

INTERNATIONAL JOURNAL OF LAW MANAGEMENT & HUMANITIES

[ISSN 2581-5369]

Volume 6 | Issue 4

2023

© 2023 *International Journal of Law Management & Humanities*

Follow this and additional works at: <https://www.ijlmh.com/>

Under the aegis of VidhiAagaz – Inking Your Brain (<https://www.vidhiaagaz.com/>)

This article is brought to you for “free” and “open access” by the International Journal of Law Management & Humanities at VidhiAagaz. It has been accepted for inclusion in the International Journal of Law Management & Humanities after due review.

In case of **any suggestions or complaints**, kindly contact Gyan@vidhiaagaz.com.

To submit your Manuscript for Publication in the **International Journal of Law Management & Humanities**, kindly email your Manuscript to submission@ijlmh.com.

The Impact of Childhood Emotional Abuse on Cognitive Functioning and Later Life Outcomes

IQRAR KHAN¹ AND SHAH ALAM²

ABSTRACT

Childhood emotional abuse is a prevalent and damaging form of maltreatment that can have profound consequences for a child's cognitive ability and overall development. Studies have consistently shown that children who experience emotional abuse are at a heightened risk of cognitive impairment. These impairments manifest in difficulties with concentration, problem-solving, and information processing. Abuse on an emotional level stunts the development of certain executive processes, including working memory and flexibility of thought, both of which are essential for making sound decisions and effectively regulating one's own behaviour. This paper provides a concise overview of the consequences of childhood emotional abuse, highlighting its impact on cognitive functioning and overall development. In addition, this paper also highlights the crucial role of psychologists in helping emotionally abused children. In this paper, I have also discussed how the consequences of childhood emotional abuse extend beyond cognitive ability and affect the child's overall development. Emotional abuse disrupts emotional regulation, leading to low self-esteem, anxiety, and depression. These emotional difficulties further hinder cognitive functioning and impede the child's holistic development.

Keywords: Emotional Abuse, Child Abuse, Child Development, Cognitive Development.

I. INTRODUCTION

In accordance with the findings of the study titled "What Is the Difference between Abuse and Neglect of Children? and Identifying the Signs and Symptoms," in Child Welfare Information Gateway's (n.d.) "Guide to Child Abuse," Emotional abuse, also known as psychological abuse, is a pattern of conduct that undermines a child's perspective of their own worth and impedes their ability for emotional development. This kind of abuse may also be referred to as "psychological abuse." The person who is emotionally abusing the kid may, in addition to withholding love and support, humiliate, threaten, criticise, degrade, and berate the youngster. These behaviours are all examples of emotional abuse. They may also humiliate the child, call

¹ Author is a Research Scholar at Department of Psychology, Aligarh Muslim University, India.

² Author is a Professor at Department of Psychology, Aligarh Muslim University, India.

them names, and ridicule them in front of others. In addition, emotional abuse may take place in combination with other kinds of abuse, such as sexual abuse and neglect, which are among the most challenging types of abuse to spot in children. Most of the time, it is covert and sneaky, and it gradually destroys the child's sense of self-respect and community integration. Emotional child abuse, like other kinds of child abuse, is driven by a need to exert control over the abused child. The perpetrator uses words and acts that are emotionally hurtful and destructive towards the kid in order to control and dominate the youngster. Abuse on an emotional level has been connected to severe long-term implications, such as an increased risk of developing physical and mental illnesses (Lippard & Nemeroff, 2020). The judicial system, the child welfare system, and the mental health care system all have a tendency to ignore or minimise the severity of emotional abuse, despite the fact that it is a ubiquitous and detrimental issue in society (Doyle, 1997; Glaser, 2011; Marshall, 2012). Doyle (1997) is of the opinion that emotional abuse may occur at a rate of 29% or higher, despite the fact that no comprehensive data on the occurrence of emotional abuse has been published. This does not include the emotional abuse that may occur in conjunction with the physical and/or sexual abuse that takes place in households.

