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~~Jonathan Shedler - Where is the Evidence for Evidence-Based Therapy?~~
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Feedback Informed Treatment Danske Manualer Danish Edition

ICCE Manualer til Feedback-Informed Treatment (FIT) er en serie af seks manualer, som dækker den vigtigste information for praktikere og arbejdspladser / organisationer som arbejder med implementering af FIT, som en fast del af behandlingen.

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Feedback Informed Treatment — Vidensportalen på det ...

Det er med stor glæde at jeg nu endelig kan fortælle, at den danske oversættelse af ICCEs Manualer i Feedback Informed Treatment (FIT) ligger klar! Sammen med Henrik Vesterhauge har jeg knoklet og det er med glæde og stolthed at vi endelig kan præsentere resultatet af vores arbejde.

De Danske FIT Manualer er endelig kommet!!!!?

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Feedback Informed Treatment (FIT) er et evidensbaseret dialog- og evalueringsredskab, der er udviklet særligt til professionelle behandlere og kan anvendes på alle behandlingsforløb. FIT består af to enkle skemaer med fokus på effekt og samarbejde.

Metoden FIT — Socialstyrelsen - Viden til gavn

De Danske FIT Manualer er endelig kommet!!!!? 6/14/2016 9 Comments Det er med stor glæde at jeg nu endelig kan fortælle, at den danske oversættelse af ICCEs Manualer i Feedback Informed Treatment (FIT) ligger klar! Sammen med Henrik Vesterhauge har jeg knoklet og det er med glæde og stolthed at vi endelig kan præsentere resultatet af ...

Category: - Psykolog Susanne Bargmann ApS

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ICCE Manualer til Feedback-Informed Treatment (FIT) er en serie af seks manualer, som dækker den vigtigste information for praktikere og arbejdspladser / organisationer som arbejder med implementering af FIT, som en fast del af behandlingen. Målet med serien er at give praktikere et grundigt fundament af viden og færdigheder forbundet med klinisk arbejde i topkvalitet.

Therapeutic Conversations with Queer Youth is for practitioners who seek culturally responsive, socially-just ways of engaging queer youth in conversations that evoke imagination, provoke possibility, and honor the courageous resistance and arresting inventiveness of their young clients. The first therapy book that focuses on work with youth who construct queer identities (as differentiated from essentialized gay or lesbian identities), it's also the first

to draw on queer theory and constructionist philosophy to inform practice with queer youth. Case vignettes and reflective exercises suitable for classroom use are provided through the commentary of five queer youth who served as cultural consultants to the research and writing of the book.

This is the book that youth workers who want to put into practice their desire to "meet youth where they're at" have been waiting for. *Narrative Approaches to Youth Work* provides hope-filled and fresh conversational practices anchored in a critical intersectional analysis of power and a relational ethic of care. These practices help youth workers answer the all-too-common question, what do I do when I do youth work? The concepts and skills presented in this book position youth workers to do youth work in ways that honor youth agency and resistance to oppression, invite a multiplicity of possibilities, and situate youth and youth workers alike within broader social contexts that influence their lives and their relationship together. Drawing on the author's 30-plus years of working alongside young people and training youth workers in contexts ranging from recreation centers to homeless shelters, this book provides a rich and deliberate mix of theoretical grounding, practical application, real-life vignettes, and questions for in-depth self-reflection. Throughout *Narrative Approaches to Youth Work*, readers hear from a wise and thoughtful squad of youth workers talking about how they strive to do socially just, accountable, critical youth work.

Brief Coaching with Children and Young People: A Solution Focused approach is the first book of its type to describe the thinking and practice of Solution Focused coaching with these age groups. The approach empowers young people to find their own solutions in the shortest possible time, focusing on where they want to get to rather than the details of the problem they are concerned about. The authors' emphasis on practical and straightforward techniques and materials will equip all those interested in working with and supporting young people and their families to help them achieve their hopes for the future. The book is illustrated with numerous examples from the coaching practice of the authors in different settings, with a particular emphasis on challenging cases. As a whole, it serves as a key resource for working with children and young people, but each chapter can also be read individually to enhance the reader's understanding of the topic. Downloadable resources are available online which enhance the practicality of the text. Ratner and Yusuf have created a practical, jargon-free resource for all those who work with and support children, young people and their families. It will be invaluable for coaches, therapists and counsellors as well as anyone who interacts with children and young people, including social workers, teachers and mentors and foster parents.

