the text, each concept is addressed first as it applies to children and then to adolescents. Key features such as using developmentally appropriate language and activities and fostering growth and self-reflection are covered, along with critical issues such as collaborating with parents and other professionals, responding to crisis situations, misconceptions and assumptions that can hinder therapy, and counselor self-awareness and care. The book discusses a variety of interventions and techniques that are most effective in work with young clients. Case examples of client-counselor dialogues in each chapter illustrate foundational concepts, and information is supported by references to empirical and theoretical works. The book also includes an overview of how to use the text for transcript analysis in training programs. Written by experienced counseling and therapy professionals, this versatile text will be a welcome addition for courses specific to counseling children and adolescents as well as other courses across the curriculum in school counseling; school psychology; marriage, child, and family counseling; and clinical social work. An instructor's guide includes sample syllabus, activities, and ideas for student self-evaluation.on.