At this time, the meaning of the term "emotional abuse" is debated inside as well as between many different systems. One of the definitions that is used most frequently describes it as "a repeated pattern of carer behaviour or extreme incident(s) that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or of value only in meeting the needs of another." According to the American Professional Society on the Abuse of Children (1995, p. 2), this is one of the most often cited definitions. Hart and Brassard (1986) were among the first to attempt to define emotional abuse in light of the available research, upon which this description is founded. Despite this, the idea may be traced back to older written sources. For example, the renowned novelist Charles Dickens frequently wrote about children who were mistreated and talked not only of the physical abuse and material neglect of children but also of the mental effect that harsh treatment of children may have on children (Dickens & Burgis, 1980; Dickens & Le Comte, 1980). René Spitz (1945, 1946) compared new-borns who were cared for by their mothers to children who were reared in solitude and found significant differences between the two groups. The babies who did not have any attachments were shown to have worse physical health, cognitive deficiencies, and sleeplessness, and a large percentage of them passed away before the age of 2 (Spitz 1945, 1946). Although people had been investigating the effects of nurture and attachment for a considerable amount of time, the term "emotional abuse" did not become a recognised notion until the 1980s (Iwaniec, 2006). Parenting and abuse, in particular, are examples of societal constructions in many different

ways. This indicates that different civilizations, different groups, and individual people all have varied conceptions of what constitutes abuse and what does not. While considering the issue of emotional abuse, it is essential to keep this in mind. It is difficult to intervene and prevent emotional abuse because it is difficult to define emotional abuse, which makes identifying emotional abuse difficult.

Over the past several decades, researchers have compiled a substantial body of evidence demonstrating the negative impacts of neglect, sexual abuse, and physical abuse. As a unique kind of mistreatment, emotional abuse is a relatively recent phenomenon that has seen rapid expansion in recent decades. Recent studies have shown that emotional abuse, while often occurring in tandem with other forms of maltreatment like physical abuse, sexual abuse, and physical neglect (Briere & Runtz, 1990; Gross & Keller, 1992; Mullen, Martin, Anderson, Romans, & Herbison, 1996; Nicholas & Bieber, 1996), may be the most common and damaging form of abuse.

Emotional abuse is a more subtle form of child maltreatment than physical abuse (Behl, Conyngham, & May, 2003; Brassard & Donovan, 2006; Trickett, Mennen, Kim, & Sang, 2009; Wekerle et al., 2009). It can be characterised by acts such as demeaning, frightening, isolating, denying or rejecting caring, and exploitative or corrupt caregiving. In 2010, there were a total of 688,251 reported cases of child maltreatment in the United States; of them, 8 percent were the result of emotional abuse (U.S. Department of Health and Human Services, 2011). Evidence from earlier research indicates that emotionally abusive conduct is at least somewhat more common than is reflected in official statistics. For example, previous empirical studies found that the prevalence rate of emotional abuse ranged from 12.4 percent to 48.1 percent, depending on the samples that were investigated. Trickett et al. (2009), Spertus et al. (2003), Yehuda et al. (2003), Mullen et al. (1996), Anderson et al. (1996), Pope et al. (2002), and Hamarman et al. (2002) all found that this range varies between samples. Disruptions in the limbic systems of the brain, dissociative symptoms, anxiety, sadness, low self-esteem, aggression, and criminal behaviour are all linked to emotional abuse (Braver, Bumberry, Green, & Rawson, 1992; Briere & Runtz, 1990; McGee, Wolfe, & Wilson, 1997; Mersky & Reynolds, 2007; Teicher, Samson, Polcari, & McGreenery, 2006). According to the findings of all of these studies and publications, the prevalence of emotional abuse has significantly grown over the course of the last few years, and it may have a negative impact on the growth of a child's brain as well as their sense of self-worth. In addition, a growth in the number of emotional disorders is also associated with an increase in depression among children and adolescents.

Also, a study by Shin et al. In a study conducted in 2015, researchers found that emotional

maltreatment was linked to urgency, which in turn influenced four distinct types of alcoholic consumption. Substance misuse in adolescence has been linked to heavy drinking later in life, and time pressure may be a key factor in this association. Anxiety, substance abuse, despair, poor self-esteem, and post-traumatic stress disorder (PTSD) are just some of the negative outcomes of childhood psychological abuse, according to a study titled "Parental psychological abuse towards children and mental health problems in adolescence." Sf and Najam (2014).

