

**Building OUR Children's Safety and Success through
Awareness and advocacy in the IEP/IFSP Process**

This Document will include:

- **Brief Statement/ establishing facts**
- **General Questions to ask about Policies/Procedures for safety at schools**
- **Sample Goals/Objectives**
- **Checklist**
- **Follow up/survey to be used with families to see how incorporating this benefitted them**

Brief Statement/Establishing facts

See PowerPoint: H. Johnson "Awareness & Advocacy to Protect Our Children for Social, Emotional & Academic Success" on wiki site at *deafed-childabuse-neglect.col.wiki.educ.msu.edu*.

Parents, ask about policies and procedures for safety at school.

Are established, clear, legal policies, procedures and programs implemented:

- To carry out background checks on all employees and volunteers?
- So that staff know how to report and respond to suspected and confirmed instances of child maltreatment in a child centered manner?

Parents, ask if this is done?

- Provide ongoing professional development concerning the prevention, recognition, reporting and response to suspected and confirmed instances of child maltreatment.
- Provide students with age appropriate programs concerning: their right to say "NO,"
- Provide an understanding of what maltreatment is,
- How to avoid, recognize, and when necessary, respond in unsafe situations at home, in the community and at school,
- How to effectively communicate that they have been maltreated
- Helping children understand their own emerging sexuality
- Cyber safety
- Teen dating violence

Parents, ask if this is done?

Are teachers aware of the increased risks of maltreatment among children with any special need?

- Ability to recognize the signs of maltreatment.
- Willingness to report suspected cases of maltreatment to child protective services.

Parents, ask if this is done?

- Request ongoing professional development concerning the prevention, recognition, and reporting of child maltreatment, *plus* how to respond to and support a child that has experienced maltreatment.
- Work to establish school based programs to prevent child maltreatment
- Incorporate child safety statements into IFSP and IEP documents.

Parents, ask if this is done?

Supporting parents to assist their children to be effective self advocates through

- communicating frequently with their parents and teachers
- teaching children the difference between “surprises” vs. “secrets”
- encouraging age appropriate friendships, encouraging age appropriate activities and be on the alert for individuals who do not maintain safe “boundaries” with a child
- understand their right to say “NO!” and work with the child to have a list of safe adults to tell if this right is not respected
- help a child know what is not safe in relationships, recognize unsafe situations and how to respond when they feel threatened;
- developing a special “**safety phrase**” for children when they find themselves in an uncomfortable situation. A child should know that if this safety phrase is used, a parent will immediately come to get them, with no questions asked, and show a willingness to listen and support them.

SAMPLE GOALS/OBJECTIVES for IEP/IFSP or 504 plan consideration. Identified PACER I.E.P. Goals take from [“THE IEP: Addressing Bullying with a Child’s IEP”](#)

1. PACER GOAL: Improve social understanding by having goals focused around sharing, taking turns or thinking before acting (PACER Center, 2003). Use concrete “real world” situations. The focus of this goal should not be to teach the child to be less “teaseable,” but should be interpersonal skill building.

Related O.U.R. GOAL: The student will improve social understanding by delineating the difference between “safe touch” and unsafe touch both physically and emotionally.

- Objective: In a role play situation, the student will be able to pick out what aspects of safe touch/unsafe touch are acceptable (i.e. asking to keep secrets, touch as a choice of each person, intent to intimidate or influence, etc.)
- Objective: in all situations, the student knows who to come to (adult) if a situation occurs where the student feels unsafe.

2. PACER GOAL: Participate in a social skills group. By being given the opportunity to practice social situations, role playing, social stories and other techniques with school peers, under adult supervision, the child may better identify and understand difficult situations when they occur. Groups such as this one can also facilitate friendships and a sense of not being alone.

Related O.U.R. GOAL: The student will identify safe and unsafe situations with strangers and familiar people in role play scenarios, as well as recommend the appropriate action (body language, reporting, responses, using a safety phrase.)

3. PACER GOAL: Increase self-advocacy skills so that the child can say “stop that” or walk away.

Related O.U.R. GOAL: In a role playing situation, the student will use strategies in an unsafe situation to articulate “NO,” or “STOP” (signing, speaking, body language, action) and be able to name who is safe to go to in the school building.

4. PACER GOAL: Help the child develop and learn a brief/non-confrontational verbal response to the bully. Practice both direct and indirect ways to react to, handle or avoid bullying behavior.

Related O.U.R. GOAL: The student will develop and learn a response to unsafe situations. Practice both direct and indirect ways to react to, handle or avoid bullying and/or unsafe behavior.

5 PACER GOAL: *Speech and language goals should be set with the help of a speech and language specialist. These goals should focus on articulation, speech intelligibility and language pragmatics.*

How can focusing on speech and language goals for children who use spoken language and listening with amplification improve OUR kids’ safety and success? In the words of a renowned researcher, “using language in a socially appropriate manner is the highest level of language functioning and the most difficult. Most of our children require specific instruction in these issues.” (Christie Yoshinaga Itano, PhD., EHDI Conference Keynote, 2012.)

IEP teams can include goals specifically related to the ability of a deaf or hard of hearing child to both fit in and to navigate in their social worlds through articulation, speech intelligibility, and pragmatics. Pragmatics is the ability to use language to make requests, identify and solve problems, use humor, understand sarcasm, understand about lies and exaggeration, and to identify and deal with emotions.

