

Taking **C**hildren **S**eriously

Applications of Counselling and Therapy in Education

Edited by Steve Decker, Sandy Kirby,
Angela Greenwood and Dudley Moore



Taking Children Seriously Applications Of Counselling And Therapy In Education

**Steve Decker,Angela
Greenwood,Sandy Kirby,Dudley Moore**



Taking Children Seriously Applications Of Counselling And Therapy In Education:

Taking Children Seriously Steve Decker, Angela Greenwood, Sandy Kirby, Dudley Moore, 1999-08-01 In times of great change and development in the education system those children who experience difficulties in school because they are emotionally troubled are particularly vulnerable Increasingly schools are under pressure to produce results which appear good in the public domain and so can feel forced to spend money on activities designed to enhance public reputation consequently neglecting those pupils who are difficult to teach because they are emotionally disturbed *Taking Children Seriously* has been written by those trained and working in this field to provide insights into how to apply ideas and theories taken from psychotherapy and counselling to the context of education The authors demonstrate to practising teachers approaches for working with feelings in the classroom and provide ideas which schools may wish to consider to supplement their present work with special needs pupils Steve Decker is a Chartered Psychologist and Head of Counselling Division at Anglia Polytechnic University Sandy Kirby is a counsellor and Professional Tutor at a London comprehensive Angela Greenwood is an educational therapist and special needs co ordinator who has worked in Britain and Zambia in the primary and pre school sectors Dudley Moore is a counsellor and former headteacher of a special school All four editors are founders of the Counselling and Therapy Service for Schools

Arts Therapies in the Treatment of Depression Ania Zubala, Vicky Karkou, 2018-05-16 *Arts Therapies in the Treatment of Depression* is a comprehensive compilation of expert knowledge on arts therapies potential in successfully addressing depression The book identifies ways of addressing the condition in therapy sessions shares experience of tools and approaches which seem to work best and guides towards a conscious and confident evidence based practice Including contributions from international experts in the field of arts therapies the book presents some of the most recent high profile and methodologically diverse research whether in the form of clinical trials surveys or case studies The three sections of this volume correspond to particular life stages and explore major topics in arts therapies practice and the nature of depression in children adults and in later life Individual chapters within the three sections represent all four arts therapies disciplines The book hopes to improve existing arts therapies practice and research by encouraging researchers to use creativity in designing meaningful research projects and empowering practitioners to use evidence creatively for the benefit of their clients and the discipline *Arts Therapies in the Treatment of Depression* is an essential resource for arts therapies researchers practitioners and arts therapists in training It should also be of interest to other health researchers and health professionals particularly those who work with clients experiencing depression and in multidisciplinary teams

Education Studies Stephen Ward, 2004-02-26 Written specifically for students on Education Studies degree courses yet also relevant for students on teacher training courses *Education Studies A Student s Guide* introduces a wide range of topics and issues from knowledge and learning and policy and schooling to the ways in which education is a force for change across the globe The book is split into three comprehensive sections which challenge our

assumptions about education It explores a wide range of perspectives on education in different countries and cultures provides critiques of current policies and practice and analyzes learning and the nature of knowledge itself Specific topics covered include the global dimension in the curriculum cultural and religious plurality in education the effective teacher gender and educational achievement special educational needs and inclusion in mainstream schools ICT and learning for the future language power and education With chapter summaries questions for discussion and reflection and suggestions for further reading Education Studies A Student's Guide will be a valuable resource for all students of Education Studies as well as BEd and PGCE students

