Childhood Trauma

An event that a child finds overwhelmingly distressing or emotionally painful, often resulting in lasting mental and physical effects.

2x

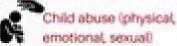
more likely to develop DEPRESSION

more likely to develop ANXIETY

DISORDERS

War/Terrorism

Common causes:



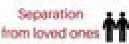
WitnessVictim of violence











LONG-TERM IMPACTS:

Affects perception of reality





Takes away sense of safety

Wires brain to expect danger

Increases stress hormones flowing through the body



Triggers fight, fright or freeze respor



Creates a sense of helplessness



Creates relationship problems

Results in serious behaviour problems



The initial trauma of a young child may go underground but it will return to haunt us

James Garbarino



PREFRONTAL CORTEX (PFC)

"Thinking Centre"

Underactivated

Difficulties concentrating & learning.

A traumatised brain is

"bottom

heavy"

ANTERIOR CINGULATE CORTEX (ACC)

'Emotion Regulation Centre'

Underactivated

Difficulties with managing emotions.

AMYGDALA

"Fear Centre"

Overactivated

Difficulty feeling safe, calming down, sleeping



result of repetitive, prolonged trauma

Complex Trauma: a



Long Term Childhood Illness

Lyndsey Hookway

Long Term Childhood Illness:

Long-term Childhood Illness Harry A. Sultz,1972 **Chronic Childhood Illness** Gilman D. Grave,1976 Contains the proceedings of three separate conferences held in 1973 and 1974 **Long-term Childhood Illness** Harry A. Sultz,1972

Why Childhood Illness Matters Lyndsey Hookway, 2023-12-07 Childhood illness affects thousands of families every year and can have a profound impact on everyone connected with a child including their parents siblings extended family and community In Why Childhood Illness Matters paediatric nurse and researcher Lyndsey Hookway explores the experience of having a sick child explaining the effects on families and how they can best be supported by those around them She examines how illness affects both a child and their family s quality of life psychological wellbeing and relationships as well as a child s education opportunities sleep and play She also explores how the effects of acute chronic and palliative illness can be understood and managed to improve outcomes for children and their families The Psychology of Childhood Illness Christine Eiser, 2012-12-06 The pattern of childhood illness has changed significantly during this century Many frightening conditions such as polio and tuberculosis have essentially been eradicated Other conditions that were once fatal have now achieved the status of chronic disorders for example leukemia cancer and cystic fibrosis Technological advances which have resulted in the medical treatment of these conditions have however created a gamut of psychological problems for the children and their families Recognition of these problems has lagged behind other advances in pediatric medicine The emergence of a specialist area of pediatric psychology Wright 1975 has largely been responsible for the mushrooming of research in the area In much early work the emphasis was on the impact of chronic illness on children and their families Reactions at times of greatest trauma especially diagnosis or death were particularly well documented Issues relating to day to day aspects of child care involving questions of discipline or protectiveness have received much less attention As far as the sick child is concerned there has been much investigation of academic and intellectual development as well as of personality changes that might accompany illness Nursing Care of the Child with Long-term Illness Shirley Steele, 1977

Rethinking Experiences Of Childhood Cancer: A Multidisciplinary Approach To Chronic Childhood Illness Dixon-Woods, Mary, Young, Bridget, Heney, David, 2005-06-01 Written by a sociologist psychologist and practising paediatric oncologist this book offers a fresh theoretical approach to the experience of childhood cancer The book also discusses the impact on parents and other family members when a child is diagnosed with cancer **Working and Caring for a Child with Chronic**Illness M. Vickers, 2006-03-15 Using an innovative action research approach Vickers explores the lives of women who work full time while caring for a child with significant chronic illness or disability She demonstrates that such women can be disconnected from those around them unsupported and overwhelmed with responsibility at home and work School Health, Nutrition and Education for All Matthew C. H. Jukes, Lesley J. Drake, Donald A. P. Bundy, 2008 This book contains 7 chapters The following topics are discussed case for school health and nutrition challenges for child health and nutrition

