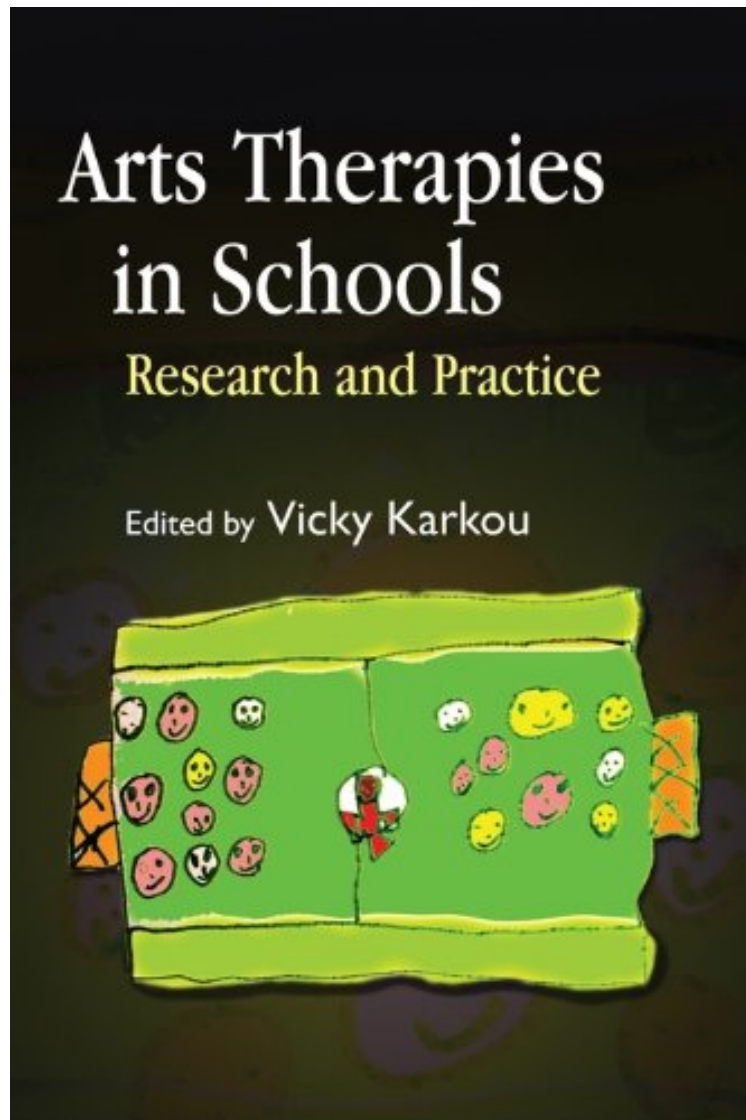


Arts Therapies in Schools: Research and Practice

Vicky Karkou

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Vicky Karkou : Arts Therapies in Schools: Research and Practice before purchasing it in order to gauge whether or not it would be worth my time, and all praised Arts Therapies in Schools: Research and Practice:

0 of 0 people found the following review helpful. Solution-based group work is covered with specifics special educators can apply to their classrooms By Midwest Book Review Arts Therapies in Schools: Research and Practice includes domestic and international studies in its survey of the uses of music, art, drama and dance therapies in educational settings. More than a survey of results, this offers techniques and shows how solution-focused group work can contribute to cooperation in the classroom and how exposure to art therapy can reach special needs kids. Solution-based group work is covered with specifics special educators can apply to their classrooms.

