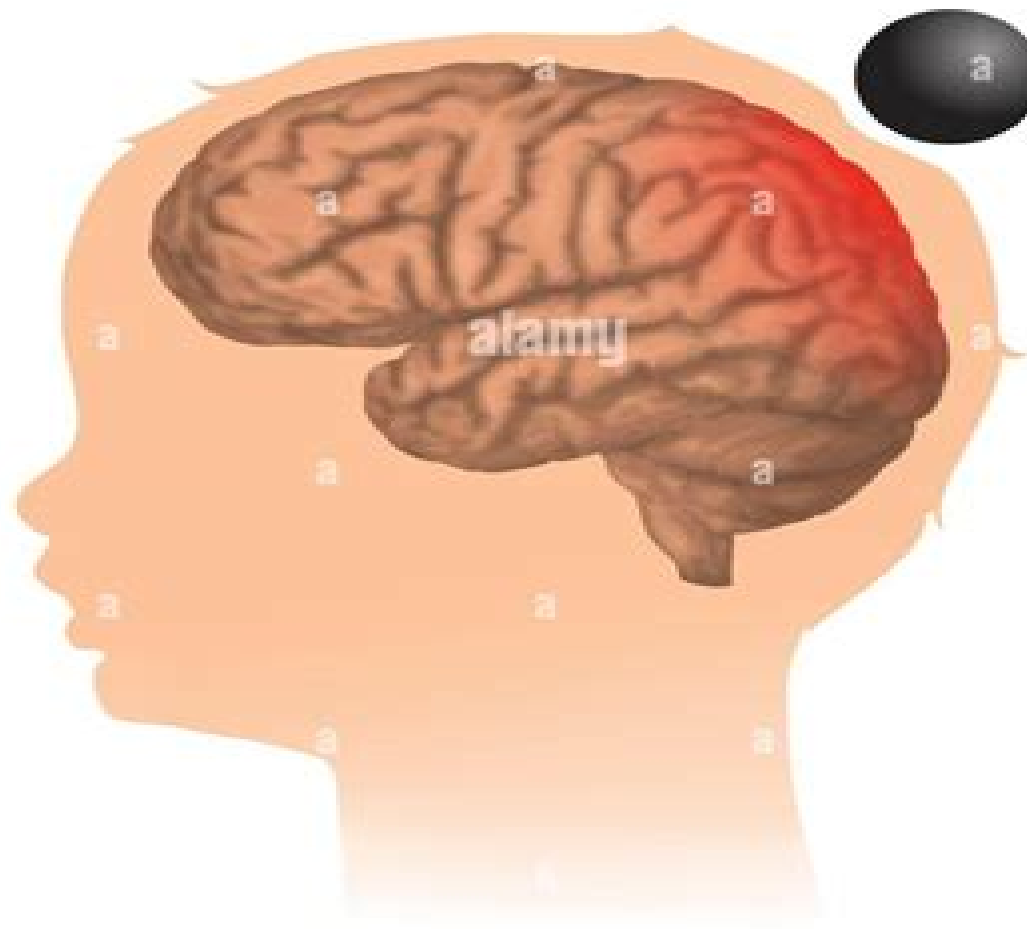


Traumatic brain injury in childhood



Parenting A Child With Traumatic Brain Injury

Shelley J. Greif



Parenting A Child With Traumatic Brain Injury:

