

ACE DHH Maltreatment Workgroup

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Background Information:

Children with disabilities experience child maltreatment (i.e., neglect, physical, sexual, emotional abuse & bullying) at a rate that is 3-4 times greater than that experienced by their nondisabled peers (Sullivan & Knutson, 2000). This rate indicates that at least 25% of children with disabilities will experience one or more forms of maltreatment between birth and 18 years of age (Jones, Bellis, Wood, Huges, McCoy, Eckley & Offier, 2012).

Research concerning the impact of a childhood maltreatment (Shakeshaft, 2004; Sullivan & Knutson, 2000; Wang & Holton, 2007; Willis & Vernon, 2002), indicates that, as a group, they demonstrate:

- **Poor physical health:** chronic fatigue, altered immune function, hypertension, sexually transmitted diseases, obesity.
- **Social difficulties:** insecure attachments with caregivers, which may lead to difficulties in developing trusting relationships with peers and adults later in life.
- **Cognitive dysfunctions:** deficits in attention, abstract reasoning, language development, and problem-solving skills, which ultimately affect academic achievement and school performance.
- **Behavioral problems:** aggression, juvenile delinquency, adult criminality, abusive or violent behavior.

As such, the maltreatment experience significantly inhibits student's ability to learn and perform at a level consistent with their potential. In addition, Adverse Childhood Experience studies indicate that the maltreatment experience is often associated with poor physical and mental health throughout adulthood (Rose, Xie & Stineman, 2014).

Problem:

Educators are mandatory reporters of suspected cases of child maltreatment. Unfortunately, most educators lack the necessary training to effectively recognize, understand, report, or prevent the maltreatment of their students (Alvarex, Kenny, Donohue, & Carpin, 2004; Kenny, 2001; 2004).

Solution:

Enhance incorporate safety statements/objectives into IFSP/IEP educational planning documents.

References

- Alvarex, K. M., Kenny, M. C., Donohue, B., & Carpin, K. M. (2004). Why are professionals failing to initiate mandated reports of child maltreatment, and are there any empirically based training programs to assist professionals in the reporting process? *Aggression and Violent Behavior, 9*, 563–578. [\[Article\]](#)
- Jones, L., Bellis, M., Wood, S., Huges, K., McCoy, E., Eckley, L., Officer, A. (2012). *Prevalence and risk of violence against children with disabilities: A systematic review and meta-analysis of observational studies*. *Lancet*, published online July 12.
- Rose, S.M., Xie, D., & Stinman, M. (2014). Adverse childhood experiences and disability in U.S. adults. *American Academy of Physical Medicine and Rehabilitation, 6*(8), 670-680.
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*CEC/IDC Safety Checklist: Working Copy

If Team members are unaware of student's with disability significantly increased risk for maltreatment (neglect, physical, sexual, psychological abuse and bullying) encourage them to read "[Protecting the Most Vulnerable from Abuse](#)" as written by Harold Johnson and published in The ASHA Leader, 2012, 17, 16-19.

IFSP Teams: Consider the following questions in designing the IFSP plan:

Does the caregiver demonstrate...

1. ...bonding with her child? (Protective Factor #1, p 4)
2. ...essential knowledge regarding parenting and child development? (Protective Factor #2, p. 4-5)
3. ...the ability to effectively respond to the day-to-day stresses of being a parent? (Protective Factor #3, p. 5)
4. ...the use of a social network of family and/or friends? (Protective Factor #4, p. 5)
5. ...the ability to meet basic family needs of housing, food, clothing, etc.? (Protective Factor #5-6)
6. ...the ability to provide a safe and emotionally supportive environment for the child? (Protective Factor #6, p. 6)

IEP Teams: Consider the following questions in designing the IEP plan:

Can the student identify...

1. ... positive, age appropriate interactional behaviors they have with family, friends and adults in their lives? (Risk Factor #1, p. 7-8)
2. ... scenarios when they have the right to say "No" and describe or demonstrate what to do if that right is not respected? (Risk Factor #2, 9-12)
3. ... their friends and what they do together? (Risk Factor #3, 13-14)
4. ...how to effectively gain others attention, share their feelings and the details of their day-to-day experiences? (Risk Factor #4, 15-18)
5. ... and share how to avoid and react within unsafe situations? (Risk Factor #5, 19-20)
6. ... how changes in their body affect their health, decisions and emotional wellbeing? (Risk Factor #6, 21-23)

Targeted Outcome:

If the answer is "no" or "unsure" to any of the preceding questions, then it is strongly recommended that appropriate statements/objectives be included in the IFSP/IEP or 504 plan documents. See below for background information, suggested objectives and available resources.

***Note:** The following information was generated by the Council for Exceptional Children (CEC) Inter Divisional Caucus (IDC) Maltreatment Work Group.

Individual Family Service Plans

Early intervention work inherently involves observing, listening and sharing with parents of children with disabilities. During the course of this work, professionals are encouraged to note:

- How parents observe, understand and respond to their child.
- If parents recognize and respond to their child's developmental milestones.
- How parents identify and respond to day-to-day stressors of being a parent of a child with disabilities, e.g., medical challenges, atypical behavior, etc.
- If the family has an adequate social network/support system.
- If the family can meet their immediate needs for housing, food, utilities, clothing, and transportation.