infectious diseases and nutritional deficiencies health nutrition and access to education long term effects of preschool health and nutrition on educational achievement health nutrition and educational achievement of school age children costs and benefits of school health and nutrition interventions and school health and nutrition programmes Maternal & Child Health Nursing JoAnne Silbert-Flagg, 2022-02-22 A respected authority updated for today s changing healthcare environment Maternal Child Health Nursing 9th Edition equips students for success by presenting maternal newborn and child healthcare not as two separate disciplines but as a continuum of knowledge This extensively revised 9th Edition integrates a nursing process framework an approachable organization the latest evidence based research and engaging learning aids to ensure a mastery of essential concepts and cultivate the skills for successful nursing practice Health Promotion of the Child with Long-term Illness Shirley Steele,1983 Genetic and Acquired Disorders Paul C. McCabe, Steven R. Shaw, 2010-02-23 Written for school psychologists counselors administrators and teachers this volume outlines issues affecting children who are born with or acquire a medical disorder or disease The Acupuncturist's Guide to Conventional Medicine, Second Edition Clare Stephenson, 2017-04-21 Now in its second edition this comparative textbook provides everything students and practitioners of complementary medicine need to know about conventional medicine It covers the physiological systems of the body and the conventional approach to diagnosis and treatment enabling good relationships with conventionally trained practitioners **Promoting Adherence to Medical** Treatment in Chronic Childhood Illness Dennis Drotar, 2000-08 This interdisciplinary edited volume addresses critical gaps in scientific understanding of adherence compliance to treatment regimens in chronic health conditions for children Child Health Psychology Julie Turner-Cobb, 2013-12-06 Winner of the British Psychological Society Book Award Ados 2017 Textbook category A long overdue prioritisation of child and adolescent health psychology Taking an interdisciplinary stance to a textbook can be a difficult task However despite introducing a variety of concepts this text is very accessible and a joy to read A use of both old and new case studies and examples helps to chart the progress in the field an excellent book for health psychology modules and postgraduate teaching The Psychologist This book is well evidenced has a sound theoretical and scientific basis and at the same time is insightful and readable reflecting the author's enthusiasm for the topic It will stimulate the reader to find out more about this fascinating area Vivien Swanson University of Stirling Engagingly written in a style that draws the reader in it covers all the bases and provides an excellent introduction to the area Paul D Bennett Swansea University Child Health Psychology A Biopsychosocial Perspective is the first sole authored textbook dedicated to the topic of health psychology as it applies to children and adolescents drawing on research from several related disciplines including psychoneuroimmunology and developmental psychobiology With an overarching biopsychosocial lifespan perspective Turner Cobb examines the effects of early life experience on health outcomes as well as covering the experience of acute and chronic illness during childhood Lots of helpful aids are provided per chapter including

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web self assessment questions for each of the 14 statements below pick the answer that best describes you from not at all rarely sometimes often very often answer questions as you actually are rather than how you think you should be and don t worry if some questions seem to score in the wrong direction

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web listenwise designed our unique assessments to measure 8 different aspects of listening comprehension our user friendly reports will show you how students are performing by listening strands view aggregate data for school or classroom or drill down to see a detailed view of a single student

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web listening skills self assessment to help you start to be more aware of your listening habits complete the following listening self evaluation it will give you an idea of which listening habits you can be happy about and which ones you might want to reshape answer each question thoughtfully put an x in the appropriate column 1

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web assess your listening skills with this test examine the following statements and situations and choose the option that best applies to you in order to receive the most accurate results please

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web improve your listening skills by practising with our a1 a2 b1 and b2 listening tests answers and transcriptions are included

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web 49 65 you are an active listener 31 48 you are a good listener with room for improvement 13 30 you need to focus on improving your listening skills if you received a score between 13 and 48 develop a plan for strengthening your active

listening skills write your ideas in the space below 2004 harvard business school publishing

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web as a speaker understanding your listener s body language can give you an opportunity to adjust your message and make it more understandable appealing or interesting as a listener body language can show you more about what the other person is saying you can then ask questions to ensure that you have indeed understood each other

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web jan 1 2012 developing an academic listening self assessment questionnaire a study of modeling academic listening psychological test and assessment modeling authors vahid aryadoust nanyang

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web the listening skills assessment scale is a diagnostic tool designed to evaluate an individual s ability to actively listen the assessment consists of a series of questions that measure the individual s listening skills such as following instructions focusing on the speaker and accurately summarizing the message 5 minutes to complete

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web if you need to assess your students listening skills there are a number of factors you need to consider these include considering the test taker and their needs the kind of information you want to know abut their listening skills and the most appropriate ways to assess these skills so that your test is appropriate and accurately scored

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web listening skills listening for topic for speaker purpose to identify the speaker for specific detail for main points to understand opinion to follow an argument to infer something not directly stated assessing listening cambridge university press assessment - Feb 09 2023

web 3 approaches to assessing listening 61 4 defining the construct 94 5 creating tasks 116 6 providing suitable texts 154 tion indicates clausal boundaries marks questions and also indicates when it is appropriate for the listener to respond cooper 1976 garro and parker 1982 one of the most important aspects of listening

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web 1 how important is video in your lessons 1 most important 5 least important watching video for gist dictation listening comprehension questions pre listening vocabulary work personalised post listening activities british council premier skills english 2014