Parenting a Child with Traumatic Brain Injury Barry Kent Hughes, 1990 *Children with Traumatic Brain Injury* Lisa Schoenbrodt, 2001 This is a comprehensive must have reference that provides parents with the support and information they need to help their child recover from a closed head injury and prevent further incidents Coping with traumatic brain injury TBI involves a complex process of readjustment to the changes in a once healthy child and affects everyone in the family Traumatic brain injury occurs when the brain abruptly and violently moves within the skull as a result of extreme force to the head during an automobile biking or playground accident for example The effects of TBI can range from mild to severe and recovery can take from weeks to years Although each child s condition is unique all TBI patients experience impairment in one or more of the following areas cognition emotion behaviour and motor skills While TBI can happen to anyone children particularly teens are susceptible And children who have already had one TBI are at greatest risk Written by a team of medical specialists therapists educators and an attorney the book covers what is traumatic brain injury medical concerns rehabilitation and treatments coping and adjustment effects on learning and thinking speech and language and behaviour educational needs and legal issues Throughout the book a case study of a boy who was injured at age eight illustrates the effects of TBI on education socialisation and independence Parent statements at the end of each chapter attest to the variety of response families have and offer insight about the experience of raising a child with TBI A resource guide of support and advocacy organisations a reading list and glossary round out this authoritative guide This book is useful to professionals who provide services to children with TBI and their families General and special educators will find it essential reading to help their students with TBI But most of all the book gives parents the hope and facts they need to improve the outcome of their child s recovery **Neuropsychological Rehabilitation of Childhood Brain Injury** J. Reed, K. Byard, H. Fine, 2015-04-21 While brain injury can be a potentially devastating childhood medical condition this book explores the developing field of neuropsychology to suggest it is not inevitable It draws together contributions from leading international clinicians and researchers to provide an authoritative guide to help children with brain injury using neuropsychology Challenges Faced by Parents Caring for Their Child After Traumatic Brain Injury Shelley J. Greif, 2014 When children have a moderate to severe traumatic brain injury TBI they are treated in a continuum of care that includes triage and emergency care hospitalization rehabilitation and outpatient therapy Physical and cognitive recovery from brain injury may take several years Children s recovery varies depending on numerous factors including pre injury conditions and injury severity While children and families are eager to return home to familiar activities there are often significant physical cognitive behavioral and emotional changes that challenge families Successful community reintegration depends on the ability of the family to understand and support the child dealing with and responding effectively to those challenges The purpose of this study is to understand how parents manage the care and community reintegration of their child who has experienced a TBI over time This study utilized

a mixed methods approach exploring the dimensions of the health challenge faced by parents caring for a child after a TBI critical turning points as they face health challenges and approaches for movement toward resolving health challenges Story theory and story inquiry method were used to gather stories from 10 parents of children who experienced moderate to severe traumatic brain injury between the ages of 12 and 18 and between 2 and 5 years ago Parents perceptions of their child s quality of life and their ability to manage their child s health challenge were explored using the Pediatric Quality of Life Inventory and Family Management Measure Health challenges identified were living with overwhelming personal upheaval navigating the unknown and struggling with how to support independence dependence Turning points were chronological or epiphanies Approaches for movement toward resolving were continuously re creating a new normal being fully engaged in meeting the needs of one s child and embracing caring relationships to construct the new normal Qualitative and quantitative data were analyzed to synthesize the findings Results include a sense of ease in managing the health condition of the child associated with continuously creating a new normal Healthcare providers can support and strengthen family management of children after TBI by understanding the health challenge critical turning points and how parents move toward resolving

Traumatic Brain Injury Mark J. Ashley, David A. Hovda, 2017-07-28 The fourth edition of this text constitutes a continuation of 20 years of coverage of traumatic brain injury and broadens the discussion of acquired brain injury Within TBI the paradigm shift from an injury occurring at a point in time to a disease entity of a chronic nature is changing the discussion of diagnosis management treatment and outcome assessment Disease specification that differentiates TBIs by the mechanism of injury the exact nature of the injury the extent of injury presence of co morbidities and their exact nature gender age race and genome are emerging as crucial Disease differentiation has impacted diagnosis treatment and outcome

Handbook of Parent-Child Interaction Therapy Larissa N. Niec, 2018-11-10 This handbook examines advances in the evidence based behavioral family intervention parent child interaction therapy PCIT It surveys innovative adaptations tailored to specific diagnostic concerns client populations treatment settings and delivery formats Chapters provide rationales for adaptation reviews of relevant research and discussions of advantages and challenges Case studies illustrate the implementation of the adaptations and help to make new techniques concrete The handbook offers practical descriptions of the adaptations to PCIT comprehensively reviews treatment outcome literature and integrates cutting edge implementation science into an exploration of the current dissemination strategies in PCIT The handbook concludes with a consideration of the questions that remain to be addressed to extend the reach of PCIT among traditionally underserved families and to continue to advance the science and practice of children s mental health interventions Featured topics include PCIT for children with callous unemotional traits PCIT for families with a history of child maltreatment Group PCIT PCIT for military families The PCIT CALM program for treating anxiety in young children PCIT for American Indian families Transporting and disseminating PCIT internationally Using technology to expand the reach of PCIT The Handbook of Parent

