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Titolo	Family-Centered Care in Childhood Disability : Theory, Research, Practice // edited by Livio Provenzi, Serena Grumi, Renato Borgatti
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Altri autori (Persone)	GrumiSerena BorgattiRenato
Disciplina	362.4083
Soggetti	Psychiatry Neuropsychology Clinical psychology Pediatrics Nursing Clinical Psychology Infants amb discapacitat Medicina familiar Llibres electrònics
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Prologue: Parenting as primary prevention -- Theory: Beyond infant research: The dyadic dance and child disability. Calming cycle theory and child disability. What does it mean "family-centered" in childhood disability? Ethics of parenting interventions in child disability: The weak bonding -- Research: The inner world of parents of children with disability: Emotions and Representations. Fathers engagement in child disability. A neuroscientific perspective on parenting in the context of disability. Technological support interventions for parents -- Practice: Assessing parent-child interactions in the context of developmental disability. Supporting psychomotor development through parenting interventions: From education to video-feedback. The collaborative consultation model. The use of the Still-Face as an assessment tool for parent-child interaction -- Epilogue: Educating the next generation of

healthcare specialists in child disability.

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## Sommario/riassunto

The book presents a comprehensive and well-organized overview of the family-centered care approaches for child disability, and provides multi-professional contributions from the fields of psychiatry, psychology, and rehabilitation science. The volume is divided into three main sections, that highlights the theoretical basis, research evidence, and clinical implications of the family-centered approach to child care. Active engagement of parents in the therapeutic and rehabilitative journey of their children with disability is key to the success of early interventions and their long-term benefits. Research and clinical experiences in healthcare services around the world suggest that early supportive programs may promote children's development at its best, with both clinical benefits and economic advantages for the healthcare system. This volume will appeal to a wide readership, from clinicians and researchers in child disability and rehabilitation, to students and professionals in the fields of psychiatry, psychology, and rehabilitation science.

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