This volume offers compelling evidence that marriage and family (MFT) has made major strides in becoming a more evidence-based discipline.

Solution Focused Practice is a change-focused approach to enabling people of all ages to make progress in their lives by emphasising what is wanted in the future, amplifying successes and highlighting the capacities and skills available to support progress. Grounded in the reality of the day-to-day challenges of school life, *Solution Focused Practice in Schools: 80 Ideas and Strategies* offers dynamic, practical, down-to-earth and jargon-free applications of the Solution Focused (SF) approach that can create energy and movement in even the toughest of situations. From working with individuals to considering organisational developments, this book explores the SF approach using numerous examples and sample questions that can be adapted for any situation and whether the time available is long or short. The reader will gain ideas about how to: move beyond 'don't know' responses in individual discussions with students to create dialogues where difference and change can occur invite classes into constructive conversations about building the classroom environment that brings out the best in students, whether there has been a concern or not address key issues such as confidence, motivation, resilience and dealing with

set-backs build detail around potential and effective futures in coaching, consultations and meetings support the development of policies and procedures at an organisational level support solution-based conversations using play, role play, video and other creative techniques. This book is an excellent resource for managers, teachers, SENCOs, mentors, counsellors, coaches, psychologists, social workers and all those who work in a supportive capacity in schools to promote the learning and well-being of both students and staff.

Gestalt therapy is well-grounded in its daily practice, but is a field which is still in the process of developing a research tradition to support this practice. Gestalt practitioner researchers devote themselves to the generation of interest in the field, the enlargement of capacities and expertise, and the sharing of research projects and their findings. The larger Gestalt community realises that such research has begun to take place, but it requires more information and to be brought into the conversation through a book that speaks of philosophy and method and actually shares some of the research that emerges. This volume fills this lacuna, collecting for the first time the theoretical grounds for research in Gestalt therapy, and introduces useful research methods and presents actual research projects to provide inspiration to Gestalt practitioner researchers. The book will be helpful not only to Gestalt therapists interested in research, but also to students of Gestalt therapy involved in training, as it will serve to bolster their own academic performance. It will also be of interest to the larger field of psychotherapy research, in demonstrating how a clinical school based on principles such as existential dialogue, phenomenology and field theory is responding to the need for evidence-based practice, and is keeping pace with the needs of a twenty-first century professional community.

In *Feeling Persecuted*, Anthony Bale explores the medieval Christian attitude toward Jews, which included a pervasive fear of persecution and an imagined fear of violence enacted against Christians. As a result, Christians retaliated with expulsions, riots, and murders that systematically denied Jews the right to religious freedom and peace. Through close readings of a wide range of sources, Bale exposes the perceived violence enacted by the Jews and how the images of this Christian suffering and persecution were central to medieval ideas of love, community, and home. The images and texts explored by Bale expose a surprising practice of recreational persecution and show that the violence perpetrated against medieval Jews was far from simple anti-Semitism and was in fact a complex part of medieval life and culture. Bale's comprehensive look at medieval poetry, drama, visual culture, theology, and philosophy makes *Feeling Persecuted* an important read for anyone interested in the history of Christian-Jewish relations and the impact of this history on modern culture.

?This is an introduction to a Didactique, research program that has been going on in France since the '70s and whose importance is now widely recognized, but whose content is still not easy access to anglophones. The work of Dr. Guy Brousseau has remained largely, in his native France, untranslated and largely unknown. This book will unlock the secrets of Didactique and provide an opportunity for researchers, teacher educators, and students to learn of this important methodology. The field of Didactique is rich, deep and extensive. To a large extent, it owes its shape and even its existence to the energy and inspiration poured in by Guy Brousseau starting in the 1960's. Many others have since added their ideas and energies to produce a unique, vibrant, multi-faceted research program. *Invitation to Didactique* provides an easily accessible general introduction to the field, hitting the high spots and focusing largely on the contributions of Brousseau himself. *Teaching Fractions through Situations: a Fundamental Experiment* takes one fundamental aspect and examines it in a great deal more depth from several perspectives. It gives a detailed description of a particularly interesting way of teaching fractions and decimals which should be interesting to any reader who enjoys seeing children learn mathematics. It then examines two other aspects of the lesson sequence, first describing the exciting and challenging role of the teachers handling a highly unfamiliar approach and then placing the whole experience in its context in

the very earliest phases of the development of this very important field of research.

Soul Change is a collection of powerful and moving poems by 14-year-old Aminah Rahman.

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