

Disabled Children

The impact of finding out your child is disabled can be wide ranging. The author's experience as a psychologist and parent of a disabled child informs this book which focuses on what helps, and hinders, parent-carers' emotional wellbeing. Research shows that mental health, relationships, family life, access to work and leisure activities, as well as finances can all be affected. For many parents the focus of those around them is solely on the child and their own needs become neglected. The author re-focuses attention onto the wellbeing of the parent. This includes acknowledging emotions, connecting with positive others, empowering yourself, regularly engaging in self-care and finding your own sense of meaning and purpose in life. Identifying the myriad of different emotions parents may experience as an understandable reaction to an unexpected situation the book includes quotes from parent carers. Connecting to psychological theories, such as positive re-framing and post-traumatic growth, the book applies these in practical ways to the parent-carer experience. She acknowledges that the journey is neither linear nor simple and transitions such as secondary school, puberty and adulthood require further periods of adjustment. Parents rarely get the time or support to stop and reflect on how they are feeling as they are caught up in the day to day busyness of caring. The difficulty is exacerbated by limited resources and battling for services.

...designed for use with children from age 3 & above who suffer from mental retardation, brain damage, autism, severe aphasia, emotional disorders or childhood schizophrenia... One glaring omission of the research into childhood disability so far has been the lack of attention to the views of disabled children themselves. Being a child and being disabled creates a double disadvantage when it comes to truly involving them in research. This text seeks to persuade the reader of the need to move from research on childhood disability to research with disabled children. It is a review of methods used to access the views and experiences of disabled children, including those with speech and learning difficulties.

Burke demonstrates the normality of disability - that children are children whatever their label - and the need for a sensitive professional understanding of the impact of both physical and learning disabilities on family members, in order to improve their quality of life.

Imagine you were asked the same question again and again throughout your life Imagine if it was a question that didn't bring about the happiest of memories . . . This is the experience of one-legged Joe, a child who just wants to have fun in the playground Constantly seen first for his disability, Joe is fed up of only ever being asked about his leg. All he wants to do is play Pirates. But as usual, one after the other, all the children ask him the same question they always ask, "What happened to you?" Understandably

Joe gets increasingly cross! Until finally the penny drops and the children realise that it's a question Joe just doesn't want to answer . . . and that Joe is playing a rather good game . . . one that they can join in with if they can stop fixating on his missing leg . . . Because children are children, after all.

Many health, education and social service initiatives aim to implement better multi-agency working between agencies and professionals. But what difference does this sort of change make to those on the receiving end? This book explores the impact of multi-agency working on disabled children and the families and professionals who support them.

[*Emotional Wellbeing in Parents of Disabled Children*](#)

[*What Happened to You?*](#)

[*Survey of Blind and Disabled Children Receiving Supplemental Security Income Benefits*](#)

[*Research and Good Practice Second Edition*](#)

[*Disabled Children and the Law*](#)

[*Parenting Your Disabled Child*](#)

[*Fair Play for Disabled Children and Young People in Wales*](#)

[*Why Exams and Tests Do Not Help Disabled and Non Disabled Children Learn in the Same School*](#)

[*The Costs of Caring*](#)

Different Dads

Meeting the Needs of Children with Disabilities

Making a Difference?

Marking the 40th anniversary of the Warnock Enquiry (1978) into special education in the UK and capturing the coverage of a public debate on special educational needs and disabilities (SEND) hosted by the University College London Institute of Education (2018), this volume explores the legacy of the Enquiry, considering how it has impacted on policy and practice relating to SEND and inclusion, and how it will continue to do so. Offering historical perspectives and drawing on professional and personal experiences, high-profile contributors, including practitioners, researchers, campaigners and parents, reflect on the approaches taken during the Warnock Enquiry and consider how successfully recommendations have been implemented. Reviewing conceptual and practical territory covered by the Warnock committee, and assessing the current state of the inclusion and education of young people with SEND in the UK, the text sets out broad, evidence-based principles for rethinking inclusive practice and explores topics including: the purposes, contribution and impacts of the Warnock Enquiry rights-based approaches to the education of children with SEND past and present dialogue between mainstream and specialist settings challenges faced by parents of children with SEND implications of the Enquiry for initial teacher training perceptions of SEND in the media the relevance of the Enquiry to policy and practice in the years ahead. This invaluable text will widen current debates by exploring how persistent problems relating to inclusion and the education of children and young people with SEND might be resolved. It is an essential read for researchers, educationalists, practitioners and

families involved in the education of children with SEND.