If the answer to any of these questions is problematic, then professionals are encouraged to address the problem areas within the IFSP planning document. The rationale for this encouragement is provided by the [Child Welfare Information Gateway](#) via their [six factors that help to ensure the safety and success of children](#).

Those factors and their explanation are as follows:

Protective Factor #1: [Hyperlink = Nurturing and attachment \(Hyperlink for more information\)](#):

- **Key Question:** Does the caregiver demonstrate bonding with the child? i.e.,
 - Does the parent observe and attend to their child's specific play or stimulation behaviors?
 - Does the parent respond to the child's behavior, emotional needs?
 - Does the parent demonstrate affection, models caring behavior with their child and do they recognize the child's accomplishments?
 - Does the parent provide a safe and stable home and family environment for the child?

Protective Factor #2: [Knowledge of parenting and of child and youth development \(Hyperlink for more information\)](#):

- **Key Question:** Does the caregiver demonstrate essential knowledge re. parenting and child development? i.e.,
 - Can the parent identify their child's strengths (i.e., positive attributes) and their role/responsibilities as a parent?

- Can the parent effectively observe, interpret and respond to their child’s behavior?
- Does the parent encourage their child’s positive behavior through praise and modeling?
- Can the parent can identify a range of solutions to addressing their children’s challenging behaviors, e.g., crying, fussy eating, sleeping problems, etc.?
- Does the parent understand the child’s current and emerging development milestones?
- Does the parent express any concerns that the child’s behavior that appear to be outside the common range of parental concerns?

Protective Factor #3: Parental resilience ([Hyperlink for more information](#)):

- **Key Question:** Does the caregiver demonstrate the ability to effectively respond to the day-to-day stresses of being a parent? i.e.,
 - Can the parent describe how they cope with the day-to-day stresses of being a parent and what they do to “bounce back” from particularly difficult days?
 - Does the parent consider themselves to have consistent and effective communications with their spouse or partner?
 - What does the parent identify to be their short term support system, e.g., respite care, help with a new baby, help during an illness?
 - Does the parent demonstrate the ability to set and work toward personal goals?

Protective Factor #4: Social connections ([Hyperlink for more information](#)):

- **Key Question:** Does the caregiver demonstrate the use of a social network of family and/or friends? i.e.,
 - Does the parent’s current social support system include family, friends, and membership in any formal groups?
 - Does the parent demonstrate social skills and capacity to make and keep friends?
 - Does the parent express a desire for new friends and social connections?
 - Does the parent express a need for better social connections and support, e.g., respite care; a sympathetic listener; a role model; etc.

Protective Factor #5: Concrete supports for parents ([Hyperlink for more information](#)):

- **Key Question:** Does the caregiver demonstrate the ability to meet basic family needs of housing, food, clothing, etc.? i.e.,
 - Can the parent identify their most immediate needs, e.g., housing, food, utilities, transportation, clothing, etc.?
 - Can the parent identify the steps they have taken to meet their immediate needs?
 - Can the parent identify additional problems that the family is facing and how the problems will be addressed?
 - Is the parent aware of existing community services that can be used to address family problems?
 - Does the parent express a desire and capacity to receive new services, including completing applications, keeping appointments, and committing to the solution process?

Protective Factor #6: Social and emotional competence of children ([Hyperlink for more information](#)):

- **Key Question:** Does the caregiver demonstrate the ability to provide a safe and emotionally supportive environment for the child? i.e.,
 - Can the parent provide a safe and stable home and family environment that supports healthy social and emotional development of their child?
 - Can the parent identify any delays in social and emotional development of their child and where they might seek help for any areas of concern?
 - Does the parent effectively respond to the emotional needs of their child?

Individualized Educational Plans

Risk Factor #1: The student does not understand what constitutes maltreatment:

Key Question: Can the child identify positive, age appropriate interactional behaviors they have with family, friends and adults in their lives?

Background Information:

- It is **NOT** necessary for teachers to define, show, or explicitly discuss maltreatment for student safety to be enhanced.
- It is necessary for children to know what loving, supportive family and friends do/looks like.

Note: Maltreatment children often think that what they are experiencing is normal. They often feel confused, embarrassed and even guilty, thinking that somehow what they are experiencing is their fault. Perpetrators “groom” their victims to feel this way.

Instructional Goal: Social Competence

- Student can identify (e.g., draw, tell, write, or role play) 3-5 positive behaviors that “x’ (e.g., a parent, sibling, relative, adult, friend, etc.) demonstrates when interacting with them.

Suggested Resources:

Childhelp National Child Abuse Hotline – A Resource to call whenever you have a question about possible child abuse or maltreatment. This is not a reporting hotline but a way to discuss any questions that teachers, children and parents may have about keeping children safe.

The Childhelp National Child Abuse Hotline 1-800-4-A-CHILD (1-800-422-4453) is dedicated to the prevention of child abuse. Serving the United States, its territories, and Canada, the hotline is staffed 24 hours a day, 7 days a week with professional crisis counselors who, through interpreters, can provide assistance in over 200 languages. The hotline offers crisis intervention, information, literature, and referrals to thousands of emergency, social service, and support resources. All calls are confidential. [click here](#)

Books that depict positive family relationships.