As arts therapists are increasingly working in schools, there is growing interest in identifying applicable therapeutic approaches and expanding on relevant research evidence. This book outlines the potential uses of music, art, drama and dance movement therapies in educational settings, and the contribution they have to make to the emotional and social development of children and adolescents. Drawing on international evidence, the book outlines a wide range of innovative applications of arts therapies across a range of settings, including mainstream classrooms, special schools and student support units. Examples of subjects covered include solution-focused brief dramatherapy groupwork in mainstream education, art therapy for children with specific learning difficulties who have experienced trauma and music therapy in special education. Particular emphasis is placed upon collaborative work, whether it be between arts therapists from different disciplines, arts therapists and teaching staff or arts therapists and researchers. Arts Therapies in Schools will be of great interest to arts therapists, and will also be useful to others who want to know about the potential of arts therapies in the classroom, including teachers and other education professionals, health professionals, educational psychologists, school counsellors and policy makers.

This book issues a call to action, to collaborate and to continue along the path of research-based work. I highly recommend it. -- Body, Movement and Dance in Psychotherapy This is a book with treasure in unexpected places, where there is more to learn from writers and researchers from other arts therapy disciplines than from my own. Not because the chapters on music therapy are weak in themselves, but rather because this edited collection manages to achieve that rare success of being a whole that is greater than its parts. -- British Journal of Music Therapy Many chapters contain first class documentation of evidence-based research within education. Each therapist presents well-thought out, concise investigation. Happily the second part fulfilled my expectations and refreshingly brings to life the narrative of the work providing a sympathetic understanding of our practice. I would recommend this book to anyone who needs clear examples of research within education. What I particularly enjoyed was that not only was the intervention inspiring in its systemic approach but also that once they had presented their findings they went on to refer to their work with one particular child thus bringing the research alive to the reader. This book demonstrates a range of possibilities of research "that reflect a similarly wide range of therapeutic interventions and research interests" (p.22). It would be useful to anyone wishing to deepen their understanding of arts therapies in this field and anyone who is keen to explore different approaches to research methodologies. -- Dramatherapy, Rachel Lambie A "must read" for creative arts therapists, teachers, administrators, school psychologists, school social workers, mental health counsellors and other school personnel. Further, it is an excellent choice for university pre-service and continuing education courses focusing on the bridging of research and practice agendas of the creative arts therapies in school settings. -- Janet Bush, Ed.S., ATR-BC, art psychotherapist and founding member of the Florida Art Therapy Association Vicky Karkou has selected an excellent group of international contributors to produce this much needed collection of research and case study-based chapters. The strengths of the book are that it covers all the arts therapies - art, dance, drama and music, and it is highly relevant and accessible to arts therapists and related professions in both the UK and elsewhere, not least because of the clear and lively style of the contributors. There is now much more attention being given to using the arts therapies in schools yet we have lacked literature that encompasses practice informed by research. This book fills the gap admirably. -- Diane Waller, OBE MA(RCA) DPhil FRSA, Professor of Art Psychotherapy, Goldsmiths, University of London Finally, a comprehensive work showcasing art, dance/movement, drama, and music therapies in the schools! This excellent book shows the pioneering work carried out by arts therapists in schools and establishes the importance of these approaches in supporting schools' curricula, as well as fostering learning for the child with developmental disorders. Through specific arts-based interventions, techniques, case studies and, of course, research, Arts Therapies in Schools shows how to engage in collaborative work with pupils, teachers and other therapists. -- Dr. Patrizia Pallaro LCMFT, ADTR, psychotherapist and dance/movement therapist I found this book clearly written and easy to read, particularly because each chapter is laid out following the same format... If one is interested, or involved in working with children in schools, a place where the arts therapies are very effective, and desperately needed, I strongly recommend acquiring and reading this book. It contains a lot of practical and research information in it, so it is a good reference book to have on one's bookshelf, especially in the event of needing new ideas or approaches, wanting to do one's own research, or being asked to write a proposal for school or government officials which contains solid research results for the effectiveness of the use of arts therapies in schools. -- Jhan Groom, BA, DKATI - Canadian Art Therapy Association Journal Arts Therapies in Schools: Research and Practice includes domestic and international studies in its survey of the uses of music, art, drama and dance therapies in educational settings. More than a survey of results, this offers techniques and shows how solution-focused group work can contribute to cooperation in the classroom and how exposure to art therapy can reach special needs kids. Solution-based group work is covered with specifics special educators can apply to their classrooms. -- The Midwest Book This book issues a call to action, to collaborate and to continue along the path of research-based work. I highly recommend it. (Body, Movement and Dance in Psychotherapy) This is a book with treasure in unexpected places, where there is more to learn from writers and researchers from other arts therapy disciplines than from my own. Not because the chapters on music therapy are weak in themselves, but rather because

