

CAMBRIDGE

JOURNALS

# CAMBRIDGE JOURNALS DIGITAL ARCHIVE

- ▶ Archives are available for over 250 of our journals
- ▶ Featuring content published from 1770 to 2011
- ▶ Available as full, HSS and STM packages, smaller collections, annual top ups and as individual titles

Ask your librarian to visit  
[journals.cambridge.org/archives](http://journals.cambridge.org/archives) to find out more



 CAMBRIDGE  
UNIVERSITY PRESS

CAMBRIDGE

JOURNALS

# ONLINE JOURNALS

- ▶ Over 340 titles across 48 disciplines
- ▶ Millions of linked references
- ▶ 17 journals ranked in top 5 of their respective subject categories according to 2014 Thomson Reuters™ JCR®

Explore Cambridge Journals today at [journals.cambridge.org](http://journals.cambridge.org)



 CAMBRIDGE  
UNIVERSITY PRESS

CAMBRIDGE

JOURNALS

# Journal of Child Language

## Editor

Johanne Paradis, University of Alberta, Canada

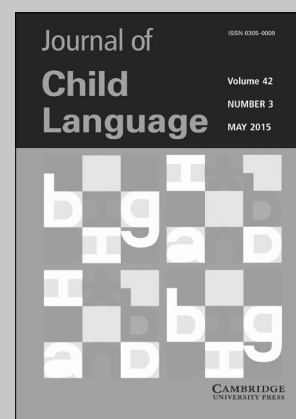
A key publication in the field, *Journal of Child Language* publishes articles on all aspects of the scientific study of language development and behaviour in children, the principles which underlie it, and the theories which may account for it. The international range of authors and breadth of coverage allow the journal to forge links between many different areas of research including psychology, linguistics, cognitive science, speech pathology and anthropology. The interdisciplinary and crosslinguistic perspective spans a wide range of interests: phonology, phonetics, morphology, syntax, vocabulary, semantics, pragmatics, sociolinguistics and other recognised aspects of language study. In addition to articles and brief research reports, the journal also features occasional review articles plus invited commentaries.

## Price information

is available at: <http://journals.cambridge.org/jcl>

## Free email alerts

Keep up-to-date with new material – sign up at  
<http://journals.cambridge.org/alerts>



*Journal of Child Language*  
is available online at:  
<http://journals.cambridge.org/jcl>

## To subscribe contact Customer Services

### Americas:

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

### Rest of world:

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email [journals@cambridge.org](mailto:journals@cambridge.org)

For free online content visit:  
<http://journals.cambridge.org/jcl>



CAMBRIDGE  
UNIVERSITY PRESS

CAMBRIDGE

JOURNALS

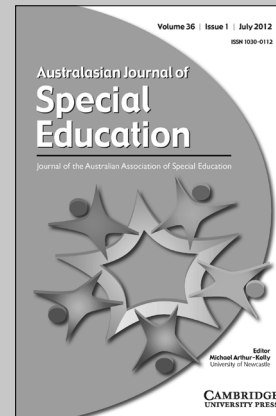
# Australasian Journal of Special Education

Published for The Australian Association of Special Education

## Editor

Michael Arthur-Kelly, University of Newcastle, Australia

A quality peer-reviewed journal of The Australian Association of Special Education (AASE). *Australasian Journal of Special Education* publishes articles for a readership professionally engaged or interested in the education of students with special needs or the education of those who will work these students.



## ***Australasian Journal of Special Education***

is available online at:  
<http://journals.cambridge.org/jse>

### **To subscribe contact Customer Services**

#### **Americas:**

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

[subscriptions\\_newyork@cambridge.org](mailto:subscriptions_newyork@cambridge.org)

#### **Rest of world:**

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email [journals@cambridge.org](mailto:journals@cambridge.org)

### **Free email alerts**

Keep up-to-date with new material – sign up at

[journals.cambridge.org/jse-alerts](http://journals.cambridge.org/jse-alerts)

For free online content visit:  
<http://journals.cambridge.org/jsesample>



**CAMBRIDGE**  
UNIVERSITY PRESS

## GUIDELINES FOR AUTHORS

Contributions to *Children Australia* from those interested in the wellbeing of children, young people and their families are encouraged. The preferred length of paper submitted is 3500–4000 words. Longer papers on topics of particular significance may be accepted in consultation with the editors.

Manuscripts may be accepted for publication, returned for revision or rejected. However, every effort will be made to help authors bring their manuscript up to the required standard for publication. Minor amendments may be made by editorial staff following review to ensure that reasonable standards of content, presentation and readability are maintained. The editors' decision is final.