Child Interaction Therapy is a must have resource for researchers professors instructors clinicians and graduate students in child and school psychology child psychiatry and social work as well as such related disciplines as developmental clinical counseling and community psychology family studies and mental health services and agencies [Resources in Education](#), 1992-04

Traumatic Brain Injury Robert P. Granacher Jr., 2007-12-20 Since the original publication of *Traumatic Brain Injury Methods for Clinical Forensic Neuropsychiatric Assessment* enhanced clinical findings concerning traumatic brain injury have improved our ability to evaluate and treat individuals with TBI Unfortunately the dramatic rise in the occurrence of brain injuries over the same time period d

Violence and Trauma in the Lives of Children Joy D. Osofsky, Betsy McAlister Groves, 2018-08-09 Explains the neurological emotional and behavioral impacts of violence and trauma experienced by newborns infants children and teenagers Traumatic events known as adverse childhood experiences ACEs can affect children physically mentally and emotionally sometimes with long term health and behavioral effects Abuse neglect exposure to community and domestic violence and household dysfunction all have the potential to alter brain development and behavior but few people are able to recognize or respond to trauma in children Given the prevalence of childhood exposure to violence with one in four children ages 5 to 15 living in households with only moderate levels of safety and nurturance and infants and children ages 0 to 3 comprising the highest percentage of those maltreated it is imperative that students and professionals alike be able to identify types and consequences of violence and trauma This book provides readers with the information they need in order to know how to detect and prevent ACEs and to help children who have lived through them

Traumatic Brain Injury Rehabilitation Mark Ylvisaker, 1998 *Traumatic Brain Injury Rehabilitation Children and Adolescents* provides rehabilitation professionals in all areas of rehabilitation with a comprehensive interdisciplinary framework for treatment of brain injured children and adolescents The book begins with an explanation of the pathophysiology of closed head injury and its typical consequences leads the reader through various clinical intervention and therapeutic techniques and concludes with guidelines for re integrating the child into school family and work communities Drawing upon the authors backgrounds in speech language therapy occupational therapy physical therapy physical medicine and rehabilitation and neurology the book presents a thorough discussion of all areas of head injury rehabilitation

[Parent Resources on Prevention and Early Intervention of Development Disabilities](#), 1992

The Assessments of Parent Needs Following Pediatric Traumatic Brain Injury Kira Armstrong, 1999 The pediatric version of the Family Needs Questionnaire was administered to parents of children with traumatic brain injuries TBI n 19 a year or more post injury Parents of diabetic children DIAB group n 21 and parents of orthopedically injured children ORTHO group n 14 were included as control groups Parents rated 40 items in terms of their importance and how well these needs have been met The ORTHO group rated significantly fewer items as important relative to the TBI and DIAB groups who endorsed a similar number of items Of those items rated as important TBI parents needs were more likely to remain unmet relative to both the DIAB and the ORTHO groups out of 28 items rated as

important TBI parents report that 19 needs are still unmet Within the TBI group even for those needs reported as met most items were endorsed by fewer than half of the parents indicating that a large proportion of the TBI parents still felt those needs were unmet DIAB and ORTHO parents more consistently reported their needs as met both across items and within groups Needs most often rated as unmet for TBI parents include the needs for health medical information professional support community support networks and the need to be involved in their child s care These results present important findings for TBI rehabilitation professionals Future studies need to investigate whether TBI parents needs are unmet because there are no community resources or if the resources available are unused or not targeting the needs TBI parents feel are most important