II. TYPOLOGIES AND DEVELOPMENT OF CHILDHOOD EMOTIONAL ABUSE

There have been many different typologies established to classify the many forms of emotional abuse that may occur in childhood. The following are some of the categories that are included in a six-type nomenclature that classifies different forms of emotional abuse:

1. Rejection (including behaviour that is degrading, humiliating, or otherwise offensive),
2. Isolation, which is the involuntary separation from one's family and friends.
3. Active ignoring (the practise of failing to respond to a child's stated needs, accomplishments, etc.)
4. Inflicting fear (via threats of physical violence or emotional desertion - cruel treatment)
5. Bribery, including the use of minors in illegal activities.
6. Exploitation (reversal of the parent-child dynamic or the imposition of caring responsibilities on the kid)

III. EFFECTS OF EMOTIONAL ABUSE ON CHILD'S COGNITIVE DEVELOPMENT

Children who are abused or neglected may develop a variety of mental health problems as adults. Victims of abuse are at risk of developing lifelong psychological issues such as social isolation, dread, and mistrust. These outcomes may manifest as problems in school, poor self-esteem, depression, and an inability to make and keep friends. According to studies, the following psychological impacts on children have been linked to abusive and negligent treatment:

- **Cognitive and executive dysfunction:** According to research by Kavanaugh, Dupont-Frechette, Jerskey, and Holler (2016), abuse may have a negative impact on the executive functions of the brain. Some examples of executive functions include working memory, self-control, and cognitive flexibility (the ability to see objects and situations from different angles). Abused and neglected children have a higher chance of developing cognitive difficulties such as learning difficulties and attention deficits (Bick

& Nelson, 2016).

- **Mental and emotional illness:** Having a history of being abused or neglected as a kid is linked to an increased risk of developing depression, anxiety, and other mental health issues later in life. Persons who had a history of adverse childhood experiences (ACEs) had a higher risk of attempted suicide compared to persons who did not have such a history (Choi, DiNitto, Marti, & Segal, 2017; Fuller-Thomson, Baird, Dhrodia, & Brennenstuhl, 2016). This was shown in a number of studies (Choi, DiNitto, Marti, & Segal, 2017). Later information on ACEs may be found in the section of this fact sheet titled "Federal Research on Adverse Childhood Experiences," which can be found later on. In addition, adult patients with significant depression who had been abused as children had a poorer response to antidepressant treatment, especially if the abuse had occurred when the patients were 7 years old or younger (Williams, Debattista, Duchemin, Schatzberg, & Nemeroff, 2016). This was particularly the case if the abuse had occurred when the patients were 7 years old or younger.
- **Relationship and social issues:** It is conceivable for children in foster care who have experienced maltreatment followed by transitions in their primary carers to have attachment issues later in life. These children have a much-higher likelihood of being abused or neglected. Attachment disorders may have a negative effect on a child's ability to form healthy relationships with their peers, with others in their community, and with a partner later in life (Doyle & Cicchetti, 2017). Attachment disorders may also have a negative influence on a child's ability to form healthy connections with others in their community. In addition, children who are mistreated or neglected are more likely to acquire antisocial qualities as they get older, which may lead to criminal activity when they are adults (U.S. Department of Justice, Office of Justice Programmes, National Institute of Justice, 2017). This was found in a study that was conducted by the National Institute of Justice in 2017. These characteristics may lead to a lifetime of involvement in criminal behaviour.
- Post-traumatic stress disorder, often known as PTSD, is a condition that is prone to developing in children who have been neglected or subjected to physical or sexual abuse. Symptoms of post-traumatic stress disorder (PTSD) include the following: persistent reexperiencing of the traumatic events related to the abuse; avoiding people, places, and events that are associated with their maltreatment; feeling fear, horror, anger, guilt, or shame; being easily startled; and exhibiting hypervigilance, irritability, or other

changes in mood. PTSD is a mental health condition that affects approximately ten percent of people who have been abused. According to Sege et al. (2017), the likelihood of development is higher for children who have been abused or neglected. Depression, thoughts of suicide, drug usage, oppositional or rebellious conduct, and so on may all be long-term effects of post-traumatic stress disorder in children. This may make it more difficult for the youngster to succeed academically and to form and maintain vital relationships throughout their life, both of which are important.

