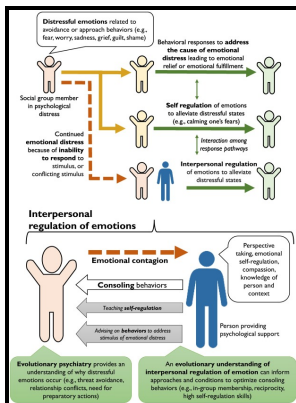


Non-directive play therapy with emotionally or behaviourally disturbed children - a pilot study to investigate process and outcome measures

University of Surrey - Social Influence Techniques in Clinical and Community Psychology



Description: -

-Non-directive play therapy with emotionally or behaviourally disturbed children - a pilot study to investigate process and outcome measures

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Notes: Thesis(MSc)(Behavioural Biology and Healthcare) -
Roehampton Institute London, University of Surrey, 1995.

This edition was published in -



Filesize: 40.82 MB

Tags: #Trauma #Focused #Cognitive #Behavioral #Group #Therapy #for #Abused #Children #with #Post #Traumatic #Stress: #The #Case #of #Institutionalized #Children, #Addis #Ababa, #Ethiopia

Neurofeedback, Biofeedback and Posttraumatic Stress Disorder (PTSD)

Can the play therapy situation provide the child with an opportunity to rework these internal models and thus break free of the destructive cycles.
McGhee LL, Maani CV, Garza TH, Desocio PA, Gaylord KM, Black IH.

Trauma Focused Cognitive Behavioral Group Therapy for Abused Children with Post Traumatic Stress: The Case of Institutionalized Children, Addis Ababa, Ethiopia

These physical symptoms can lead to the child eliciting immediate care and attention from the parent, which can result in positive reinforcement and secondary gain that may further perpetuate the problem

An in

A child, who had experienced a specific stressful situation, would be allowed to engage in free play. .

Cognitive behavioral therapy

Among the personal reasons can be physical factors such as a weak constitution or mental reasons such as anxiety and irritation. Taking place in a fantasy world, SPARX users play through seven levels, each lasting about half an hour, and each level teaching a technique to overcome depressive thoughts and behaviours. Each of the nine subjects had a single specific behaviour monitored in the classroom setting to determine change over the 11 week time period.

Trauma Focused Cognitive Behavioral Group Therapy for Abused Children with Post Traumatic Stress: The Case of

Institutionalized Children, Addis Ababa, Ethiopia

The summarized findings of the longitudinal study to date conclude that children who displayed secure attachment during the 18 month Strange Situation SS assessment tended to continue to exhibit higher functioning and healthier relationship patterns during the subsequent ten years of study. Getting in bad and getting out good In the minds of the three children in this study the reasons for their placement in a remedial behavioural classroom were similar.

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