Areas of language use for which deaf/hard of hearing children may need more support:

Children with hearing loss do well on some social language skills measures, such as making polite requests, expressing basic needs, and role playing with props. By age four, though, most hearing children have mastered the following skills, but the following skills can take young children with hearing loss up to or past age seven to accomplish at a three word or more sentence level.

1. Provides information on request
2. Repairs incomplete sentences
3. Ends conversations
4. Interjects (Interrupts, adds to a conversation)
5. Apologizes
6. Request clarification
7. Makes promises
8. Ask questions to problem solve
9. Asks questions to make predictions
10. Retells a story (important for relating events)
11. Tells 4-6 picture story in right order
12. Creates original story
13. Explains relationships between objects-action, situations
14. Compares and contrasts

Using that information, here are some sample speech and language related goals that might target several areas.

Related O.U.R. goals:

1. **Retell:** The student will retell a story about an incident with another child or adult, using words for emotions and sequencing the events in order to get help from an adult. (Add in measurable quantifiers, such as percent of success, noting amount of assistance or modeling needed, whether or not provided with language, and with complex sentences, with familiar or unfamiliar listeners.)

2. Saying “no”: The student will demonstrate the ability to end an undesirable encounter through body language, verbal expression and or sign language, including words like “I don’t like that.” “Please stop that,” “I will do it,” (to avoid being touched or moved) or similar sentences.

3. Boundary Setting

With people known or unfamiliar with student, a child will ask for assistance with modeling from the teacher or other adult to end uncomfortable encounter.

4. Conversational Repair

When student doesn't understand something in conversation, he/she (choose baseline and goal based on current level of mastery)

- Drops out/engages in irrelevant activity
- Facial cues indicate lack of understanding, Looks to another student for assistance
- Asks for assistance from teacher
- Indicates specific content not understood but not at most appropriate time
- Above mastered at most appropriate time, and asks until receives information

6. PACER GOAL: Increase the child’s self-awareness about their disability. Learning their strengths and feeling proud of who they are and their accomplishments, while also understanding how their disability may impact them, particularly in social situations, is often important. (PACER)

Related O.U.R. GOAL: Child can name professionals, celebrities, or others involved in an area of their particular interests who are deaf or hard of hearing, using similar communication methods.

Related O.U.R. GOAL: Child can request preferred seating in a variety of group settings (P.E., cafeteria, assembly, class discussion) and explain how this impacts ability to participate actively in group activity or learning.

Child can state that he/she is having difficulty hearing/seeing interpreter or teacher when asked. (for a younger student.)

Self Advocacy: Choose baseline and goal based on current level of mastery.

During instruction, the student

- Doesn’t know when there is a misunderstanding, doesn’t ask for assistance
- Doesn’t usually know when there is a misunderstanding, asks for assistance when aware but not in most appropriate manner.
- Doesn’t usually know when there is a misunderstanding, but knows how to ask for assistance appropriately
- Knows most of the time when information is misunderstood, how and when to ask for assistance.

- Consistently recognizes when information is misunderstood, and knows how and when to ask for assistance.

7. PACER GOAL: Help the child identify bullying as well as how and to whom to report it. Keep in mind that some children may have a difficult time determining that they are a target of bullying behavior.

Related O.U.R. GOAL: The student will identify bullying or controlling behaviors of others 100% of opportunities in role plays, books, and real life incidents.

Example: The student will demonstrate ability to report bullying behaviors witnessed towards others or experienced by him/herself 80% of opportunities to a trusted adult at school or to parent.

8. PACER GOAL: Educate the child on the difference between reporting an incident and ratting/tattling as well as identifying the difference between playful teasing and hurtful teasing/bullying may be needed.

Related O.U.R. GOAL: In an individual instructional setting, with minimal prompts from a teacher, via a Venn diagram, the student will be able to correctly denote those descriptors (i.e., pictures and/or words) that reflect a child that is experiencing: a) neglect; b) physical abuse; c) sexual abuse; and d) emotional abuse.

Child can explain the intent behind “telling” vs. “tattling.” (getting help versus getting someone in trouble.)

[Possible sources for the identified information can be found at [Childhelp](#), [Speak Up Be Safe](#) curriculum, [Parent section](#), “[Signs & Symptoms of Child Abuse & Neglect](#)”]

9. PACER GOAL: Teach the child a signal system to use when in need of friend or adult intervention.

Related O.U.R. GOAL: In an individual instructional setting, with minimal prompts from a teacher, via the use of a Venn diagram, the student will be able to correctly identify three strategies they can use to tell a trusted adult that they do not feel safe.

[Possible sources for the identified information can be found at [Childhelp](#), [Speak Up Be Safe](#) curriculum, [Parent section](#), “[Developing a Safety Plan with Your Child](#)”]

10. PACER GOAL: Identify and facilitate a relationship with a school staff person who can help the child make reports of incidents and who will provide the child with additional intervention and support

Related O.U.R. GOAL: In an individual instructional setting, with minimal prompts from a teacher, via the use of a Venn diagram, the student will be able to correctly identify three adults who they can talk with if they do not feel safe.

[Possible sources for the identified information can be found at [Childhelp](#), [Speak Up Be Safe](#) curriculum, [Parent section](#), “[How to Handle Child Abuse Disclosures](#)”]

****Please share your experiences of supporting your child’s success and safety on the OUR project WIKI site at !! <http://deafed-childabuse-neglect-col.wiki.educ.msu.edu/>*