So, the effects of emotional abuse on a child's cognitive development are detrimental in nature and could affect their life at a later stage. Maltreatment of children, particularly psychological maltreatment, has been related to a broad range of adverse long-term health and developmental impacts that may extend far into adolescence and early adulthood, as stated by the study conducted by Strathearn et al. (2020). Emotional abuse and neglect in early infancy might potentially lead to insecure attachment, which has been associated with concerns with externalising behaviours as well as impaired social competence. This can put a kid at risk of developing psychopathology later in life. Neglecting an individual's emotions, in particular, may result in difficulties in recognising and controlling feelings, as well as a lack of sensitivity to rewards, which can have an impact on a person's social and emotional development. Children who are ignored have a reduced ability to recognise emotions and facial expressions, while adolescents who have been neglected emotionally have stunted development of the ventral striatum, which is the region of the brain responsible for reward processing. Decreased reward activation may be able to predict the risk of mental health conditions such as depression, addiction, and other psychopathologies.

Furthermore, research conducted by the MUSP over the course of the last ten years has shown that child maltreatment is connected with a wide variety of unfavourable consequences throughout adolescence and early adulthood. Some of these effects include the following:

- 1) Deficiencies in terms of cognitive development, attentiveness, educational success, and career opportunities;
- 2) Problems of a grave nature with one's mental health, including anxiety and sadness, post-traumatic stress disorder (PTSD), and psychosis, as well as delinquency and the experience of intimate partner violence, increase the risk of suicide.
- 3) Issues relating to drug abuse and addiction;
- 4) Issues relating to sexual health; and
- 5) restrictions and risks relating to physical health.

Abuse and neglect were both associated with significant cognitive delays and educational failure throughout the lifespan, particularly in adolescence and adulthood. Instead of abuse in and of itself, the authors of another study came to the conclusion that this link may be explained by pre-existing cognitive deficits at the ages of 3 or 5 years (Danese et al., 2017). Yet other studies have shown that infants who were neglected throughout the first four years of their lives exhibit a steady loss in cognitive functioning. This decline is connected with a considerably smaller head circumference when the children were 2 and 4 years old (Strathearn et al., 2001). In rat models, contingent maternal behaviour has been shown to be related to the cognitive development of infants. Possible causes include improvements in synaptic connections within the hippocampus (Liu et al., 2000) and decreased apoptotic cell death. 50 On the other hand, research with rodents and primates has shown that prolonged separation from the mother is related to poorer cognitive development (Dettling et al., 2002).

IV. LONG TERM CONSEQUENCES

- Subsequent problematic alcohol consumption has been associated with almost all kinds of child maltreatment (Dube et al., 2006; Gilbert et al., 2009). Unfortunately, the existing evidence on adult men who were abused as children (Langeland & Hartgers, 1998; Widom & Hiller-Sturmhofel, 2001) does not support this relationship. Experiencing emotional abuse as a child increases the likelihood of developing drinking problems as an adult, according to the few studies that have been conducted on the topic so far (Chamberland, Fallon, Black, & Trocme, 2011; Moran, Vuchinich, & Hall, 2004; Widom & White, 1997). Dube et al. (2006) found, after accounting for demographic and educational factors, that emotional maltreatment was linked with both ever-drinking and the early beginning of alcohol use (14 years) in a retrospective analysis of 8,417 adult members of a health maintenance organisation (HMO). This association remained even after the researchers examined the participants' drinking histories. In addition, after taking into account factors such as age, gender, and the composition of the families in which the adolescents lived, researchers found a correlation between emotional abuse and the frequency with which teenagers drank alcohol in a group of 2,164 students in the 10th, 11th, and 12th grades (Moran et al., 2004). These studies shed light on the possible major influence of emotional maltreatment on alcohol intake in young people and provide evidence to support this hypothesis. (The reference has been finished.) Negative psychological effects include Mental and emotional instability, difficulties forming and maintaining relationships, post-traumatic stress, and aberrant behaviour Childhood emotional abuse, in whatever form, has a catastrophic effect on the child.

