Child Abuse & Neglect of Deaf and Hard of Hearing Children

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Questions:

1. What is the most common type of
2. T/F One indicator that a child may be experiencing maltreatment is a frequent absence from school.
3. T/F One indicator that a child may be experiencing sexual abuse is there demonstration of bizarre, sophisticated, or unusual sexual T/F One of the factors that increases the risk for maltreatment is that children with disabilities have reduced communication skills that limit both their understanding and reporting of an abusive situation.
4. Which of the following reduce the risk of child maltreatment:
   1. Parental bonding with their child.
   2. Parental knowledge of child development.
   3. Parental emotional resilience, i.e., positive problem solving attitude.
   4. Parental social connectedness, i.e., positive, supportive social network
   5. All of the above
What are we talking about?

http://www.childhelp.org/

http://www.dcmp.org/

What constitutes abuse and neglect?

"Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm"
Neglect (71%)

“... failure of a parent, guardian, or other caregiver to provide for a child’s basic needs. Neglect may be:

- **Physical** (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision)

- **Medical** (e.g., failure to provide necessary medical or mental health treatment)

- **Educational** (e.g., failure to educate a child or attend to special education needs)

- **Emotional** (e.g., inattention to a child’s emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs)
*What does neglect “look like?”*

- **Parent...**
  - Appears to be indifferent to the child
  - Seems apathetic or depressed
  - Behaves irrationally or in a bizarre manner
  - Is abusing alcohol or other drugs

- **Child...**
  - Is frequently absent from school
  - Begs or steals food or money
  - Lacks needed medical or dental care, immunizations, or glasses
  - Is consistently dirty and has severe body odor
  - Lacks sufficient clothing for the weather
  - Abuses alcohol or other drugs
  - States that there is no one at home to provide care

*Child Welfare Information Gateway*
Physical Abuse (16%)

- “... nonaccidental physical injury... as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting... burning, or otherwise harming a child, that is inflicted by a parent, caregiver, or other person who has responsibility for the child.²

- Such injury is considered abuse regardless of whether the caregiver intended to hurt the child.

- Physical discipline, such as spanking or paddling, is not considered abuse as long as it is reasonable and causes no bodily injury to the child.
What does physical abuse “look like?”

- Parent...
  - Offers conflicting, unconvincing, or no explanation for the child's injury
  - Describes the child as "evil," or in some other very negative way
  - Uses harsh physical discipline with the child
  - Has a history of abuse as a child
What does physical abuse “look like?” (cont.)

- Child...

  - Has unexplained burns, bites, bruises, broken bones, or black eyes
  - Has fading bruises or other marks noticeable after an absence from school
  - Seems frightened of the parents and protests or cries when it is time to go home
  - Shrinks at the approach of adults
  - Reports injury by a parent or another adult caregiver
Sexual Abuse/Exploitation (9%) 

- "The employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct for the purpose of producing a visual depiction of such conduct; or 

- The rape, and in cases of caretaker or interfamilial relationships, statutory rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children"
What does sexual abuse “look like?”

- Parent...
  - Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
  - Is secretive and isolated
  - Is jealous or controlling with family members
What does sexual abuse “look like?” (cont.)

- Child...
  - Has difficulty walking or sitting
  - Suddenly refuses to change for gym or to participate in physical activities
  - Reports nightmares or bedwetting
  - Experiences a sudden change in appetite
  - Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
  - Becomes pregnant or contracts a venereal disease, particularly if under age 14
  - Runs away
  - Reports sexual abuse by a parent or another adult caregiver
Emotional/Psychological Abuse (7%)

- “... a pattern of behavior that impairs a child’s emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, child protective services may not be able to intervene without evidence of harm or mental injury to the child.”
What does emotional abuse “look like?”

- Parent...
  - Constantly blames, belittles, or berates the child
  - Is unconcerned about the child and refuses to consider offers of help for the child's problems
  - Overtly rejects the child

- Child...
  - Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
  - Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
  - Is delayed in physical or emotional development
  - Has attempted suicide
  - Reports a lack of attachment to the parent
How big of a problem are we dealing with?

*During 2008, an estimated 772,000 children were determined to be victims of abuse or neglect. A child could be found to have been a victim more than once. Among the children confirmed as victims by CPS agencies in 2008:

► Children in the age group of birth to 1 year had the highest rate of victimization at 21.7 per 1,000 children of the same age group in the national population;”

► In 2007, 1,760 children died of abuse, 73.5% of those children died by age 3 years.