The Skill Approach in Education Mehmet Serdar Erciş, Yusuf Söylemez, 2018-07-27 Today information and technological developments grow at a rapid pace Social and political life becomes more and more complicated and in this process active citizenship becomes more essential Knowledge driven changes in society and economies require individuals to quickly acquire new skills Otherwise it is increasingly difficult for employees to adapt to business life and to find a job Education has to take account of these circumstances adapt to the rapid developments in the world and educate individuals to continue lifelong learning For this skills such as active and independent learning assertiveness creativity self improvement lifelong learning are important Skill teaching differs from knowledge teaching Skill is the transfer of knowledge to practice This process involves a learning process that requires the steps of researching planning controlling and correcting The knowledge should be organized integrated transferred into practice mental and physical resources should be activated and knowledge use should be demonstrated in practice in order to improve the skill This book contributes to the teaching of skills and includes basic concepts and skills language skills science and mathematics skills psycho social skills and visual arts skills It also explains how to teach skills how to prepare for activities and how to implement activities in educational settings These applications are intended to draw attention to skill teaching to raise educators to increase the success of education to improve the skills of students and to enable them to use the skills they have learned in school outside of school and in complex tasks

Effective Teaching Daniel Muijs, David Reynolds, 2005-05 Looks at research in teacher effectiveness and provides strategies to achieve student's goals

Making Special Education Inclusive Peter Farrell, Mel Ainscow, 2013-05-13 The aim of this book is to consider how schools and LEAs can develop inclusive policies and practices for students who experience a range of difficulties in learning or behavior It highlights debates and contradictions about the realities of inclusion and suggests ways in which practice can move forward The contributors look at key areas of development in special and inclusive education and considers ways in which the latest research can inform practice Areas covered include promoting inclusion for all how to make sense of the Code of Practice SEN Thresholds working with Teaching Assistants new approaches to counseling and pastoral care in schools including pupils with EBD how nurture groups are helping inclusive practice making education inclusive for pupils with sensory disabilities including pupils with specific learning difficulties and preparing students for an inclusive society The book will be

of particular interest to teachers LEA support staff educational psychologists and related professionals who face the challenge of meeting the needs of a diverse population within an inclusive framework it will also be of relevance for students in further and higher education and their tutors

Challenging Behaviour in Mainstream Schools Jane

McSherry,2012-10-12 This book is designed to help schools and LEAs meet their responsibilities under the new Social Inclusion Pupil Support guidance and teachers successfully include and reintegrate pupils with emotional and behavioral difficulties and challenging behaviors by offering a structured program that includes assessment group work and post intervention strategies

Education for Spiritual, Moral, Social and Cultural Development Ron Best,2000-06-01 Drawing on successful practice and relating such practice to theoretical insights this comprehensive treatment of the challenge of educating children spiritually morally socially and culturally offers enlightenment for individual teachers classroom practice as well as for whole school approaches

Plans for Better Behaviour in the Primary School Sue Roffey,Terry

O'Reirdan,2013-02-01 This work suggests strategies for working with children who can't settle down to work who have angry outbursts who demand constant attention or who display a whole range of challenging behaviours The book's special format allows the reader to look up the specific type of behaviour and see a range of tactics to help him or her deal with the situation in the short term and then to consider what might be done in the longer term to prevent recurrence No more ploughing through dense text this is all at your fingertips By drawing on the good practice of many practitioners and by looking at the most commonly experienced behavioural difficulties the authors suggest approaches that really work This is a behaviour handbook that should appeal to every teacher and teaching assistant and prove a useful resource for learning mentors behaviour support staff and educational psychologists

Successful Prevention and Youth Development Programs Laura Ferrer-Wreder,Håkan Stattin,Carolyn Cass Lorente,Jonathan G. Tubman,Lena Adamson,2012-02-02 From a European Perspective This book charts territory that is profoundly important and yet rarely fully understood The authors have attempted a task that has relevance to the widest possible range of professionals working with children and adolescents In describing and assessing the fields prevention and promotion they have performed an immense service to researchers in this field but also to practitioners across the spectrum from mental health nurses and doctors to teachers and psychologists from social work professionals to psychiatrists and youth counselors There are two other key elements that should be emphasized from the outset The first is that the approach in this book is truly multi disciplinary with the authors making a genuine attempt to draw upon knowledge and practice derived from all the relevant disciplines The second element which makes this book so important is that the authors have worked across countries to ensure that work in the field of intervention from both North America and from Europe should be included This is as welcome as it is refreshing There appear to be so many barriers to true collaboration between the two continents and so many examples of either North American to what is going on across the or European social scientists appearing blind border that the approach taken here should be wholeheartedly