Maltreatment may affect brain development, resulting in impairments in executive functioning, working memory, self-control, and cognitive flexibility (the ability to look at things and situations from multiple perspectives) (Kavanaugh, Dupont-Frechette, Jerskey, & Holler, 2016). Problems with learning and attention are only two of the cognitive difficulties more often seen in children who have been maltreated (Bick & Nelson, 2016).

- In addition, a history of childhood abuse is a risk factor for a variety of mental health issues in adulthood, including depression, anxiety, and others. It was shown that adults who had a history of adverse childhood experiences (ACEs) had a higher rate of attempted suicide compared to those who did not have such a history (Choi, DiNitto, Marti, & Segal, 2017; Fuller-Thomson, Baird, Dhrodia, & Brennenstuhl, 2016). (If you would like additional information on ACEs, please go to the portion of this fact sheet titled "Federal Research on Adverse Childhood Experiences.") Additionally, individuals with major depression who were mistreated as children had worse antidepressant response outcomes, particularly if the maltreatment occurred when the individual was 7 or younger (Williams, DeBattista, Duchemin, Schatzberg, & Nemeroff, 2016).
- According to the findings of other studies, infants in foster care who have experienced abuse and a disruption in their early caregiving are more likely to develop attachment issues. Attachment disorders may have a detrimental impact on a child's capacity to build healthy connections with their peers, with others in their community, and with a partner later in life (Doyle & Cicchetti, 2017). In addition, children who are abused or neglected are more likely to acquire antisocial characteristics as they grow older, which might result in criminal conduct when they are adults (U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, 2017).
- In addition, children who have been abused or neglected are more likely to develop posttraumatic stress disorder, which is characterised by symptoms such as persistent re-experiencing of the traumatic events related to the abuse; avoiding people, places, and events that are associated with their maltreatment; feeling fear, horror, anger, guilt, or shame; startling easily; and exhibiting hypervigilance, irritability, or other changes in mood. Children who have experienced abuse or neglect are more likely to develop PTSD (Sege et al., 2017). PTSD in children may lead to despair, suicidal behaviour, drug use, and oppositional or rebellious behaviours well into adulthood. This can damage the child's capacity to thrive in school and to build and maintain essential connections

throughout their lives.

V. THE ROLE OF PSYCHOLOGISTS IN HELPING EMOTIONALLY ABUSED CHILDREN

Psychologists play a crucial role in helping emotionally abused children. The following are some of the roles psychologists can play in supporting emotionally abused children:

Assessment: Psychologists can assess the extent and impact of emotional abuse on a child's cognitive, emotional, and social development. They can use standardized tests, interviews, and observation to understand the child's unique situation and develop a treatment plan.

Treatment: Psychologists can provide evidence-based treatments to help children who have experienced emotional abuse. These treatments may include cognitive-behavioural therapy, play therapy, and family therapy, among others. Psychologists can help children learn coping skills, manage their emotions, and develop healthy relationships.

Advocacy: Psychologists can serve as advocates for emotionally abused children. They can work with other professionals, such as teachers, social workers, and medical personnel, to ensure that the child's needs are met and that they are protected from further abuse.

Prevention: Psychologists can help prevent emotional abuse by educating parents, caregivers, and professionals on the signs and effects of emotional abuse. They can also provide guidance on positive parenting strategies and support for families in need.

In summary, psychologists can provide essential services to emotionally abused children, including assessment, treatment, advocacy, and prevention. By addressing emotional abuse, psychologists can help children recover from the effects of abuse and develop into healthy, happy adults.