*Child Welfare Information Gateway
Abuse and neglect is experienced by 09% of children without disabilities vs. 31% of children with disabilities (Sullivan & Knutson, 2000).

Available research indicates that 10% of hearing boys and 25% of hearing girls experience sexual abuse, vs. 54% of boys who are d/hh and 50% of girls who are d/hh report sexual abuse (Sullivan, Vernon, Scanlan, John, 1987).
Child Maltreatment in Deaf College Students: An Analysis of the Prevalence, Characteristics, and Clinical Outcomes


Participants (N=425) were college students, 317 hearing (H) and 108 deaf (D) and hard of hearing (HOH), (M age 21.2 years, SD 4.6).

<table>
<thead>
<tr>
<th></th>
<th>H</th>
<th>D/HOH</th>
<th>$X^2$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Abuse</td>
<td>93 (29%)</td>
<td>52 (48%)</td>
<td>$X^2=12.68, p&lt;.0001$</td>
</tr>
<tr>
<td>Physical Abuse</td>
<td>57 (18%)</td>
<td>43 (40%)</td>
<td>$X^2=21.34, p&lt;.0001$</td>
</tr>
<tr>
<td>Sexual Abuse</td>
<td>41 (13%)</td>
<td>34 (31%)</td>
<td>$X^2=19.07, p&lt;.0001$</td>
</tr>
<tr>
<td>Emotional Neglect</td>
<td>99 (31%)</td>
<td>47 (44%)</td>
<td>$X^2=5.39, p&lt;.05$</td>
</tr>
<tr>
<td>Physical Neglect</td>
<td>60 (19%)</td>
<td>48 (44%)</td>
<td>$X^2=27.67, p&lt;.0001$</td>
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It is estimated that **83% of women with disabilities** will be sexually assaulted during their life times (Obinna, Krueger, Osterbaan, Sadusky, DeVore, 2005).

In reality, the impact of all of our effort to identify and use the best instructional practices, technologies, and early intervention strategies will be of little value if our student’s ability to learn is reduced due to their experience of abuse and neglect.
Why are children with disabilities in general, and children who are deaf/hard of hearing in particular, at risk for abuse and neglect?
Risk factors for children with disabilities...

- Children taught to be compliant, often without full understanding of what they are being asked to do by a wide variety of adults in a diverse array of contexts.

- Many children demonstrate reduced communication skills that both increase their risk of abuse and their ability to report abuse.

- Parental and professional lack of awareness of the increased risk and the subsequent lack of education for children regarding sexuality, personal safety and their right to say “No!”

  (Shelton, Bridenbaugh, Farrenkopf, & Kroeger, 2008; Sullivan, Vernon & Scanlon, 1987)
What can we do to reduce this risk?

*Five factors have been found to reduce the risk of abuse and neglect, i.e.,

- Parental...
  - 1. ...bonding with their child
  - 2. ...knowledge of child development;
  - 3. ...“emotional resilience,” i.e., positive, problem solving attitude;
  - 4. ...social connectedness, i.e., positive, supportive, social network; &

- 5. Essential family needs for food, housing, transportation, etc.

*Child Welfare Information Gateway
What can we do? (cont.)

- EHDI is uniquely positioned to identify children who are deaf/hard of hearing (d/hh) and to initiate family centered early intervention services.
- These services are already designed to provide families with needed...
  - ...medical, audiological, language, and networking (e.g., “Guides By Your Side) support
- As a result, EHDI professionals are already working to enhance the five essential “protective factors” for abuse and neglect.
- Unfortunately...
What can we do? (cont.)

- Unfortunately most EHDI professionals and the families that they work with are unaware of the significantly increased risk for child abuse and neglect.

- The purpose of this presentation is to initiate needed professional development of EDHI
What can we do? (cont.)

- Each of us can...
  - ...use the information from this presentation to talk about the topic of child abuse and neglect with a colleagues.
    - See Janet DesGeorges’s “Bright Spot” (1.41 min.) video re. “How to raise the topic of child abuse and neglect at a meeting”
  - ...alert, but not scare families of children who are d/hh about the increased risk of abuse.
    - See Sara Kennedy’s “Bright Spot” 1.30 min. video re. “Talking with your children re. the topic of abuse”
  - ...ask our local EHDI group to provide additional professional development opportunities re. how to prevent, or at least observe, understand, and respond to possible incidences of abuse and neglect
    - See the array of existing presentations on this topic
What can we do? (cont.)