Published in association with the Joseph Rowntree Foundation, this report highlights services in the UK that address the housing needs of disabled children and their families in a positive way, and services that have been commended by families themselves. It also highlights the key features of services that families and children find most helpful and provides a handy checklist against which service providers in the UK can assess the effectiveness of their services.

Fathers of disabled children can feel overlooked when the focus of much parenting support is aimed at mothers. Different Dads is a collection of inspiring personal testimonies written by fathers of children with a disability who reflect on their own experiences and offer advice to other fathers and families on the challenges of raising a child with a disability. The fathers featured represent a broad spectrum of experience. Their contributions reflect a wide range of cultures; some are single fathers, others are married adoptive fathers. What they all have in common are the challenges that face them and their families in raising a child with a disability. Issues explored include the reactions of family, friends and colleagues, how to deal with the organisations and professionals that support families with a disabled child, and the difficulty of being open about feelings in a culture that doesn't always expect men to have a sensitive or nurturing role. Offering direct and thoughtful perspectives on being a father of a child with a disability, this book will be a valuable source of support and information for families with disabled children, and also for health and social care professionals who work with these families.

Focusing on contemporary childhood disability issues, and relevant to the lived experiences of disabled children and young people and their families, this book addresses themes such as transition, identity, education, inclusion, and service provision. It also includes insightful

contributions on participatory research and practice with disabled children and young people, including an emphasis on capability, voice, and communicative spaces for those with life limiting and more severe levels of impairment. The contributions to this book are grounded in a commitment to the rights of disabled children and young people, as explicitly recognised under the United Nations Conventions on the Rights of the Child (1989) and Rights of Persons with Disabilities (2006). However, the authors also draw our attention to the detrimental impact of economic austerity and conflict on the extent to which these rights are being realised, encouraging further consideration of issues relating to social justice, inter-dependence, and participation. Addressing the diversity of disabled children's lives across service domains and international contexts, this book provides an evidence base to support the realisation of the rights of disabled children and young people. This book was originally published as a special issue of *Child Care in Practice*.

Mr. Crocodile loves his job. Every morning he gets up with an alarm. He brushes his teeth. He chooses the right tie to match his outfit, eats a quick slice of toast, and heads off to work on a crowded train. But what exactly is his job? The answer may surprise you! Readers will want to pore over this witty, wordless book again and again, finding new details and fresh stories with every reading.

This book is based on the findings of a qualitative study of 24 families who each had two or more severely disabled children. Family life was explored, and particular difficulties, needs and strategies for managing day-to-day care were identified. With 'practice points' at the end of each chapter, this book will make informative reading for social services and health professionals, teachers and others working with disabled children and their families, as well as for those

planning services and making policies which impact on them.

[Working with Children and Families](#)

[Including Children and Young People with Special Educational Needs and Disabilities in Learning and Life](#)

[Day by Day](#)

[Enabling Care and Social Justice](#)

[Disabled Children: A Legal Handbook](#)

[The Art of the Possible](#)

[At the Double](#)

[Supporting families with two or more severely disabled children](#)

[Research, policy, and practice](#)

[Professional Crocodile](#)

[Contested Caring, 1850–1979](#)

[Fathers' Stories of Parenting Disabled Children](#)

The United Nations Convention on the Rights of Persons with Disabilities is the only UN treaty to date in which the people who are its target, that is disabled people, were actively involved in its drafting and the only one which requires the active participation of disabled people in its implementation. This does not, of course, automatically guarantee the direct participation of all disabled people. This is especially so for children with disabilities, whose status as legal minors may inhibit them from participating in decisions affecting their lives. This book focuses on the participation rights of the disabled child with regard to health, education, homelife and relationships, highlighting ways in which these rights are safeguarded and promoted throughout the EU, as well as exploring the factors that put these rights at

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risk. Finally, this groundbreaking text analyses whether disabled children's needs for assistance in order to realise their participation rights results in fewer opportunities to participate or in an increase in support in order for them to be able to do so.

The authors explore the implications of their study for a childhood model of social disability. They identify and draw out the significance of their findings for a range of mainstream, specialist and statutory providers. It is an invaluable resource for effective ways of communicating directly with disabled children.

Examining the overlooked subject of non-disabled siblings in families where there is a disabled child, this book details the experiences of these children and explores what it means to them to have a disabled brother or sister. The author makes clear recommendations for future practice.

This book looks at the themes of development in conflict, disability in conflict and the social model of disability in a post-communist society in detail.