(A) Discussion:

Emotional abuse, though often overlooked or underestimated, has far-reaching and detrimental effects on a child's overall development. This form of abuse can have long-lasting consequences that permeate every aspect of a child's life, from their emotional well-being to their cognitive abilities and social interactions. Throughout this essay, we have explored the various dimensions of emotional abuse and its profound impact on children. Now, we can conclude that emotional abuse significantly hampers a child's development and leads to various negative outcomes.

Firstly, emotional abuse erodes a child's self-esteem and self-worth. Consistent belittling, name-calling, and humiliation break down a child's confidence and create a negative self-image. Such children often struggle with feelings of worthlessness and inadequacy, which can hinder their

ability to form healthy relationships and pursue their goals in life. A lack of self-esteem may manifest in self-destructive behaviours or lead to mental health issues like depression and anxiety.

Secondly, emotional abuse impairs a child's emotional regulation and coping mechanisms. When subjected to constant criticism, rejection, or extreme punishment, children are more likely to develop emotional dysregulation. They may struggle to identify and express their emotions appropriately, resorting to either emotional withdrawal or outbursts of anger. This inability to regulate emotions can impact their personal relationships and hinder their academic and social achievements.

Moreover, emotional abuse disrupts a child's cognitive development. The chronic stress and anxiety caused by emotional abuse can impair the functioning of the prefrontal cortex, affecting cognitive processes such as memory, attention, and decision-making. Consequently, children who have experienced emotional abuse may struggle academically and have difficulties focusing, problem-solving, and impulse control.

Furthermore, emotional abuse affects a child's social development and interpersonal skills. Growing up in an emotionally abusive environment can hinder the development of empathy, trust, and the ability to form healthy attachments. These children often have difficulties establishing and maintaining meaningful relationships, as they may struggle with trust issues and fear of rejection. They may also have limited social skills, finding it challenging to communicate effectively or resolve conflicts.

Additionally, emotional abuse increases the risk of developing mental health disorders. The constant stress, fear, and negative emotions experienced by emotionally abused children can lead to a wide range of psychological issues, including depression, anxiety disorders, post-traumatic stress disorder (PTSD), and even suicidal tendencies. These mental health problems can persist into adulthood if not addressed, further impairing their overall well-being and quality of life.

It is important to acknowledge that the effects of emotional abuse can vary depending on factors such as the severity, duration, and frequency of abuse, as well as the child's individual resilience and support system. Some children may exhibit remarkable resilience and recover from emotional abuse with the help of supportive carers, therapy, and interventions. However, for many others, the impact of emotional abuse can be long-lasting and pervasive.

VI. CONCLUSION

In conclusion, emotional abuse has profound and enduring effects on a child's overall development. It undermines their self-esteem, emotional well-being, cognitive abilities, and social skills. The negative consequences can extend into adulthood, affecting various aspects of their lives and hindering their potential for success and happiness. Therefore, it is crucial for society as a whole to recognize the seriousness of emotional abuse and work towards preventing it, identifying it early, and providing appropriate support and interventions for affected children. By doing so, we can create a safer and healthier environment that nurtures the well-being and development of all children.