this edited collection manages to achieve that rare success of being a whole that is greater than its parts. (British Journal of Music Therapy) Many chapters contain first class documentation of evidence-based research within education. Each therapist presents well-thought out, concise investigation. Happily the second part fulfilled my expectations and refreshingly brings to life the narrative of the work providing a sympathetic understanding of our practice. I would recommend this book to anyone who needs clear examples of research within education. What I particularly enjoyed was that not only was the intervention inspiring in its systemic approach but also that once they had presented their findings they went on to refer to their work with one particular child thus bringing the research alive to the reader. This book demonstrates a range of possibilities of research "that reflect a similarly wide range of therapeutic interventions and research interests" (p.22). It would be useful to anyone wishing to deepen their understanding of arts therapies in this field and anyone who is keen to explore different approaches to research methodologies. (Dramatherapy, Rachel Lambie) A "must read" for creative arts therapists, teachers, administrators, school psychologists, school social workers, mental health counsellors and other school personnel. Further, it is an excellent choice for university pre-service and continuing education courses focusing on the bridging of research and practice agendas of the creative arts therapies in school settings. (Janet Bush, Ed.S., ATR-BC, art psychotherapist and founding member of the Florida Art Therapy Association) Vicky Karkou has selected an excellent group of international contributors to produce this much needed collection of research and case study-based chapters. The strengths of the book are that it covers all the arts therapies - art, dance, drama and music, and it is highly relevant and accessible to arts therapists and related professions in both the UK and elsewhere, not least because of the clear and lively style of the contributors. There is now much more attention being given to using the arts therapies in schools yet we have lacked literature that encompasses practice informed by research. This book fills the gap admirably. (Diane Waller, OBE MA(RCA) DPhil FRSA, Professor of Art Psychotherapy, Goldsmiths, University of London) Finally, a comprehensive work showcasing art, dance/movement, drama, and music therapies in the schools! This excellent book shows the pioneering work carried out by arts therapists in schools and establishes the importance of these approaches in supporting schools' curricula, as well as fostering learning for the child with developmental disorders. Through specific arts-based interventions, techniques, case studies and, of course, research, Arts Therapies in Schools shows how to engage in collaborative work with pupils, teachers and other therapists. (Dr. Patrizia Pallaro LCMFT, ADTR, psychotherapist and dance/movement therapist) I found this book clearly written and easy to read, particularly because each chapter is laid out following the same format... If one is interested, or involved in working with children in schools, a place where the arts therapies are very effective, and desperately needed, I strongly recommend acquiring and reading this book. It contains a lot of practical and research information in it, so it is a good reference book to have on one's bookshelf, especially in the event of needing new ideas or approaches, wanting to do one's own research, or being asked to write a proposal for school or government officials which contains solid research results for the effectiveness of the use of arts therapies in schools. (Jhan Groom, BA, DKATI - Canadian Art Therapy Association Journal) Art Therapies in Schools: Research and Practice includes domestic and international studies in its survey of the uses of music, art, drama and dance therapies in educational settings. More than a survey of results, this offers techniques and shows how solution-focused group work can contribute to cooperation in the classroom and how exposure to art therapy can reach special needs kids. Solution-based group work is covered with specifics special educators can apply to their classrooms. (The Midwest Book) About the Author Vicky Karkou is Senior Lecturer and Programme Leader for the MSc in Dance Movement Psychotherapy at Queen Margaret University, Edinburgh, and an active researcher in the field of arts therapies for many years. She has worked in mainstream and special schools as an arts therapist and teacher.