1. **Ask Me** by Bernard Waber. Ages 4-7. A father and daughter walk through their neighborhood, brimming with questions as they explore their world. With so many things to enjoy, and so many ways to ask—and talk—about them, it's a snapshot of an ordinary day in a world that's anything but. This story is a heartwarming and inviting picture book with a tenderly written story. [click here](#)
2. **Little Elliot Big Family** by Mike Curato. Ages 4-8. When Mouse heads off to a family reunion, Little Elliot decides go for a walk. As he explores each busy street, he sees families in all shapes and sizes. In a city of millions, Little Elliot feels very much alone-until he finds he has a family of his own! Story about families in all shapes and sizes showing how family members support each other. [click here](#)

3. **A Chair for My Mother** by Vera B. Williams. English/Spanish. Ages 4-8. (Multicultural.) After their home is destroyed by a fire, Rosa, her mother and grandmother save their coins to buy a really comfortable chair for all to enjoy. This Caldecott Honor Book is a picture book that expresses the joyful spirit of a loving family. [click here](#)

4. **The Keeping Quilt** by Patricia Polacco. Ages 4-8. (Multicultural.) “We will make a quilt to help us remember home,” Anna’s mother said. “It will be like having the family in back home Russia dance around us at night.” [click here](#)

5. **Love Is a Family** by Roma Downey. Ages 4 and up. (Nontraditional families.) Irrepressible young Lily loves her mother dearly. But when it’s time for Family Fun Night at her school, she worries...and worries. What will the other kids think when she just brings her mother? Will they be the strangest family there? [click here](#)

6. **Abuela’s Weave** by Omar S. Castaneda. English/Spanish. Ages 4-8. (Multicultural) A young Guatemalan girl and her grandmother weave some special creations they hope to sell at the market. Depicts positive connection between grandparent and grandchild. [click here](#)

Risk Factor #2: The student does not know they have the right to say “NO!”

Key Question: Can the child identify when they have the right to say “No” and what to do if that right is not respected?

Background Information:

- Children are expected to be compliant, i.e., to do what they are told. As they grow older, they gradually learn when, how and to whom they can say “No.” This knowledge represents a critical component of children’s self advocacy and safety skills.
- Many times, children with disabilities are expected to be compliant without really understanding what, or why they are being asked to do. Additionally, some children’s language skills, behavioral patterns, and/or physical limitations may increase their difficulty in effectively expressing “No.” Overly compliant behavior, combined with communication/behavioral challenges represents a major risk factor for maltreatment.

Instructional Goals: Self Advocacy

- Student can identify 3-5 contexts (i.e., place, time, individuals, and actions) in which they have the right to say “No.”
- Student can identify 2-3 actions they can take if their right to say “No” is not respected.

Suggested Resources:

Books

1. **Something Happened and I’m Scared to Tell: A Book for Young Victims of Abuse** by Patricia Kehoe PhD. Ages 3-8. With the help of a friendly lion, a young sexual abuse victim is able to talk about sexual abuse and recover self-esteem. Gentle and positive approach to reassure children. [click here](#)
2. **It’s MY body: A Book to Teach Young Children How to Resist Uncomfortable Touch** by Lory Britain. Ages 3-8. Preschool children learn safe boundaries, how to distinguish between “good” and “bad” touches, and how to respond appropriately to unwanted touches. This book is a powerful book for enhancing self-esteem. [click here](#)
3. **Samuel Learns to Yell and Tell: A Warning for Children Against Sexual Predators** by Debi Pearl. Ages 4 and up. Yell and Tell is the first in the series of books addressing the subject of children dealing with sexual predators in a mature way. Written in a musical rhyme and rhythm that children love, they will be more inclined to remember what they read by this type of writing. It is told in a simple story telling manner introducing a delightful young boy named Samuel to lead the way. [click here](#)
4. **Loving Touches: A Book for Children About Positive Caring Kinds of Touching** by Lory Britain. Ages 3-8. Part of Parenting Press’s “children’s safety” collection, this book explains the different kinds of touch that we all need. It shows a young child asking for loving touches at different times – after a fall, when

a leg is scraped, when a toy breaks. With a few simple sentences and clear drawings, "Loving Touches" clarifies that we all need physical affection and shows how to ask for this affection safely and respectfully. [click here](#)

5. **I Don't Want to Go to Justin's House Anymore** by Heather Klassen. Ages 5 and up. Mom doesn't understand why Collin is reluctant to go to his best friend's house. Justin's dad lost his job and can't find a new one. Unfortunately, he is taking out his frustration on his son. Once Collin's mom realizes that Justin is being abused, she and Collin decide to help his friend. [click here](#)

6. **I'm the Boss of My Body** by Patricia Una Barden. Ages 4-7. This book is a resource to be read to children and then for children to read themselves. This book will stimulate questions and discussion to assist children to understand the difference between good and bad feelings, what is right and what is wrong, staying healthy and safe, and the importance of asking for help when they are at risk of harm or sexual abuse. It is important to inform children that abuse can occur anywhere, anytime, and by an adult or a child of any age. The author hopes the idea of "I'm Boss of my Body" will give children a voice, and that the person they turn to for help will have the strength and ability to advocate on their behalf to keep them safe. [click here](#)

7. **Your Body Belongs to You** by Cornelia Maude Spelman. Ages 3-6. (Multicultural) In simple, reassuring language, the author explains that a child's body is his or her own; that it is all right for kids to decline a friendly hug or kiss, even from someone they love; and that you can still be friends even if you don't want a hug now. [click here](#)