VII. REFERENCES

- Behl LE, Conyngham HA, May PF. Trends in child maltreatment literature. *Child Abuse & Neglect*. 2003; 27(2):215–229. [PubMed: 12615095]
- Brassard, MR., Donovan, KL. Defining psychological maltreatment. In: Freerick, MM.Knutson, JF.Trickett, PK., Flanzer, SM., editors. *Child abuse and neglect: Definitions, classifications, and a framework for research*. Baltimore, MD: Paul H. Brookers Publishing Co., Inc; 2006. p. 151-197.
- Braver, M., Bumberry, J., Green, K., & Rawson, R. (1992). Childhood abuse and current psychological functioning in a university counseling center population. *Journal of Counseling Psychology*, 39(2), 252–257. <https://doi.org/10.1037/0022-0167.39.2.252>
- Briere, J., & Runtz, M. (1990). Differential adult symptomatology associated with three types of child abuse histories. *Child Abuse & Neglect*, 14, 257–364.
- Briere, J., & Runtz, M. (1990). Differential adult symptomatology associated with three types of child abuse histories. *Child abuse & neglect*, 14(3), 357–364. [https://doi.org/10.1016/0145-2134\(90\)90007-g](https://doi.org/10.1016/0145-2134(90)90007-g)
- Chamberland, C., Fallon, B., Black, T., & Trocmé, N. (2011). Emotional maltreatment in Canada: prevalence, reporting and child welfare responses (CIS2). *Child abuse & neglect*, 35(10), 841–854. <https://doi.org/10.1016/j.chiabu.2011.03.010>
- Danese A, Moffitt TE, Arseneault L, et al.. The origins of cognitive deficits in victimized children: implications for neuroscientists and clinicians. *Am J Psychiatry*. 2017;174(4):349–361
- Doyle, C. (1997). Emotional abuse of children: Issues for intervention. *Child Abuse Review*, 6(5), 330-342.
- Dube SR, Miller JW, Brown DW, Giles WH, Felitti VJ, Dong M, Anda RF. Adverse childhood experiences and the association with ever using alcohol and initiating alcohol use during adolescence. *Journal of Adolescent Health*. 2006; 38(4):1–44. [PubMed: 16387241]
- Gilbert R, Widom CS, Browne K, Fergusson D, Webb E, Janson S. Burden and consequences of child maltreatment in high-income countries. *The Lancet*. 2009; 373(9657):68–81.

- Glaser, D. (2011). How to deal with emotional abuse and neglect—Further development of a Conceptual framework (FRAMEA). *Child Abuse and Neglect*, (35)10, 866-75. doi:10.1016/j.chiabu.2011.08.002
- Gross, A. B., & Keller, H. R. (1992). Long-term consequences of childhood physical and psychological maltreatment. *Aggressive Behavior*, 18, 171–185.
- Hamarman, S., Pope, K. H., & Czaja, S. J. (2002). Emotional abuse in children: variations in legal definitions and rates across the United States. *Child maltreatment*, 7(4), 303–311. <https://doi.org/10.1177/107755902237261>
- Hart, S., Binggeli, N., & Brassard, M. (1997). Evidence for the effects of psychological maltreatment. *Journal of Emotional Abuse*, 1(1), 27–58.
- Iram Rizvi SF, Najam N. Parental Psychological Abuse toward children and Mental Health Problems in adolescence. *Pak J Med Sci*. 2014 Mar;30(2):256-60. PMID: 24772122; PMCID: PMC3998989.
- Langeland W, Hartgers C. Child sexual and physical abuse and alcoholism: A review. *Journal of the Studies of Alcohol*. 1998; 59:336–348.
- Lippard, E. T., & Nemeroff, C. B. (2020). The Devastating Clinical Consequences of Child Abuse and Neglect: Increased Disease Vulnerability and Poor Treatment Response in Mood Disorders. *American Journal of Psychiatry*, 177(1), 20–36. <https://doi.org/10.1176/appi.ajp.2019.19010020>
- Liu D, Diorio J, Day JC, Francis DD, Meaney MJ. Maternal care, hippocampal synaptogenesis and cognitive development in rats. *Nat Neurosci*. 2000;3(8):799–806
- Marshall, N. A. (2012). A clinician's guide to recognizing and reporting parental psychological maltreatment of children. *Professional Psychology: Research and Practice*, 43(2), 73-79. doi:10.1037/a0026677
- McGee, R. A., & Wolfe, D. A. (1991). Psychological maltreatment: Toward an operational definition. *Development and Psychopathology*, 2, 425–444.
- McGee, R. A., Wolfe, D. A., & Wilson, S. K. (1997). Multiple maltreatment experiences and adolescent behavior problems: adolescents' perspectives. *Development and psychopathology*, 9(1), 131–149. <https://doi.org/10.1017/s0954579497001107>

