

Children With Complex And Continuing Health Needs The Experiences Of Children Families And Care Staff

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Children With Complex And Continuing

Focusing on the real life experiences of children and their families, this book provides valuable insight into living with complex and continuing health needs. The author highlights the importance of seeing each child as an individual, with the same rights and needs as any other person, rather than defining them by their health condition.

Children with Complex and Continuing Health Needs: The ...

Children with Complex and Continuing Health Needs: The Experiences of Children,

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Focusing on the real life experiences of children and their families, this book provides valuable insight into living with complex and continuing health needs. The author highlights the importance of seeing each child as an individual, with the same rights and needs as any other person, rather than defining them by their health condition. The book includes case studies to illustrate the experiences of children, parents, siblings and extended families, as well as professionals in health and ...

Children with Complex and Continuing Health Needs By Jaqui ...

Children and young people with complex health needs may also be eligible for ongoing support, called NHS Continuing Care. This is different from NHS Continuing Healthcare, which is for eligible adults aged 18 years and over. The main difference is that while continuing healthcare for adults focuses mainly on health and care needs, continuing ...

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Children and young people with complex needs | NHS Bristol ...

A small number of children and young people may have very complex health needs. These may be the result of congenital conditions, long-term or life-limiting or life-threatening conditions, disability, or the after-effects of serious illness or injury. They may have technology-dependence requiring nursing input.

The Children and Young People's Continuing Care Guidance

These complex health needs may be the result of congenital conditions, long-term or life limiting conditions, disability, serious illness or injury. The Children's Continuing and Complex Care Team...

Swindon Local Offer - Children's Continuing and Complex ...

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Children with Complex and Continuing Health Needs: The ...

Seeking views on the process for assessing, deciding and agreeing continuing care for children with complex health needs. This consultation ran from 9:30am on 3 September 2015 to 11:45pm on 23 ...

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Continuing care for children and young people with complex ...

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We are a team of children's nurses providing health advice and support to children and the families of children with complex needs in Lambeth and Southwark. Our team work with other professionals involved in your child's care (such as specialists, GPs, teachers and social care workers) to make sure that your child gets the support that they need.

Children with complex needs community nursing service ...

Children and young people may receive a "continuing care package" if they have needs arising from disability, accident or illness that can't be met by existing universal or specialist services alone. Find out more about the children and young people's continuing care national framework.

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Caring for the Child with Complex Needs in Community Settings provides a valuable overview of the key factors relating to caring for children with complex and continuing care needs. Despite its frequent and increasing use, complex care needs is a term without an agreed definition. This shortfall of knowledge is addressed in this book through critical discussion of evidence-based research and current health, social and education policy. It brings together the latest knowledge into one text providing practitioners with the crucial information needed when working with this diverse and broad group of children. Caring for the Child with Complex Needs in Community Settings explores caring for technology-dependent children who require respiratory assistance; caring for children who require home enteral tube feeds; and caring for children with complex disabilities. It looks at multi-agency care, respite care for families, social service support and educational support of children with complex needs. Practitioners from health, social services and education backgrounds have contributed to the chapters using case studies, while a parent of a child with complex needs has provided a personal view of caring. This accessible and practical text provides core knowledge and vital insight required for successful delivery of community care for children with complex and continuing care needs.

'Aimed at students and practitioners involved in supporting such children, and

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designed to give them an insight into what it means to raise a child with such multiple needs.' - Current Awareness Service 'This book draws on the experiences of a number of families to provide a valuable and deeply moving insight into what it means to raise a child with complex needs. It highlights both the joys and the challenges that families face. In doing so it raises important issues about how services in the UK are currently responding to children with complex needs and their families as well as pervasive disablist attitudes within society. This book will provide students and practitioners from a range of disciplines with a valuable window into families' lives and challenge them to reflect on how they are supporting them.' - Sue Kirk, University of Manchester, UK. Focusing on the real life experiences of children and their families, this book provides valuable insight into living with complex and continuing health needs. The author highlights the importance of seeing each child as an individual, with the same rights and needs as any other person, rather than defining them by their health condition. The book includes case studies to illustrate the experiences of children, parents, siblings and extended families, as well as professionals in health and social care. These personal accounts discuss both the challenges and the rewards associated with looking after a child with complex needs. The author also provides an overview of the support which is available in healthcare and education systems and makes recommendations for the future. Anyone who is responsible for supporting children with complex and continuing health needs will benefit from reading this book.

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Providing Support at Home for Children and Young People who have Complex Health Needs discusses elements of providing support in the home, which influence the quality of provision. This includes: the rationale for providing support at home, the child being central to the provision of support, taking into account the needs of the whole family, working closely with parents, working in the family home, choices and rights, supporting adolescents, team working, ethical issues, political and organisational issues. Case studies are used to illustrate the points raised.