8. **I Said No! A Kid-to-Kid Guide to Keeping Private Parts Private** by K. King and Z. King. Ages 4 and up. Helping kids set healthy boundaries for their private parts can be a daunting and awkward task for parents, counselors and educators. Written from a kid's point of view, I Said No! makes this task a lot easier. To help Zack cope with a real-life experience he had with a friend, he and his mom wrote a book to help prepare other kids to deal with a range of problematic situations. I Said No! uses kid-friendly language and illustrations to help parents and concerned adults give kids guidance they can understand, practice and use.
Using a simple, direct, decidedly non-icky approach that doesn't dumb down the issues involved, as well as an easy-to-use system to help kids rehearse and remember appropriate responses to help keep them safe, I Said No! covers a variety of topics, including: What's appropriate and with whom. How to deal with inappropriate behavior, bribes and threats. When and where to go for help, and what to do if the people you're turning to for help don't listen. Dealing with feelings of guilt and shame. [click here](#)

9. **Straight Talk about Child Abuse** by Susan Mufson, Rachel Kranz. Ages 11 and up. Specially designed for today's teenagers, this book presents the reader with current information available on the problem of child abuse and gives advice on what to do and how to seek help. Child abuse is generally thought of as something that affects only others, particularly strangers; and most victims of child abuse feel as though they are alone in their suffering, with no one to turn to for help. "Straight Talk About Child Abuse" explores this widespread problem, presents facts about its symptoms and effects while offering a range of practical solutions and a directory of places to go for help and further advice. The book

begins with a discussion of the widespread nature of child abuse and attempts to dispel common myths surrounding the subject. It describes some of the most common signs of abuse and uses composite case histories to show the nature and effects of abuse on those involved. The psychology of abuse victims is then examined to show why some people don't look for help, why it is important to get help and the consequences of seeking help for themselves or someone they know. [click here](#)

Videos/DVDs

1. **Say No to Strangers.** The Learning Station Video. Ages preschool-elementary. (Multicultural) 5:20 minutes. [click here](#)
2. **Some Secrets Should Never Be Kept** by Jayneen Sanders and read by Debra Byrne. video ages 3-12. 8 minutes. This book was written as a tool to help parents, caregivers and teachers broach the subject with children in a non-threatening way. [click here](#)
3. **My Body Belongs to Me.** Animated short film. Ages 5-8. English/Chinese/Swedish/Spanish. Approximately 5 minutes. [click here](#)
4. **Break the Silence: Kids Against Child Abuse.** DVD. Juvenile audience. Each day, more than 7,000 cases of child abuse are reported. For each case filed, it's estimated that thousands more remain hidden behind a wall of silence. "Break the Silence: Kids Against Child Abuse" is a documentary for kids and their parents. With the help of animation, four young child abuse survivors tell what happened to them and how they got help. The film provides practical information on what kids and their parents can do to stop and prevent child abuse, and delivers a clear and simple message: For child abuse to stop, you have to tell an adult you trust. "Break the Silence: Kids Against Child Abuse" is a follow-up to Arnold Shapiro's internationally acclaimed documentary, "Scared Silent: Exposing and Ending Child Abuse." [click here](#)
5. **McGruff on Self Protection.** DVD for grades K-2. 23 minutes. McGruff teaches Scruff and other children that child abuse and neglect are not their fault. He stresses that in order to deal with their problems, children have to tell a trusted adult. The program discusses various types of child abuse and neglect and the help available to children who need it. [click here](#)
6. **I Am the Boss of My Body: Preventing Child Sexual Abuse.** DVD for grades K-5. 20 minutes. This program takes a difficult and sensitive subject and presents it to students in a clear, strong, positive way. [click here](#)
7. **Yes, You Can Say No.** Video for elementary students. 18 minutes. From Seattle Institute for Child Advocacy. [click here](#)
8. **Katie's Secret.** DVD for grades 9-12. 14 minutes. Katie has a secret. She is being sexually abused at home by her mother's fiancé, and she can't find the courage to tell anyone. When a concerned teacher finally gets Katie to tell her story, she brings her to a teen crisis center. There Katie meets a culturally diverse group of peers who have similar stories, and she realizes for the first time that she is not alone.

It is then that she finds the courage to tell her mother and start on her path to healing. This dramatic video is based on a real story of a young girl who found courage. Poignant and realistic, "Katie's Secret" will move and educate young audiences. [click here](#)

Programs

1. **“Body Safety Training”**. Ages 3-7. (Multicultural.) The Body Safety Training (BST) Workbook is a behaviorally based and developmentally appropriate curriculum for parents and teachers to instruct young children about personal safety. There are two versions of the BST Workbook; one for parents to use at home and one for teachers to use in a classroom setting. The two versions can be used separately or in combination. The BST Workbook contains ten lessons; the first half of the workbook covers general safety (e.g., fire, gun, pedestrian, poison) and the second half covers body safety (e.g., teaching children the body-safety skills of recognizing, resisting, and reporting inappropriate touching). [Click Here](#)
2. **“Talking About Touching: Personal Safety”** Pre/K-Grade 3. (Multicultural.) The “Talking About Touching” program uses developmentally appropriate teaching techniques to help children learn safety skills. These include refusing and reporting unsafe touches but also encompass basic safety skills (such as for cars, bikes, and fire) and the Always Ask First Rule. Includes fully scripted photo-lesson cards, Teacher’s Guide, Family letters, What Do I Say Now DVD. [click here](#)
3. **“Who Do You Tell?”** This program is designed for children from kindergarten to grade 6, with three different versions tailored to reflect the developmental level of the children being taught. (Multicultural.) It is delivered to the children in two 45-minute sessions on separate days, in order to enhance retention by the students. [click here](#)
4. **15 People Safety Group Lessons: Teaching Children and Youth Ages 5-14 How to Be Safe with People by Irene van der Zande. English and Spanish.** In this book, you will find cartoon-illustrated lessons with introductions for adults about how to introduce concepts and practice skills with children. The purpose is to prepare children to take charge of their emotional and physical safety with peers, familiar adults, acquaintances and strangers. [click here](#)
5. **10 People Safety Assignments: Teaching Children and Youth Ages 5 to 14 How to Be Safe with People** by Irene van der Zande. English and Spanish. These cartoon-illustrated activities can help to keep kids safe from most bullying, abuse, kidnapping and other violence by empowering them with knowledge and skills. The purchase price includes a license giving permission for the owner to make up to 30 copies a year of the assignments to use with children in your own immediate family, individual classroom, or small youth group. [click here](#)