Drawing upon qualitative material from parents and professionals, including ethnography, narrative inquiry, interviews and focus groups, this book brings together feminist and critical disability studies theories.

A critical evaluation of approaches to helping disabled children in developed and developing countries.

[The Views and Experiences of Disabled Children and Their Siblings](#)

[Disabled Children](#)

[Disabled Children in a Society at War](#)

[The Palgrave Handbook of Disabled Children's Childhood Studies](#)

[New Information Technology in the Education of Disabled Children and Adults](#)

[The Me Book](#)

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[Issues for the 1980's : Hearing Before the Select Committee on Children, Youth, and Families, House of Representatives, Ninety-ninth Congress, First Session, Hearing Held in Anaheim, CA, April 19, 1985](#)
[Exploring the Impact of Multi-agency Working on Disabled Children with Complex Health Care Needs, Their Families and the Professionals who Support Them](#)
[Dealing With Loss and Grief](#)
[Teaching Developmentally Disabled Children](#)
[Families and Professionals Facing the Challenge Together](#)
[The First Three Years](#)

A comprehensive social worker's guide to working with children with disabilities, exploring current issues from the perspective of both the social worker and the family. This volume of essays attempts to identify the shared experiences of disabled children and examine the key debates about their care and control. The essays follow a chronological progression while focusing on the practices in a number of different countries.

First published in 1985. Information technology can offer huge benefits to the disabled. It can help many disabled people to overcome barriers of time and space and to a much greater extent it can help them to overcome barriers of communication. In that way new information technology offers opportunities to neutralise the worst effects of many kinds of disablement. This book reviews the possibilities of using information technology in the education of the disabled. Commencing with an assessment of the learning problems faced by disabled people, it goes on to look at the scope of information technology and how it has been used for the education of students of all

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ages, particularly in the United Kingdom and the United States. A penultimate section considers most of the contentious issues that faced users of technology, whilst the conclusion devotes itself to the immediate and longer-term future, suggesting possible future trends and the consequent problems that may arise.

If you or someone you know has a child with disabilities, this book is for you. Whether the problem is picked up in pregnancy or after birth, or is a result of an accident or of sudden illness *Parenting Your Disabled Child* takes you through the emotional roller coaster of diagnosis, to coping strategies for babies and toddlers with developmental delay, sensory impairment or learning difficulty. The cause of the disability might be brain damage, a genetic or chromosomal disorder, metabolic disease, traumatic injury, or damage after illness, such as post-meningitis, while conditions may include autism, Down syndrome, attention deficit disorder, hyperactivity, dyslexia, and a host of others. The book has therefore a wide range, but the emphasis remains on the child, rather than the disability. It's important to bear in mind also that at this stage there may be no diagnosis - many families are not given any diagnosis for at least two years. Meanwhile they have to cope like any other family with a tiny child. Sensitive and practical, the book addresses the common concerns of parenting such as feeding, sleeping, toileting, and the thorny question of discipline. It explains why it is vital to avoid the all-too-common mistake of being over-protective, and how to give small children opportunities for learning and independence. Topics include: Your child's need for stimulus and interaction Encouraging physical development Intellectual development Social situations How to foster independence Reinforcing good behaviour Life as a family and

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looking after yourselves

This collection offers first-hand accounts, research studies and in-depth theoretical explorations of disabled children's childhoods. The accounts oppose the global imposition of problematic views of disability and childhood and instead, offer an open discussion of responsive and ethical research approaches.

In this sensitive and compassionate look at terminally ill and disabled children, professionals from the medical community examine the stresses faced by their parents and siblings. They address the crucial element of communication--within a family and between health care providers and family members--in dealing with a child's serious illness. Ethical decision making, learning to recognize the child's suffering, and talking to children about death are honestly and clearly discussed. Experts offer direct interventions to help family members through the grieving process once a child has died.

[How Far Have We Come Since the Warnock Enquiry – and Where Do We Go Next?](#)

[Housing and Disabled Children](#)

[Active Social Work with Children with Disabilities](#)

[Disabled Children and Developing Countries](#)

[A Casebook from Bosnia](#)

[Running a Team for Disabled Children and Their Families](#)

[A Legal Handbook](#)

[Brothers and Sisters of Disabled Children](#)

[Critical Approaches in a Global Context](#)

[Disability and Impairment](#)

[Research and Good Practice](#)

[The Disabled Child's Participation Rights](#)

This textbook provides the reader with an insight into the needs of children with both physical and learning disabilities, particularly within an acute care setting. It considers the principles that underpin the fundamental aspects of care delivery to children with special needs. The key areas of knowledge and practical skills covered include: the social and historical context challenging assumptions best practice for giving news to parents communication methods play and movement nutrition and feeding boundary setting respite care transitions into adult services. This interesting book covers practice areas identified by the English National Board as essential for student nurses. It will also be invaluable for qualified nurses and for other health professionals working with children with disabilities.