- Each of us can...

  - ...join a “Community of Learners” that is working to prevent maltreatment experienced by children with disabilities.

Hands & Voices has been a partner in this effort since 2007.

http://deafed-childabuse-neglect-col.wiki.educ.msu.edu/
What can YOU do... (cont.)

- If you suspect that a child may be experiencing abuse or neglect, talk with a EHDI colleagues and call...

Deaf and Hard of Hearing Children Helpline: 1-800-222-4453
What can we do? (cont.)

- Each of us can...

  - identify and nominate individuals as “Bright Spots,” i.e., respected and trusted individuals who participate in a community of learners to share, gather, and develop the knowledge, skills, and programs needed to increase awareness, enhance communication, and establish programs for the protection and success of our children.
"Bright Spots"

Frequently Encountered Problems (FEP), Resources, & Topical Areas of Expertise

Project Description: Harold Johnson
- Video based explanation of the "Bright Spot" project
- 1st 100 Project - Bright Spots.pdf

QuestionsAsked of "Bright Spots"
- Introduction:
  - What is your current "role/position" and a brief deception of your work with children with disabilities and the topic of child abuse and neglect?
- Frequently Encountered Problems & Solutions:
  - What are one to three "Frequently Encountered Problems" you have experienced and addressed in your work with children with disabilities and the topic of child abuse and neglect?
- Key Resources:
  - What are one to three resources, e.g., Web sites, agencies, texts, etc., that you have found to be particularly helpful in your work with children with disabilities and the topic of child abuse and neglect?
- Areas of Topical Resource:
  - What are one to three areas, or topics on which you would be willing share information concerning with children with disabilities and the topic of child abuse and neglect?

Bright Spots

- Forensic Interviewers:
  - Holly Bridenbaugh
    - Child Interviewer/Regional Service Provider Coordinator - CARES Northwest
- Advocates:
  - Ashley Koe
    - Community Advocate for DOVE: Advocacy Services for Abused Women and Children
    - Irene van der Zande / Video Segments
      - Co-Founder & Executive Director of KidPower
- Parents:
  - Janet DeaGeorges / Video Segments
    - Parent & Director of Outreach for Hands & Voices
  - Sara Kennedy / Video Segments
    - Parent & Assistant Director/CO Hands & Voices

http://deafed-childabuse-neglect-col.wiki.educ.msu.edu/Bright+Spot+--+Home+Page
Bright Spot: Sara Kennedy
Parent & Assistant Director of Colorado Hands & Voices

- Video Segments: 1/20/2011 [captions yet to be added]
  - Introduction (0.45 min)
  - Frequently Encountered Problems & Solutions
    - #1: Talking with your children re the topic of abuse (1.30 min)
    - #2: Talking with your children re the concept of public and private parts of your body (1.25 min)
    - #3: Talking with your children re safety rules (1.44 min)
    - #4: Talking with your children re "secrets" vs "surprises" (2.08 min)
    - #5: Talking with your children re other adults (1.57 min)
    - #6: Talking with your children re how you feel about the topic of abuse (1.05 min)
  - Key Resources (2.39 min)
    - ChildHelp Child Abuse Hotline (1.800-4-A-CHILD)
    - Deaf & Hard of Hearing Children Helpline 1-800-222-4453
    - Kidpower
    - Child Abuse & Neglect Community of Learners for Children with Disabilities
- Areas of Topical Resource (0.53 min)
  - Talking with other parents re the topic of child abuse and raising children with disabilities
  - Interested in being involved in presentations and research re the topic of child abuse and research as experienced by children with disabilities.
- Additional Information:
  - Why I didn't talk to my kids sooner.pdf

Contact Us
Thank You

I hope you will join the effort to Prevent, or at least Observe, Understand, and Respond to possible instances of CA/N experienced by our children.
Contact Information

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- 35.8.171.220 [video ph]
- Harold.a.johnson3 [Skype]
- MSUE_H_Johnson [iVisit]
- [Web]
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Appendix

► Appendix A: References
► Appendix B: Bibliography
Appendix A: Reference List


Appendix B: Bibliography
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.