Materials

1. **Kidpower Coloring Books.** Free. Available in 10 languages. Cartoons show children using important People Safety skills to keep themselves safe. [click here](#)

Risk Factor #3: The student is socially isolated and lonely:

Key Question: Can the child identify their friends and what they do together?

Background Information:

- The greatest risk for maltreatment occurs **not** from strangers (12%), but from parents, siblings, and other adults who are known and trusted by the family (88%). The greatest period of risk occurs from birth to age 3 yrs. A period when children are most dependent upon their parents and most isolated from the rest of society. Perpetrators work to keep their maltreatment a secret by strictly controlling who, when and how their “victims” interact. As such, the more age appropriate interactions a child experiences, the more diverse their social network, the greater their safety, social and linguistic competence.

Instructional Goals: Social Competence

- Student can identify (e.g., draw, tell, write, or role play) 2-3 age appropriate individuals (i.e., friends) they interact with each week.
- Student can identify 3-5 age appropriate activities that they do on a weekly basis with these individuals.

Suggested Resources:

Videos

1. **Fill Your Bucket** – The Learning Station Video. ages 3-8. 4 minutes. (Multicultural.) For primary age, talks about being kind, nice, helping and how this makes children feel good about themselves and connected to others. Subtitles/cc. [click here](#)
2. **Access to the Curriculum.** Educating students with significant cognitive disabilities and intensive needs is a challenging task. This 4-part series proposes solutions for the challenges that accompany the education of students with intensive disabilities. Each video is approximately 45-60min. Transcript is [available](#). The videos give many examples of ways to include students in school programs and activities so that they are able to meaningfully participate and be part of the school community. [click here](#)

Articles

1. Carter, E, Asmus, J., Moss, C. K., Cooney, M., Weir, K., Vincent, L., Born, T., Hochman, J.M., Bottema-Beutel, K., and Fesperman, E., (2013). **Peer Network Strategies to Foster Social Connections Among Adolescents with and without Severe Disabilities.** *Teaching Exceptional Children*, 46, 51-59.
2. Pence, A. R. and Dymond, S. K., (2015). **Extracurricular School Clubs, A Time for Fun and Learning.** *Teaching Exceptional Children*, 47, 281-289.
3. Sartini, E. C., Knight, V. F., and Collins, B. C., (2013). **Ten Guidelines to Facilitate Social Groups for Students with Complex Special Needs.** *Teaching Exceptional Children*, 45, 54-62.

4. **NET CETERA – Chatting with Kids About Being Safe Online.** Information for parents, teachers and students. Ages elementary through high school. English/Spanish. [click here](#)
5. **Dealing with Cyberbullying – Tips for Kids and Parents to Prevent and Stop Cyberbullying.** [click here](#)
6. **Shunning and Exclusion – Kidpower Skills for Protecting Children from Relational Bullying** by Irene van der Zande. Shunning is bullying, and kids deserve protection. Information in this article is taken from the book What Adults Need to Know and Do to Keep Kids Safe. [click here](#)

Programs

1. **Healthy Relationships Interactive Resource for Adults and Older Teens with Intellectual Disabilities.** Includes a program kit with teacher’s guide, 3 student workbooks, posters, and interactive CDs utilizing cartoons. The program covers healthy relationships, saying stop and stopping and getting help. For families, support workers and special education teachers. [click here](#)

Risk Factor #4: The student lacks the language, knowledge and communication skills to tell others that they have been maltreated:

Key Question: Can the child effectively gain others attention, share their feelings and the details of their day-to-day experiences?

Background Information:

- If you do not have the vocabulary to express what you are feeling, **you are at risk...**
- If you do not know the names of your body parts, family members, teachers, etc., **you are at risk...**
- If you can not effectively convey who, when, where, and how, **you are at risk...**
- If you do not know who and how to tell when you are scared, afraid, hurt, hungry, etc., **you are at risk...**
- The language deficits of many of our students with disabilities increase their risk for maltreatment.

Instructional Goals: Language

- Student demonstrates (e.g., draw, tell, write, or role play) the ability to use critical vocabulary, language skills, and communication competencies (see below) with 2-3 adults with whom they interact on a weekly basis.
 - 📌 Vocabulary: emotions, physical states (e.g., hunger, pain, etc.), names of body parts & individuals with whom they interact, & “secrets” vs. “surprises” & “telling” vs. “tattling”
 - 📌 Language Skills: effectively convey who, when, where, and how information
 - 📌 Communication Competence: knowing who to communicate with and how to effectively get their attention.