commended This book is essentially a review but a rather special review *Looking at Inclusion* Ruth MacConville, 2007-04-16 This book is timely The author draws on the work of several specialist teachers and sees a strong pupil voice as key to successful inclusion Special This is an excellent addition to the small but growing literature on pupil views The book focuses on five areas of need autistic spectrum disorder visual impairment specific learning difficulties hearing impairment and physical disabilities and examines the challenges of inclusion from the perspective of children and young people themselves Their views come across powerfully and perhaps most importantly they offer clear and practical advice about how teachers and other staff can make schooling a less intimidating and excluding experience This book is likely to be of particular interest to SENCOs and other colleagues who have interest in and responsibility for developing pupil participation It should also be required reading for trainee teachers and learning support staff SENCO Update This book is unique and readable It has a great deal to offer all settings who are reflecting on the effectiveness of their pupil voice systems Special Needs Information Press Developed from the work of specialist teachers in Ealing who have been involved in promoting inclusive practices this book shows how eliciting the pupil's views and strengthening the pupil voice is an important element in the success of any inclusion project Covering a wide range of disabilities including Autistic Spectrum Disorders and Specific Learning Difficulties it includes o Case studies o Descriptions of the difficulties encountered by the young o Practical strategies to address these difficulties o Useful resources Essential for any adult working in an inclusive setting this fascinating book brings together theory with real practice **Managing Special and Inclusive Education** Stephen Rayner, 2007-09-18 This book is about putting the theory of effective management and leadership into practice in the constantly changing context of meeting the complex needs of children and young people It is an excellent resource for those who work in or who aspire to work in children's services education or multidisciplinary settings at managerial or leadership level British Journal of Special Education This book is a guide to special and inclusive education and provides a comprehensive overview of this complex field The author examines context policy and practice and shows how to successfully navigate the managerial challenges involved while contributing to the way forward through leadership in a diverse field The author considers the present inclusion imperative with its implications for strategic leadership planning and provision He presents an inclusive style of leadership for an integrative management of individual differences in education as well as a critical review of managing inclusive learning and teaching in school contexts Written for aspiring and practising school leaders this book is essential for those with responsibility for inclusion school leaders in special schools SENCOs SEN advisors and students on SEN management CPD or NPQH courses **The Psychologist**, 2000 *Family Systems/Family Therapy* Joan D Atwood, 2013-02-01 Use your family therapy skills to coordinate multidisciplinary teams This comprehensive book examines family therapy issues in the context of the larger systems of health law and education Family Systems Family Therapy shows how family therapists can bring their skills to bear on a broad range of problems both by considering the

effects of larger social systems and by cooperating with professionals in other disciplines Because family therapists are trained to understand how systems operate they can offer wise guidance whether the dysfunction is occurring within the family system or between the individual and the larger systems of society The studies and projects reported in Family Systems Family Therapy demonstrate the ways in which family therapists can help create dialogues of inclusion to develop innovative effective solution plans The PEACE project for example brings together judges attorneys divorcing parents and therapists to help children deal with the strains of divorce Family Systems Family Therapy includes both practical case histories and theoretical considerations This thought provoking book suggests areas in which an intersystems approach can be especially effective including preventing substance abuse in adolescent girls enhancing awareness of adolescent dating violence managing geriatric care not just for the identified patient but for the family as a whole doing court ordered therapy for divorcing couples working with children labeled as difficult and their teachers Family Systems Family Therapy will give family therapists a new vision of what they can achieve when working in the context of individuals families or the broader system