- Mersky, J. P., & Reynolds, A. J. (2007). Child maltreatment and violent delinquency: disentangling main effects and subgroup effects. *Child maltreatment*, 12(3), 246–258. <https://doi.org/10.1177/1077559507301842>
- Moran, P. B., Vuchinich, S., & Hall, N. K. (2004). Associations between types of maltreatment and substance use during adolescence. *Child abuse & neglect*, 28(5), 565–574. <https://doi.org/10.1016/j.chiabu.2003.12.002>
- Moran, P. B., Vuchinich, S., & Hall, N. K. (2004). Associations between types of maltreatment and substance use during adolescence. *Child abuse & neglect*, 28(5), 565–574. <https://doi.org/10.1016/j.chiabu.2003.12.002>
- Mullen, P. E., Martin, J. L., Anderson, J. C., Romans, S. E., & Herbison, G. P. (1996). The long-term impact of the physical, emotional, and sexual abuse of children: A community study. *Child Abuse & Neglect*, 20, 7–21.
- Mullen, P. E., Martin, J. L., Anderson, J. C., Romans, S. E., & Herbison, G. P. (1996). The long-term impact of the physical, emotional, and sexual abuse of children: a community study. *Child abuse & neglect*, 20(1), 7–21. [https://doi.org/10.1016/0145-2134\(95\)00112-3](https://doi.org/10.1016/0145-2134(95)00112-3)
- Nicholas, K. B., & Bieber, S. L. (1996). Parental abusive versus supportive behaviors and their relation to hostility and aggression in young adults. *Child Abuse & Neglect*, 20, 1195–1211.
- Shin, S. H., Lee, S., Jeon, S. M., & Wills, T. A. (2015). Childhood emotional abuse, negative emotion-driven impulsivity, and alcohol use in young adulthood. *Child abuse & neglect*, 50, 94–103. <https://doi.org/10.1016/j.chiabu.2015.02.010>
- Spertus, I. L., Yehuda, R., Wong, C. M., Halligan, S., & Seremetis, S. V. (2003). Childhood emotional abuse and neglect as predictors of psychological and physical symptoms in women presenting to a primary care practice. *Child abuse & neglect*, 27(11), 1247–1258. <https://doi.org/10.1016/j.chiabu.2003.05.001>
- Strathearn L, Giannotti M, Mills R, Kisely S, Najman J, Abajobir A. Long-term Cognitive, Psychological, and Health Outcomes Associated With Child Abuse and Neglect. *Pediatrics*. 2020 Oct;146(4):e20200438. doi: 10.1542/peds.2020-0438. Epub 2020 Sep 17. PMID: 32943535; PMCID: PMC7786831.

- Strathearn L, Gray PH, O’Callaghan MJ, Wood DO. Childhood neglect and cognitive development in extremely low birth weight infants: a prospective study. *Pediatrics*. 2001;108(1):142–151
- Teicher, M. H., Samson, J. A., Polcari, A., & McGreenery, C. E. (2006). Sticks, stones, and hurtful words: relative effects of various forms of childhood maltreatment. *The American journal of psychiatry*, 163(6), 993–1000. <https://doi.org/10.1176/ajp.2006.163.6.993>
- Trickett PK, Mennen FE, Kim K, Sang J. Emotional abuse in a sample of multiply maltreated, urban young adolescents: Issues of definition and identification. *Child Abuse and Neglect*. 2009; 33(1):27–35. [PubMed: 19178945]
- U.S. Department of Health and Human Services. *Child Maltreatment 2010*. Washington, DC: Government Printing Office; 2011.
- Wekerle, C., Leung, E., Wall, A. M., MacMillan, H., Boyle, M., Trocme, N., & Waechter, R. (2009). The contribution of childhood emotional abuse to teen dating violence among child protective services-involved youth. *Child abuse & neglect*, 33(1), 45–58. <https://doi.org/10.1016/j.chiabu.2008.12.006>
- Widom CS, White HR. Problem behaviours in abused and neglected children grown up: Prevalence and co-occurrence of substance abuse, crime and violence. *Criminal Behaviour and Mental Health*. 1997; 7:287–310.
- Widom, C. S., & Hiller-Sturmhöfel, S. (2001). Alcohol abuse as a risk factor for and consequence of child abuse. *Alcohol research & health : the journal of the National Institute on Alcohol Abuse and Alcoholism*, 25(1), 52–57.