Suggested Resources:

Books

1. **Amazing You: Getting Smart About Your Private Parts** by Gail Saltz. Ages 3-7. (Multicultural.) “Mom, where do babies come from?” Many parents live in fear of the day their child asks this question, which inevitably happens, often as early as the preschool years. Here is a picture book designed especially for young children who are becoming aware of their bodies, but aren’t ready to learn about sexual intercourse. Written with warmth and honesty, Amazing You! presents clear and age-appropriate information about reproduction, birth and the difference between girls’ and boys’ bodies. Lynne Cravath’s lighthearted illustrations enliven the text, making this a book that parents will gladly share with their young ones. [click here](#)

2. **The Bare Naked Book by Kathy Stinson.** Ages 2-6. There is nothing more ordinary – or special – than the human body. After all, everybody has one, and for all the parts that are the same each comes in a different shape and size. The Bare Naked Book joyfully celebrates this wonderful ordinariness with a matter-of-fact introduction for toddlers to the parts of the body. [click here](#)
3. **My Body Is Private** by Linda Walvoord Girard and Rodney Pate. Ages 3-8. Julie, who is eight or nine, talks about privacy and about saying “no” to touching that makes her uncomfortable. [click here](#)
4. **Do You Have a Secret? (Let’s Talk About It!)** by Jennifer Moore-Mallinos. Ages 4-7. Every child has secrets, and many secrets are fun to keep-for instance, a surprise birthday gift for Mom, or a secret handshake with a young friend. But sometimes, children have secrets that make them feel bad, and these secrets are best shared with their parents, or with some trusted older person. A child who is bullied might be inclined to keep it secret, but it’s always best to tell parents about it. Or children who are touched intimately and improperly by an older person will soon feel better if they reveal the secret to parents. This book helps kids distinguish between good and bad secrets. Even very young children have concerns and anxieties, and Tell Somebody Books are written and illustrated especially for them. Tell Somebody Books encourage children to explore their feelings, and then to speak openly about things that trouble them. [click here](#)
5. **See How You Grow** by Patricia Pearse. Designed for slightly older children, this volume gives clear, medically sound explanations to youngsters about the wonders of human growth. Beginning with the development of the fetus, the book explores infancy, childhood, puberty, maturity and old age. Illustrations throughout, including fold-outs. [click here](#)
6. **How to Teach Self-Protection and Confidence Skills to Young People: Kidpower Introductory Guide for Parents and Teachers** by Irene van der Zande. English and Spanish. Protect children from bullying, abuse, kidnapping and other violence. [click here](#)
7. **Kidpower 30-Skill Challenge – Coaching eHandbook.** Free. English/Spanish/Arabic. Provides a step-by-step teaching tool that any caring adult can use to teach vital “People Safety” skills to prepare children and teens to take charge of their emotional and physical safety, increase their confidence, and develop healthy relationships. [click here](#)

Videos

1. **Good Touch & Bad Touch, What’s the Difference?** Elementary age. 2 minutes. This video helps children with Asperger’s and high-functioning autism understand the difference between good touch and bad touch and private body parts. [click here](#)
2. **PuppetPower Videos.** Preschool – grade 1. English and Spanish. Subtitles. These short informal PuppetPower videos show how important safety skills can be taught in a lighthearted way to young children. Watch them together and then make up your own role plays with dolls and puppets to give your child practice in the skills shown. For older kids and even adults, you can demonstrate the same concepts with forks, spoons, salt shakers, pencils, or any object at hand. [click here](#)

3. **7 Kidpower Strategies for Keeping Your Child Safe - Introduction.** Video. 7 minutes. Subtitles. [click here](#)
4. **Kidpower Strategy 1 – Put Safety First.** Video. 5 minutes. Subtitles. [click here](#)
5. **Kidpower Strategy 2: Keep Your Radar On.** Video. 6 minutes. Subtitles. [click here](#)
6. **Kidpower Strategy 3: Listen to Your Children and Teach Them Not to Keep Unsafe Secrets.** Video. 7 minutes. Subtitles. [click here](#)
7. **Kidpower Strategy 4: Make Sure Your Kids Know You Care.** Video. 6 minutes. Subtitles. [click here](#)
8. **Kidpower Strategy 5: Don't Let Kids Throw Stones.** Video. 7 minutes. Subtitles. [click here](#)
9. **Kidpower Strategy 6: Assess Your Child and Make Safety Plans.** Video. 5 minutes. Subtitles. [click here](#)
10. **Kidpower Strategy 7: Prepare Children to Take Charge of Their Safety by Practicing Skills.** Video. 6 minutes. Subtitles. [click here](#)

11. **Kidpower Safety Signals: Safety Plans for Going Out.** Video. Parts 1 & 2 Total 7 minutes. Subtitles. Teens and young adults. These videos show people with Autism and other learning challenges practicing the Kidpower Safety Signals and role plays for going out in the community. Through a collaboration with Hope Developmental Services, these videos show how to practice six skills in Kidpower's "Safety Plan for Going Out" – Stay Aware, Stay Together, Check First, Think First, Move Away and Get Help. [click here](#)

12. **NSPCC (National Society for the Prevention of Cruelty to Children) Underwear Rule – keeping deaf children safe from abuse.** Video. 7 minutes. Uses sign. Subtitles. (Multicultural.) [click here](#)

