

The Provision of Primary Experience: Winnicottian Work with Children and Adolescents

Barbara Doolan Drysdale

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Provision Of Primary Experience

**Linnet McMahon, Linnet
McMahon, Adrian Ward**



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The Provision of Primary Experience Barbara Dockar-drysdale, 1991 Towards a Comprehensive Theory of Human Learning Peter Jarvis, 2012-08-06 As interest grows in theories of lifelong learning not only across society but also as an area of serious academic study the need has arisen for a thorough and critical study of the phenomenon This distillation of the work of renowned writer Peter Jarvis addresses this need looking at the processes involved in human learning from birth to old age and moving the field on from previous unsystematic and mainly psychological studies Instead Jarvis argues that learning is existential and so its study must be complex and interdisciplinary The result is a giant step towards building a complete and integrated theory of how humans learn taking account of existing theories to see if they can be reconciled with a more complex model Applying his expert analytical approach to this wide ranging topic Jarvis looks in detail at learning in the social context the transformation of experience the outcomes of learning learning and action cognitive theories emotions and learning experiential learning *Therapeutic Residential Care for Children and Young People* Patrick Tomlinson, Rudy Gonzalez, Susan Barton, 2011-09-15 This book provides a model of care for traumatized children based on theory and practice experience pioneered at the Lighthouse Foundation Australia The authors explain the impact of trauma on child development drawing on psychodynamic attachment and neurobiological trauma theories **Therapeutic Approaches in Work with Traumatized Children and Young People** Patrick Tomlinson, 2004 Based on work carried out by staff at a therapeutic community over a number of years *Therapeutic Approaches in Work with Traumatized Children and Young People* provides a clear and comprehensive link between theory and practice The author shows how practice in residential child care fostering and other areas of work with children can be developed in a way that is thoughtful and underpinned by a sound theoretical base An invaluable record of working with emotionally traumatized children this book is an in depth account of a thinking culture which provides continual opportunities to respond to children s needs in innovative ways these include useful suggestions on a range of key issues including education and play primary provision sexuality and aggression *Intuition is not Enough* Linnet McMahon, Linnet McMahon, Adrian Ward, 2014-04-08 How do Professionals really learn to improve their practice *Intuition is not Enough* is a guide for trainers and practitioners working with disturbed children and young people which explores the connections between the challenges of practice and of learning **Revealing the Inner World of Traumatized Children and Young People** Christine Bradley, 2017-11-21 This book provides an attachment informed assessment and treatment model for understanding and responding to the emotional needs of traumatized children based upon concepts deriving from the traditions of Winnicott and Bowlby and supported by current neuroscience and trauma research **Trauma in Children and Young People** Christine Bradley, Francia Kinchington, 2023-08-03 This book offers a unique combination of an in depth examination of attachment a refined and tested model of Needs Assessment and Therapeutic Treatment plans and applies it to specific contexts including those of children in residential foster care young

offenders and unaccompanied asylum seeking minors Trauma in Children and Young People the culmination of 40 years of experience in the field focuses on the lives of children and young people who have experienced and live with the repercussion of early trauma Accompanied with case studies it examines how therapeutic intervention can enable children and young people to connect with their inner world of fragmented feelings and emotions and to develop a sense of self that is real and has meaning This book is intended for professionals working therapeutically with traumatised children such as therapists psychologists psychiatrists mental health workers social pedagogues child and youth care workers social workers residential care workers and foster carers teachers youth justice workers and child refugee agencies **Dramathrapy** Richard

Hougham, Bryn Jones, 2017-09-16 This unique text is both an accessible introduction and specialist review of contemporary dramathrapy practice today The collected chapters introduce critical and cohesive perspectives on dramathrapy as it is being practiced developed and advanced in diverse contexts and also investigate the connections between the discipline of dramathrapy both as an allied health profession a form of psychotherapy and a traditional form of theatre and healing In so doing the volume unpicks the relationship between drama and therapy exploring some of its key philosophies and practices and examining its efficacy Edited by two experienced lecturers and dramatherapists the book stands as a timely and crucial resource for students and practitioners alike in this growing field It is essential reading for students on dramathrapy arts therapy and applied theatre degree programmes and useful background reading for students of theatre and performance counselling and psychotherapy **Developing a Therapeutic Treatment Programme for Traumatised Children and**

Young People Christine Bradley, Francia Kinchington, 2024-11-26 This manual sets out an accessible model for assessing the emotional needs of traumatised children and young adults and using the outcomes of the assessment to develop individualised therapeutic programmes to support their needs and emotional development Evolved from Christine Bradley's over 40 years of working with children and young people with complex histories the model and the case studies presented are firmly rooted in a psychotherapeutic approach and her early training of working with pioneers in the field It presents a needs led assessment and treatment tool that offers insight and an understanding of the complex histories and behaviours of individual children and young people based on the impact that trauma has on the inner world of the child The treatment programme is presented in a clearly written and highly accessible step by step approach that is supplemented by exemplar case studies and moving anecdotes This manual will be of use to any professional working with traumatised children and young people including therapists social workers foster carers and teachers It will allow individuals who otherwise would not feel they possess the confidence knowledge training or experience to conduct a high quality effective individualised needs led assessment and subsequent treatment programme Primary School Management: Learning from Experience Eric

Briault, 2003-09-02 Issues raised include improving the quality of pupils learning experience effective staff organisation development of policy and management of resources and establishing good relationships between the head the school and

the community

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