Now in its completely updated second edition, this accessible guide provides essential information about how the law can be used to promote good practice and policy development for disabled children and young people. The authors take an anti-discriminatory and inclusive approach that involves parents and children in decision-making and advocacy. They summarise recent research on common needs and problems of disabled children, young adults and their families, and what support services are

valued by them. Individual chapters cover issues affecting children at different stages in the lifecourse, including receiving diagnosis, ensuring educational and social inclusion, and establishing autonomy and independence in early adulthood. The overlapping legal responsibilities of social services, health and education are explained and changes arising from the Children Act 2004 are highlighted. *Disabled Children and the Law* is an essential reference for practitioners, policy makers, students and families.

Children with multiple disabilities and complex neurological problems, often compounded by psychological and behavioral problems, need care provision beyond the normal community and hospital pediatric services. These children and their families need the help of a variety of specialists. Organizing these is a complex problem and there is a constant risk of the family's needs being overridden by the professionals' convenience. Dr. Robards describes ways of providing all the necessary specialist care while at the same time increasing the family's participation and understanding to its optimum level. Illustrating his proposals with a variety of lively case histories, the author demonstrates that a rigid structure can never meet these children's needs. This practical book offers clear recommendations about record keeping, integrating voluntary support groups into the professionals' work, the location and layout of premises used by the professionals, and many other factors collectively critical to the efficient and humane delivery of this element of community care.

Disabled children's lives have often been discussed through medical concepts of disability rather than concepts of childhood. Western understandings of childhood have defined disabled children against child development 'norms' and have provided the rationale for segregated or 'special' welfare and education provision. In contrast, disabled children's childhood studies begins with the view that studies of children's impairment are not studies of their childhoods. Disabled children's childhood studies demands ethical research practices that position disabled children and young people at the centre of the inquiry outside of the shadow of perceived 'norms'. The Palgrave Handbook of Disabled Children's Childhood Studies will be of interest to students and scholars across a range of disciplines, as well as practitioners in health, education, social work and youth work.

First published in 1985, this book considers the financial consequences of parents and other relatives caring for severely disabled children at home. At the time of publication little reliable information was available on the costs incurred by 'informal carers', which this book set to rectify. The volume interweaves hard statistical material about money with the detailed personal responses of parents. It examines the claim that disablement in a child reduces parents' earnings while simultaneously creating an extra expense. The author compares the incomes and expenditure patterns of more than 500 families with disabled children and 700 control families of the time showing that the financial effects

of disablement in a child can be far-reaching and pervasive. This book discusses contemporary policy implications of these findings in a chapter dealing with the rationale for compensating families with disabled children, and in the final chapter. Although the book was originally published in 1985, it references issues that are still important today and, whilst its main concern is families with disabled children, it will also be useful to anyone caring for other kinds of dependent people, such as the elderly.

Our knowledge of the cognitive and social-emotional functioning of developmentally disabled infants and preschoolers derives, in large part, from our assessment of such children. This book has been developed to familiarize readers with the characteristics of developmentally disabled children, and to introduce to readers aspects of measurement that are of relevance to the assessment of atypical infants and preschoolers. The book has been developed with clinicians and prospective clinicians in mind. These are individuals who are committed to the care and education of developmentally disabled infants and preschoolers and the families of those children. The book has thus been written to provide support for the use of assessment data in planning early intervention programs. Of special note in the development of this edited book is that it is divided into four major parts with interrelated chapters in each part. The authors of chapters in Parts II and III had access to the chapters in Part I before writing their chapters. The summary chapters found in Part IV were similarly written by authors having access to all chapters in Parts I-

III. This approach to the development of an edited book was chosen as a way of ensuring an integration of major concepts throughout the book. This process is also a reflection of our belief that assessment is an interdisciplinary process, involving the synthesis of a number of diverse interests.

[Involving Disabled Children in Research](#)

[A Positive Outlook](#)

[Dying and Disabled Children](#)

[Families with Disabled Children](#)

[Assessment of Young Developmentally Disabled Children](#)

[Disabled Children's Childhood Studies](#)

[Families Raising Disabled Children](#)

[Personal Accounts](#)

[Valuing Disabled Children and Young People](#)