Articles

1. **"Touch in Healthy Relationships"** an article by Irene van der Zande. English and Spanish. Most sexual abuse can be prevented when adults and kids have clear and appropriate personal boundaries. This article is from The Kidpower Book for Caring Adults: Personal Safety, Self-Protection, Confidence, and Advocacy for Young People, a resource for protecting children from abuse, bullying, kidnapping, and other violence. [click here](#)

2. **What Kinds of Secrets Are Okay for Children to Keep and What Kinds Are Not?** by Irene van der Zande. English and Spanish. Guidelines for what to tell children about what secrets are ok and which ones are not. [click here](#)

3. **Speaking Up About Putdowns** by Irene van der Zande. English and Spanish. Guidelines for what children can say when they hear others bullying by using insulting remarks that can be emotionally damaging to children. [click here](#)

4. **"What Educators Can Do to Reduce Risk Factors for Kids with Disabilities"** by Irene van der Zande. English and Spanish. Based on studies by Harold Johnson, Ed. D, Special Education Professor Emeritus and passionate advocate for providing child protection and life skills for safety and success for children and youth who are often affected by maltreatment. [click here](#)

5. **“Kidpower Safety Plans for Children with Disabilities”** by Irene van der Zande. English and Spanish. Practical information about how to create a Safety Plan for parents and other caregivers of children with disabilities. [click here](#)
6. **“Unlimited Adaptability”** by Irene van der Zande. English and Spanish. Suggestions for how individuals with nonverbal communication or limited mobility can protect themselves from potential abuse and bullying. [click here](#)
7. **“Self-Protection for People with Disabilities”** by Irene van der Zande. English and Spanish. Personal safety and disabilities often leads to assumptions about helplessness that can cause people with disabilities to worry that they do not have any way to protect themselves from an attack. This article focuses on how to use what CAN be done to keep individuals with disabilities safe. [click here](#)
8. **What Educators Can Do to Reduce Risk Factors for Kids with Disabilities** by Irene van der Zande. As educators, we can mitigate many of the risk factors that often result in maltreatment of individuals with disabilities. This article reviews these risk factors and provides suggestions on what can be done to help keep children and young adults safe. [click here](#)

Materials

1. **Kidpower Safety Comics: People Safety Skills for Children Ages 3-10.** English and Spanish. Have fun while teaching kids to be safe from bullying, abuse, and violence. Entertaining cartoons and engaging social stories make it easy for adults to provide crucial knowledge and skills so their children can learn to be safe with people they know and with strangers. [click here](#)
2. **[Kidpower Safety Signals for Everyone, Everywhere.](#)** The Kidpower Safety Signals were originally created to help teachers, family members, and other caregivers teach ‘People Safety’ skills and concepts to people with developmental disabilities who have limited speech or no speech at all. Since their creation, the Safety Signals have proven useful to many people who want an easy way to remember key ‘People Safety’ concepts - including people with developmental disabilities, young children, college students, and corporate managers. Kidpower Safety Signals are useful for everyone, everywhere! [click here](#)

Risk Factor #5: The student does not know how to recognize or protect themselves in “risky situations”:

Key Question: Can the child identify and share how to avoid and react within unsafe situations?

Background Information:

- Many children with disabilities can be characterized as socially naïve, or gullible. As a result, they may fail to recognize, know how to avoid, or how to effectively respond to a risky, or unsafe situation, e.g., becoming lost, a request to share personal information on the Internet, finding a weapon, ingesting harmful substances, being lured into criminal acts, etc.

Instructional Goals: Self Advocacy

- Student can identify (e.g., draw, tell, write, or role play) 3-5 unsafe situations, how each of the situations can be avoided and what to do in each situation if it cannot be avoided.

Suggested Resources:

Articles

1. **Kidpower Safety Tips: Protecting Yourself from Sexual Assault** by Irene van der Zande. Teaches children how to stay aware, calm and confident. How to plan ahead. How to avoid using the “Wishing Technique”. How to ask for help. How to keep track of food and drinks at parties and other social occasions. Use of physical self-defense skills. [click here](#)
2. **What Educators Can Do to Reduce Risk Factors for Kids with Disabilities** by Irene van der Zande. As educators, we can mitigate many of the risk factors that often result in maltreatment of individuals with disabilities. This article reviews these risk factors and provides suggestions on what can be done to help keep children and young adults safe. [click here](#)
3. **Resources to Protect Children and Teens from Bullying through Awareness, Knowledge, and Skills** by Irene van der Zande. Blog post on resources including books, materials and podcasts. [click here](#)
4. **Bullying and Hearing Loss** by Krystyann Krywko, Ed.D. Dr. Krywko provides suggestions on how to help individuals with hearing loss understand and deal with acts of bullying. [click here](#)

Books

1. **The Bully, the Bullied and the Bystander** by Barbara Coloroso. From preschool to high school, this book tells how parents and teachers can help break the cycle of bullying. Drawing on her decades of work with troubled youth, and her wide experience in the areas of conflict resolution, the author explains:

The three kinds of bullying, and the differences between boy and girl bullies

Four abilities that protect your child from succumbing to bullying

Seven steps to take if your child is a bully

How to help the bullied child heal and how to effectively discipline the bully [click here](#)