Besides the usual parenting challenges, parents of disabled children face added obstacles that can tax the resolve and resources of even the strongest families. Peggy Lou Morgan has developed a powerful system for obtaining dramatically better care for children with one or more serious disabilities. Parenting Your Complex Child reflects the experience and knowledge she has gained through decades of navigating a sea of complex medical, educational, occupational, and social issues while working with disabled clients and with her own son. Morgan's unique tracking and documentation tools let parents adapt to their child's challenges, create routines that support the child's needs, communicate those needs to busy professionals -- and be taken seriously by them. The book also helps parents lay the groundwork for care to continue after they themselves can no longer provide it. Compassionate, practical, and proven, Parenting Your Complex Child helps parents ensure that life-changing decisions are based on the best

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interests of the child -- and on the best information available.

Bringing up a special child can leave parents feeling deskilled, disarmed, and worn down. A resilient child has the ability to cope with challenging situations, and the capacity to bounce back from trauma and gain long-term strength from these life experiences. Resilient Therapy™ is an innovative way of strengthening children with complex needs. This is a tried-and-tested handbook for parents to read from cover to cover, or dip in and out of as needed. Accessible and fun, *Helping Children with Complex Needs Bounce Back* includes exercises and worksheets, as well as breaking down the principles of the latest research, making them easy to apply to everyday situations. This 'magic box' of ideas and remedies is perfect for parents and carers, friends and families of children with disabilities, special educational needs, and mental or physical health needs, as well as professionals working with these children.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by

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the common knowledge and competencies needed to do their jobs well.

Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

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Working with Children and Youth with Complex Needs provides a detailed description of techniques and rich stories of how social workers, psychologists, counselors, and child and youth care workers can help young people become more resilient. With ample case studies and fascinating explanations of research, Dr. Ungar shows why we need to work just as hard changing the environments that surround children as we do changing children themselves. Building on lessons learned from clinical, community and residential settings, Dr. Ungar discusses 20 skills that can enhance the effectiveness of frontline mental health services. Along with descriptions of the skills necessary to talk with clients about the factors that put their mental health at risk, Working with Children and Youth with Complex Needs also presents systemic practices clinicians can use in their everyday work. Engaging with children's extended family, addressing issues of community violence, racism and homophobia, and helping parents and teachers understand children's maladaptive coping strategies as sometimes necessary are among the many practical strategies that are discussed which clinicians can use to enhance and sustain the therapeutic value of their work.

Decades of research have demonstrated that the parent-child dyad and the environment of the family—which includes all primary caregivers—are at the foundation of children's well-being and healthy development. From birth, children are learning and rely on parents and the other caregivers in their lives to protect

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and care for them. The impact of parents may never be greater than during the earliest years of life, when a child's brain is rapidly developing and when nearly all of her or his experiences are created and shaped by parents and the family environment. Parents help children build and refine their knowledge and skills, charting a trajectory for their health and well-being during childhood and beyond. The experience of parenting also impacts parents themselves. For instance, parenting can enrich and give focus to parents' lives; generate stress or calm; and create any number of emotions, including feelings of happiness, sadness, fulfillment, and anger. Parenting of young children today takes place in the context of significant ongoing developments. These include: a rapidly growing body of science on early childhood, increases in funding for programs and services for families, changing demographics of the U.S. population, and greater diversity of family structure. Additionally, parenting is increasingly being shaped by technology and increased access to information about parenting. Parenting Matters identifies parenting knowledge, attitudes, and practices associated with positive developmental outcomes in children ages 0-8; universal/preventive and targeted strategies used in a variety of settings that have been effective with parents of young children and that support the identified knowledge, attitudes, and practices; and barriers to and facilitators for parents' use of practices that lead to healthy child outcomes as well as their participation in effective programs and services. This report makes recommendations directed at an array of stakeholders, for promoting the wide-scale adoption of effective programs and services for parents

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and on areas that warrant further research to inform policy and practice. It is meant to serve as a roadmap for the future of parenting policy, research, and practice in the United States.

"Chapters include: Case studies with results from neuropsychological evaluations to elicit understanding into how a student's school functioning may be affected by their medical history Recommendations for educational modifications and accommodations Data regarding morbidity and mortality rates, related medical issues, and common medical treatments Interventions for children with specific medical disorders, along with educational resources that may be accessed via the internet or through other literature Increasingly, children with significant medical issues are being incorporated into the general school environment. Given the potential effects of various disorders and conditions on educational prognosis, it is important for neuropsychologists, pediatric psychologists, school psychologists, teachers, and other professionals who are working with these children to be aware of the nature and course of these many disorders as well as the avenues for rehabilitation, accommodation, and classroom modification. In *Children with Complex Medical Issues in Schools*, Dr. Castillo bridges the gap between research and practice and provides a concise, yet thorough reference that covers a broad range of conditions, from high incidence disorders like epilepsy and meningitis, to those with less obvious neurological underpinnings like asthma and diabetes. Each chapter is written by clinicians with practical expertise with each disorder. "

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