The British National Bibliography Arthur James Wells, 2000

Helping Children and Adolescents with Chronic and Serious Medical Conditions Nancy Boyd Webb, 2010-10-28 Praise for Helping Children and Adolescents with Chronic and Serious Medical Conditions A Strengths Based Approach Helping Children and Adolescents with Chronic and Serious Medical Conditions provides a wellspring of knowledge from the theoretical to the clinical The many vignettes and transcriptions immeasurably enrich the reader's understanding of the interventions and their broader applicability Barbara M Sourkes PhD John A Kriewall and Elizabeth A Haehl Director of Pediatric Palliative Care Lucile Packard Children's Hospital at Stanford An important and practical guide to providing compassionate care and support to medically compromised children and their families Helping Children and Adolescents with Chronic and Serious Medical Conditions A Strengths Based Approach presents practical guidance on integrating the latest research into evidence based practice to ensure the best client care Edited by a top scholar in the field this essential resource contains contributions from renowned specialists in various helping fields Utilizing an inter professional perspective helping professionals will draw from the experiences and expertise of a wide range of medical professionals providing a window into their roles responsibilities and challenges offering the most effective approaches for working with this special population of children and their families Equipping practitioners with the knowledge and skills needed to encourage children's resilience and help them build their emotional strengths this book uses a caring yet authoritative tone and discusses The emotional impact of illness on the individual and the family Child life practice in hospitals School based interventions for children and adolescents with medical conditions How to meet the spiritual as well as emotional needs of children with chronic and life threatening illness With thoughtful coverage of positive helping approaches that encourage family and individual strengths Helping Children and Adolescents with Chronic and Serious Medical Conditions A Strengths Based Approach is an invaluable resource for social workers teachers school

counselors and other mental health and medical professionals who work with medically challenged children and adolescents in every setting What You Really Need to Know about Counselling and Psychotherapy Training Cathy

McQuaid,2014-03-05 Becoming a counsellor or psychotherapist is a transformative and life changing experience Some trainees manage this process well while others struggle to come to terms with the personal impact of their training In What You Really Need to Know about Counselling and Psychotherapy Training Cathy McQuaid provides an in depth but accessible guide to the processes of understanding individual motivations for wanting to undertake training and choosing the most appropriate course Backed by extensive research the book explains the training process from beginning to end covering topics including entry requirements course curriculum and terms and conditions of training the training relationship and group process the challenges of training the outcomes of counselling and psychotherapy training McQuaid leads the reader through the process of choosing a course working with the course leader and with a group of peers and considering potential employment prospects upon completion Prompting the reader to consider their own personal professional and educational needs within the framework of training this is essential reading for anyone thinking of training as a counsellor or psychotherapist and for trainers and training course providers *Talking and Cure - What's Really Going On in*

Psychotherapy Michael B. Buchholz,Anssi Peräkylä,2021-11-02 Subject Guide to Books in Print ,1971 **Critical**

Existential-Analytic Psychotherapy Del Loewenthal,2021-03-25 This book is an introduction to critical existential analytic psychotherapy It has been written as a response to what is considered to be a crisis point in what is currently taken as psychotherapeutic knowledge A focus point is the relentless move in psychotherapy and psychotherapy trainings towards evidence based practice It is suggested that such developments can be usefully challenged if we are to consider Can starting with theory be a form of violence Should a primacy be given to practice Does reliance on empirical research mean we start from the wrong place From a critical existential analytic psychotherapeutic perspective the answer to all three of these questions is yes This perspective therefore is fundamentally different from what psychological therapists are increasingly purporting to do and further challenges other current notions from diagnosis and treatment to dominant discourses in psychology The aim of this book is to consider some ways in which the psychological therapies might be able to move away from the crisis mainly caused by what is currently wrongly being understood in terms of evidence based practice as the nature of psychotherapeutic knowledge Instead it is proposed that primacy be given to practice considering theories having implications rather than applications and privileging thoughtfulness with notions of research being seen more as cultural practices This book is based on a special issue of the European Journal of Psychotherapy Counselling

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