

Taking the O.U.R. Project to the IFSP/IEP: Ensuring the Safety & Success of Our Children

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Presentation Outline

- Why are we devoting so much time on this topic?
- How did we get here and where are we going?
- What can we really do?
- How can we share what we know as we learn what we need?
- Q&A
- Who will join us in this effort?
- Handouts & Key Web Resources

Why are we devoting so much time on this topic?

- Stories of bullying and abuse...



How did we get here?



Harold Johnson: 1971-2006

- Where have we been?
 - 2006 A Conversation with Leeanne Seaver
 - 2007 H&V Conference: Awareness & A Commitment by Janet DesGeorges
 - 2008 H&V CO Pilot of “O.U.R. Children Project”
 - 2009 H&V Conference: Understanding (“Do? Tell!”)
 - 2010 H&V Conference: Resources (“Bright Spots” & conference material, e.g., banner & handouts)
 - 2011 H&V Conference: Action via Conversations & Questions



● Where are we going?

H&V 2012 Conference:

Parents as “change agents” for the safety and success of their children and action via:

- Knowledge of the “Six Protective Factors”
- Importance of “Self Advocacy/Determination”
- Parent/child interactions & planning
- Fact Sheets re. Bullying, Abuse and Neglect
- Questions for professionals
- IFSP/IEP statements

What can we really do?

The Six Protective Factors



Nurturing and Attachment >

Knowledge of Parenting and Child Development >

Parental Resilience >

Social Connections >

Concrete Supports for Parents >

Social and Emotional Competence of Children >

- Academic performance is enhanced when:
 - **Schools...**have high expectations for the academic success of ALL children, teachers are willing to make accommodations and there is good communication among professionals
 - **Parents...**have good communication with, and high expectations for, their children, plus frequently participate in school related programs
 - **Children...**have good communication skills, are motivated to learn, actively participate, consistently use amplification **and are effective self advocates.**

Academic Status and Progress of
Deaf/HH students: Five Years of
Change

Shirin Antia, Ph.D.
University of Arizona

- Parent/child interactions & planning
 - Using games for children to learn that they have the right to say “STOP!”



- Establishing “safety codes” with your children.



• Facts on Bullying



One in seven children in grades K-12 are impacted by bullying.
Legal Definition: an *intentional aggressive behavior that involves an imbalance of power or strength and is repeated over time.*

Bullying can be physical, emotional, verbal or non-verbal, using rejection, defamation, humiliation, blackmail, manipulation of friends, isolation, and/or peer pressure.

Bullying directly affects a student's ability to learn.

Bullying can be a denial of FAPE if related to a disability.

More than 160,000 students stay home in the U.S. each day for fear of being bullied at school.

Who are they? Bullies are children or adults who have likely been maltreated themselves.

Who are the bullying victims? Any child who is "different" in some way are more at risk, as are children who internalize stress (blame themselves) are more at risk than kids who see the issue as someone else's problem.

Both bullies and victims are more likely to experience anxiety and depression.

Bullying is a mental health issue.

- Fact Sheet re. Neglect & Abuse:

- [Childhelp - National Child Abuse Statistics](#)

- “A report of child abuse is made every ten seconds.”
 - “Child abuse occurs at every socioeconomic level, across ethnic and cultural lines, within all religions and at all levels of education.”

- [Speak Up Be Safe Curriculum – Important Info for Parents](#)

- An estimated 1 in 4 children are abused

- U.S. Department of Health & Human Services – Administration for Children & Families – [Factors That Contribute to Child Abuse & Neglect - Child Factors](#)

- The presence of a disability increases the risks for neglect and abuse.

- [Child Welfare Information Gateway](#)

- [The Risk and Prevention of Maltreatment of Children with Disabilities](#)

- Children with disabilities are 3.4 times more likely to be maltreated than children without disabilities.

At the IFSP/IEP, ask these questions:

- What background checks are carried out on adults who work with my child?
- What is the existing policy and procedure for reporting suspected instances of bullying, child neglect/abuse?
- How frequently are the adults who work with my child required to receive ongoing professional development concerning the prevention, *recognition*, reporting and *response* to suspected instances of bullying and child neglect/abuse?
- How frequently are student centered programs offered re:
 - Self Advocacy
 - Personal Safety, i.e., health, bullying , abuse, online, dating, etc.



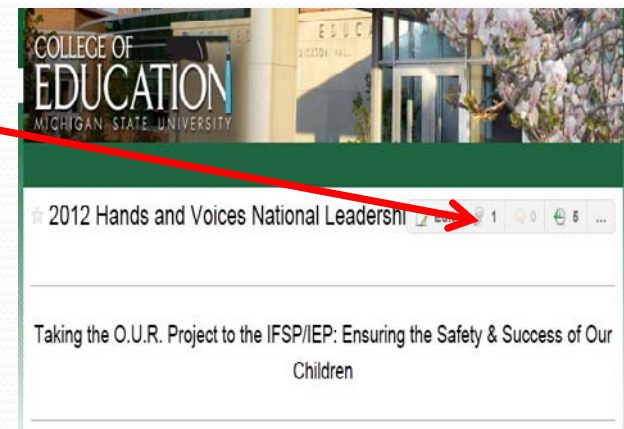
What can you add to the IFSP/IEP/504 Plan for safety?

- Boundaries and safe people, safe relationships
- “Surprises” vs. “secrets”
- Age appropriate activities and friends
- Teach and promote a child’s right to say “NO!”
- Who is safe and will act on a concern?
- Developing a “**safety phrase**” for children that will get immediate action from an adult, no questions asked, and a willingness to listen and support them.
- What does the staff need to do? (More supervision during unstructured time, distance from potential problems, awareness, respond to child’s report...)
- See handout for speech and language/advocacy goals to get you thinking!



How can we share what we know as we learn what we need?

- Three “magic” words in Google: “deaf wiki abuse”
- Yields... [deafed-childabuse-neglect-col - home](#)
- “Click” on this URL, then on the “Presentations” menu option. You will see a “2012 Hands & Voices National Leadership Conference” and a hyperlink for this presentation
- “Click” on the hyperlink
- then “click” on the discussion tab to share “what happens” when...



Key Points to Remember

Every child matters. Can we teach them that their words matter?

What were those statistics again?

We really *can* make a difference: know the risks, the signs, and support families (and your own child) with the Six Protective Factors.

Can we teach social skills and self advocacy?

The IFSP and the IEP and 504 Plan are processes we can use to help protect our kids, and all kids.

Asking questions can help keep your child (and all children) safe.

Q&A



Will you join us in this effort?

- Keep the conversation going
 - At your school
 - In your network
 - With your chapter

Report on your efforts and get support
And INSPIRATION through the
monthly OUR project call
and on the WIKI site



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Handouts & Key Web Resources

- [Google Family Safety's Channel](#)
 - Parents talking to parents about keeping their kids safe when they are on the Internet
- [National Exchange Club Foundation](#)
 - [Helping Parents Talk to Children](#)
- [Speak Up Be Safe Curriculum](#)
 - [Important Info for Parents](#)
 - [Q/A with Dr. Susan Swearer on Bullying](#)
 - [Addressing Bullying in a Child's IEP](#)
 - [Walk a Mile in Their Shoes- A report on bullying and a child with special needs](#)
 - [Pacer's Bullying Prevention Center](#)