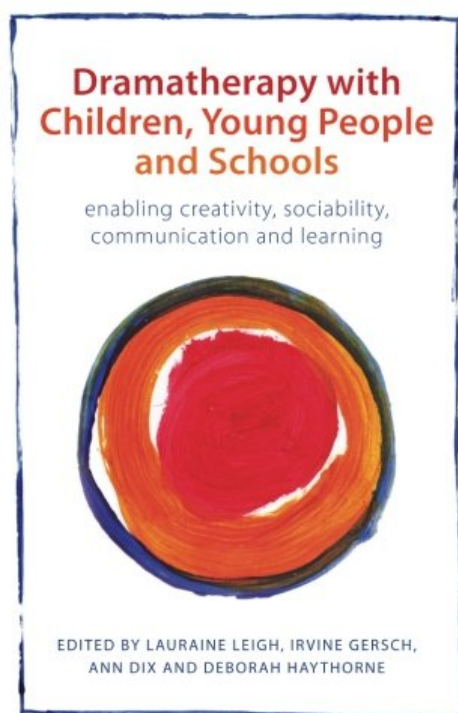


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# **Dramatherapy with Children, Young People and Schools**

enabling creativity, sociability,  
communication and learning



EDITED BY LAURINE LEIGH, IRVINE GERSCH,  
ANN DIX AND DEBORAH HAYTHORNE

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## Review

"This is a comprehensive and inspiring resource for practitioners and those responsible for the provision of appropriate emotional support to children in schools." - Anna Chesner, The British Association for Drama Therapists, UK

"I recommend this book to every dramatherapist, to every teacher, and to every health care administrator, because within its pages lies a vision of the future of education that we cannot afford to postpone. The many authors of chapters span the academic, clinical, educational, and research fields. This is an important book!" - David Read Johnson, Institutes for the Arts in Psychotherapy New York, USA

"A timely, comprehensive and accessible book; essential reading for dramatherapists working in schools and also for teachers, teaching assistants, learning mentors and others engaged in education. The complexities and difficulties in the lives of many children and young people are sensitively described and the creative practices of those writing will offer inspiration to all." - Pat Broadhead, Leeds Metropolitan University, UK

"I have seen the confidence and well-being of many vulnerable young people transformed through dramatherapy and related therapeutic approaches using the creative arts. This book takes an evidence-based approach to linking theory and practice, and will be an important resource for professionals across many disciplines working therapeutically in educational settings" - Professor Thomas Awn MacKay of Ardoch, CSci Psychology Consultancy Services - MacKay Associates - Critical Solutions

"an essential book for anyone working in education and especially government who are changing policies and funding. The book gives a clear exposition of the educational practice of dramatherapy and the underlying theories. Educational psychologists will understand the vital contribution that dramatherapy makes for children with learning, behavioural and emotional needs. The book is clearly and concisely written without jargon, that makes it accessible for teachers and therapists alike. It is also a very good read!" - Professor Sue Jennings, international dramatherapist and author

"thoroughly rewarding. It clearly describes how troubled pupils can be effectively helped, so that they are less stressed, have more fun and achieve better educational outcomes. The dramatherapy practice is a very welcome source of inspiration." - Dr. Alida Gersie, author of books about Storymaking and Change, freelance education consultant

"This book provides an insightful exploration of the role of dramatherapy with children, young people and schools. The content highlights the creativity and commitment involved in approaching this work with clear links to the evidence supporting dramatherapy as an important intervention for young people experiencing a range of difficulties. Case studies and clinical examples provide the reader with an authentic sense of the work, lending itself to clinical application for those working in the field" - Vicky Baldwin, Education & Practice Consultant, Institute of Mental Health

"The basic argument is that emotional learning is as important as academic learning. The book conveys how dramatherapy combines psychoanalytic understanding with physical and imaginative play in a way that engages directly with how the child experiences things. The case studies demonstrate how arts therapies like dramatherapy can help a troubled child or young person to manage their unruly or suppressed emotions in a way that allows them to achieve their full learning potential" - David Kennard, clinical psychologist and group analyst, UK

#### About the Author

Lauraine Leigh is a dramatherapist and teacher who has worked over 18 years with a range of children in the NHS and in mainstream and special schools and units, with behavioural difficulties, special needs and mental health diagnoses, promoting close communication with and support of parents and teachers around the child.

Irvine Gersch is Professor of Educational and Child Psychology at the University of East London (UEL). He is a chartered educational psychologist and chartered scientist. He is a Fellow of the British Psychological Society, The Royal Society of Arts and the Higher Education Academy. He is the Programme Director for the Professional Doctorate in Applied Educational and Child Psychology at UEL and a Director of Global Mediation.

Ann Dix is a freelance dramatherapist and supervisor. Prior to this she was manager of a multi agency support team in Leeds, working with schools, children and families. Ann was a drama teacher before qualifying as a dramatherapist in 1993.

Deborah Haythorne is the co-founder and co-director of Roundabout, the largest dramatherapy charity in the UK. Deborah qualified as a dramatherapist in 1985 and completed her research on dramatherapy with children with autistic spectrum disorder in 1996.

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