In addition to the above, *Children Australia* welcomes brief reports (500–1500 words) on program development, policy development or research. Acceptance for publication will be on the basis of review by the editorial team.

**COPYRIGHT:** It is a condition of publication that copyright is assigned by the author(s) to the publisher. Copyright assignment forms will be sent to authors on receipt of their papers.

### GENERAL STYLE GUIDELINES

1. Contributions should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed). Spelling and punctuation should conform to *The Macquarie Dictionary* (4th ed). For matters of style not covered in these two publications, *the Style Manual* for authors, editors and printers (6th ed) should be consulted.
2. Uncommon abbreviations and acronyms should be explained. Do not use underlining except to indicate italics. Full stops should not be used in abbreviations or acronyms (e.g., NSW).
3. Use single quotation marks to introduce a word or phrase used as an ironic comment, as slang, or which has been coined. Use quotation marks the first time the word or phrase is used; do not use them again. Do not use quotation marks to introduce a technical or key term. Instead, italicise the term.
4. Do not use any footnotes. Endnotes should be kept to a minimum and listed at the end of the text under the centred heading 'Endnotes'. Acknowledgments should be placed at the end of the article with a separate heading.
5. A list of figure captions should follow the tables in the manuscript.

6. References should follow the format and style described in the *Publication Manual of the American Psychological Association* (6th ed).

#### Examples of citations are:

The theory was first propounded in 1970 (Larsen, 1971). Larsen (1971) was the first to propound the theory.

#### Examples of references are:

Larson, P.J., & Maag, J.W. (1998). Applying functional assessment in general education classrooms. *Issues and recommendations. Remedial and Special Education, 19*, 338–349.

Sheridan, S.M. (1998). Social skills training for ADHD children. In S. Goldstein & M. Goldstein, (Eds.), *Managing attention deficit hyperactivity disorder in children* (pp. 592–612). New York: John Wiley.

### AUTHOR MANUSCRIPT CHECKLIST

Please ensure the following are included in your submission:

- first name and surname of all authors
- affiliations (institution and country) of all authors
- name and full postal and e-mail address of the corresponding author
- running head of maximum 50 characters including spaces
- up to 6 keywords
- abstract of no more than 250 words in length
- the approximate positions of all tables and figures mentioned in the text indicated by the words 'Insert Table/Figure X about here'
- APA style for citations, references, numbers, capitalisation, table and figure captions, and statistical symbols
- all figures supplied separate to text in PDF format, NOT in colour, and clearly readable.

Any enquiries should be addressed to:

Dr Jennifer Lehmann,  
Editor, *Children Australia*,  
School of Social Work & Social Policy, Bendigo Campus,  
La Trobe University.  
Email: J.Lehmann@latrobe.edu.au

Rachael Sanders  
Email: rachael\_s50@hotmail.com

Manuscripts, book reviews and editorial communications may be submitted through ScholarOne: <https://mc.manuscriptcentral.com/cha>

## EDITORIAL

- Consilience in Action: Lessons from an International Childhood Trauma Conference 93  
Joe Tucci and Janise Mitchell

## ARTICLES

- Should Governments be Above the Law? The Canadian Human Rights Tribunal on First Nations Child Welfare 95  
Cindy Blackstock
- Plenary Address, Australian Childhood Foundation Conference Childhood Trauma: Understanding the Basis of Change and Recovery 104  
Early Right Brain Regulation and the Relational Origins of Emotional Wellbeing  
Allan N. Schore
- Making the World Safe for our Children: Down-regulating Defence and Up-regulating Social Engagement to 'Optimise' the Human Experience 114  
Stephen W. Porges
- The Everyday Stress Resilience Hypothesis: A Reparatory Sensitivity and the Development of Coping and Resilience 124  
Ed Tronick and Jennifer A. DiCorcia
- Proximity, Defence and Boundaries with Children and Care-Givers: A Sensorimotor Psychotherapy Perspective 139  
Pat Ogden
- The Complex Journey of Traumatized Children: Discovering Safety in Order to Experience Comfort, Joy and Self-discovery 147  
Daniel Hughes
- Connection Before Correction: Supporting Parents to Meet the Challenges of Parenting Children who have been Traumatized within their Early Parenting Environments 152  
Kim S. Golding
- Interpersonal Neurobiology as a Lens into the Development of Wellbeing and Resilience 160  
Daniel J. Siegel

ISSN 1035-0772

### Cambridge Journals Online

For further information about this journal

please go to the journal website at:

[journals.cambridge.org/cha](http://journals.cambridge.org/cha)

<https://doi.org/10.1017/cha.2015.24> Published online by Cambridge University Press

**CAMBRIDGE**  
UNIVERSITY PRESS