Personal Injury Solicitors List 2003 Alex Goody, Headway (Organization), 2008

Traumatic Brain Injury, 1995

Community Integration Following Traumatic Brain Injury Jeffrey S. Kreutzer, Paul Wehman, 1990 The 6th edition of this book has been deliberately aimed at postgraduate students in medicine and neurology studying for higher diplomas such as MRCP UK It includes advice on treatment and management of individual neurological disorders as well as improvements in diagnostic techniques

Supporting Children When a Parent Has Had a Brain Injury Tamsin Ahmad, Jo Johnson, 2016

Delivery of Parent-child Interaction Therapy in a Telehealth Format, 2022

Traumatic brain injuries TBIs in childhood have been associated with disruptive behaviors and attentional problems that may worsen over time and are often experienced as challenging for those in caregiving roles Parents of children with TBI may evoke negative interactions to manage their child s behavior through reliance on ineffective parenting practices This results in increasingly maladaptive parent child interactions that maintain or worsen problem behaviors of the child and further disrupt family functioning Despite the importance of family functioning on child post injury outcomes the availability of family based treatments for children with TBI is extremely limited Parent Child Interaction Therapy PCIT is an empirically supported treatment for young children with oppositional and disruptive behaviors Although children with TBI experience similar deficits in attention and behavioral regulation research is lacking in supporting PCIT outcomes specifically for children with TBI This research evaluated adaptations to the standard PCIT protocol that may benefit treatment of parents and their children with TBI Using a multiple baseline design the current study examined the effectiveness of telehealth delivered PCIT in the home setting for a 9 year old child with TBI and co occurring behavioral and attentional difficulties Adaptations were consistent with the recommendations set forth by Eyberg 2005 and maintained the conceptual integrity of PCIT by keeping the theoretical and empirical foundation while adding components to target the unique challenges of the pediatric TBI population Meaningful observable changes were shown in parent behaviors in addition to improved parent child interactions Positive changes in the child s compliance to parent directions were observed and reported by parents A reduction in parent perception of behavior problem frequency and parent reported satisfaction with treatment goals procedures and outcomes also support clinically meaningful results

Psychological Management of Traumatic Brain Injuries in Children and

Adolescents Ellen Lehr, 1990 This book addresses the holistic needs of children and adolescents with brain injuries and discusses psychosocial concerns school and home management issues and future directions it integrates existing research findings with extensive clinical experience providing insight as well as information to guide rehabilitation and it emphasizes intervention for both TBI and minor head injury

The Skills of Helping Individuals, Families, Groups and Communities Lawrence Shulman, 1999 This text focuses on the skills social workers use in the helping process It defines illustrates and teaches helping skills and provides manageable models for understanding them The book also looks at the underlying process and its associated set of core skills A range of helping situations are addressed so that social workers can find useful models to incorporate into their own work The core processes and skills are identified in the chapters on work with individuals and reappear in the discussions of group family and community work

How Parents Advocate for Their

Child Or Adolescent who Has Sustained Traumatic Brain Injury John H. Cathers, 1999

This book delves into Parenting A Child With Traumatic Brain Injury. Parenting A Child With Traumatic Brain Injury is a crucial topic that needs to be grasped by everyone, ranging from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Parenting A Child With Traumatic Brain Injury, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
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 - Chapter 2: Essential Elements of Parenting A Child With Traumatic Brain Injury
 - Chapter 3: Parenting A Child With Traumatic Brain Injury in Everyday Life
 - Chapter 4: Parenting A Child With Traumatic Brain Injury in Specific Contexts
 - Chapter 5: Conclusion
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 3. In chapter 2, this book will delve into the foundational concepts of Parenting A Child With Traumatic Brain Injury. This chapter will elucidate the essential principles that must be understood to grasp Parenting A Child With Traumatic Brain Injury in its entirety.
 4. In chapter 3, this book will examine the practical applications of Parenting A Child With Traumatic Brain Injury in daily life. The third chapter will showcase real-world examples of how Parenting A Child With Traumatic Brain Injury can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Parenting A Child With Traumatic Brain Injury in specific contexts. The fourth chapter will explore how Parenting A Child With Traumatic Brain Injury is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, the author will draw a conclusion about Parenting A Child With Traumatic Brain Injury. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Parenting A Child With Traumatic Brain Injury.

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