2. **Alex and the Scary Things: A Story to Help Children Who Have Experienced Something Scary** by Melissa Moses. Ages 4-8. Alex the alligator talks about the different coping strategies he uses to get back to being himself after something scary has happened to him. This book is a resource for professionals and parents working with children who have experienced trauma. [click here](#)

Materials

1. **Stop Bullying Comic Challenge.** Elementary through high school. (Multicultural) Comics that can be downloaded. Created by kids from across the country, this free printable guide is filled with inspiring, funny and creative comics all about putting a stop to bullying. [click here](#)
2. **Stomp Out Bullying.** Website with materials and information for kids and teens. (Multicultural) [click here](#)

Videos

1. Videos of varying lengths that explain bullying and how to deal with it in schools. Ages elementary through high school. Close captioned, Spanish, multicultural. [click here](#)

Risk Factor #6: The student does not understand their own emerging sexuality:

Key Question: Can the child identify how changes in their body affect their health, decisions and emotional wellbeing?

Background Information:

- All individuals have a sexual reality, i.e., the need for affection, love and intimacy. Sexuality is a natural and healthy part of life for both individuals with and without disabilities. An individual's lack of knowledge regarding their sexuality increases their risk for abuse.

Instructional Goals: Health & Wellness

- As a result of enrollment and active participate in age appropriate health classes, student will be able to identify (e.g., draw, tell, write, or role play) knowledge:
 - Grades K-2: [as identified on pp 12-13 of the *[NSES](#)]
 - Grades 3-5: [as identified on pp 14-15 of the [NSES](#)]
 - Grades 6-8: [as identified on pp 16-19 of the [NSES](#)]
 - Grades 9-12: [as identified on pp 20-23 of the [NSES](#)]
 - *National Sexuality Education Standards

Suggested Resources:

Articles

1. **“Everything You Wanted to Know About Puberty”**. Article from kidshealth.org designed for preteens and teens. Available in audio, Spanish and large print. [click here](#)
2. **“A Guy’s Guide to Body Image”**. Article from kidshealth.org. Available in audio, Spanish and large print. [click here](#)
3. **“Tampons, Pads, and Other Period Supplies”**. Overview of what is needed for teens who have started menstruation. Available in audio, Spanish and large print. [click here](#)
4. **“What’s a Well-Woman Visit and Why Do I Need One?”**. Explanation of what is involved for a teen when she visits a gynecologist and why it’s important to include this as part of routine physicals. Available in audio, Spanish and large print. [click here](#)
5. **“Sexuality and Disability: A Guide for Parents”**. Article from the Arc in Spokane Washington. [click here](#)
6. **“Sexuality Education for Children and Adolescents with Developmental Disabilities – an Instructional Manual”**. Designed for parents or caregivers and individuals with developmental disabilities. [click here](#)

Books

1. **S.T.A.R.S.: Skills Training for Assertiveness, Relationship-Building, and Sexual Awareness** by Susan Heighway and Susan Webster. Specially designed for teaching adolescents and adults with developmental disabilities, the STARS model focuses on four areas: Understanding Relationships, Social Skills Training, Sexual Awareness, and Assertiveness – with the goals of promoting positive sexuality and preventing sexual abuse. Assessment tools help identify the strengths and needs of each individual, and then the activities can be catered to address specific needs. [click here](#)

Web Sites & Web Based Documents

1. [National Sexuality Education Standards, Core Content and Skills \(NSES\), K-12, 2011](#)
2. [Sexuality Information and Education Council of the United States \(SIECUS\) Position Statements](#)

Human Sexuality

Sexual Rights

Sexual Health

Sexuality Education

Culture & Society

[Guidelines for Comprehensive Sexuality Education, 3rd Edition](#), 2004, Kindergarten through 12 Grade

[Healthy Relationships, Sexuality and Disability](#), Resource Guide 2014

Identification and review of curriculums and texts that can be used in the relationship and sexuality education of students with disabilities

[Sexuality and disability](#)

- ***Note:** PP below appears to heavily grounded in an article by Liz Sweeney, “[Human Sexuality Education for Students with Special Needs](#)” that can be found in Volume 10, 1/8/2007 of the [Electronic Journal of Human Sexuality](#)
 - [*Human Sexuality Education for Students with Disabilities](#). Georgia State University, School Health and Safety [no date] [no author]
 - Fact or Fiction about Sexuality and Disability
 - The Politics of Education
 - Socialization
 - What is Sexuality
 - What is Sexuality Education
 - Parents as Sexuality Educators for their Children with Disabilities

- General Guidelines for Parents & Professionals
- Sexuality and Disability
 - Human Development & Sexuality
 - Sexuality Education for Persons with a Visual Impairment
 - Sexuality Education for Persons with Hearing Impairment/Deafness
 - Sexuality Education for Persons with Autism Spectrum Disorder
 - Sexuality Education for Persons with Spinal Cord Injury including spina Bifida
 - Adapting Sexuality Education and Materials for Students with Developmental Disabilities
 - Contextual Errors and Safety Issues
 - Public/Private Places
 - Inappropriate Self-Touch
- Developing Appropriate Sexuality Education Content
- Stranger-Friend Errors
- Circle Method for Teaching Social Behavior
- Contextual Errors and Safety Issues
- Use of IEP for Adapting Sexuality Curriculum (slide 40)
 - Ages 5-8
 - Ages 8-11
 - Ages 12-18
- Teaching Strategies & Techniques
- Policy Statement on Sexuality Education for Persons with a Disability