

O.U.R. Children: Incidence,
Impact, Indicators, Services &
Strategies In Relation to Children
w/ Disabilities
Harold Johnson/M.S.U.

National Child Protection Training
Center: CAST Conference

7/28/2010

Winona, MN

Presentation Outline

- Background Information, Insights & Barriers
- Changing Demographics & Emerging Opportunities
- O.U.R. Children & The 1st 100 Project
- Resources, Technologies & Strategies
- A Request for Help & An Offer of Assistance

Background Information



Harold Johnson: 1971-2006

- 71-74: Teacher
- 74-77: Area Specialists
- 77-80: Doctoral Student
- 80-06: Faculty

Guiding Concept

The primary problem of deafness was not too little hearing, but too much isolation.

Topical Focus

- Language
- Instruction
- Technologies
- Communities of Learners

Insights

- Improving teaching, technologies, curriculums, etc, was not enough.
- Student performance was still poor.
- Teachers were still spending an inordinate amount of time dealing with their student's behavioral and learning problems.
- Many students were simply not able to learn at a level that was consistent with their potential.
- I could no longer ignore the realities of abuse and neglect.

Interpersonal Barriers

- Belief that CA/N is not a common, or sufficiently important problem to warrant our attention.
- Insufficient knowledge re....
 - ...the signs and symptoms of CA/N; and
 - ...uncertainties re. CA/N reporting procedures

- Perceived negative consequences of reporting CA/N, i.e., ...
 - ...make things worse for the child; and
 - ...fear of disapproval from parents, parental denial, lack of administrative support and legal ramifications for false allegations.
- Lessons learned from past reporting, e.g., nothing happened.
- Negative attitude towards Child Protective Services.

- The lack of training, and ongoing support, concerning recognizing, reporting and responding to possible incidences of CA/N.
- The belief that someone else is dealing with this problem.

Alvarex, Kenny, Donohue, & Carpin, 2004; Bonner, & Hensley, 1997; Kenny, 2001, 2004

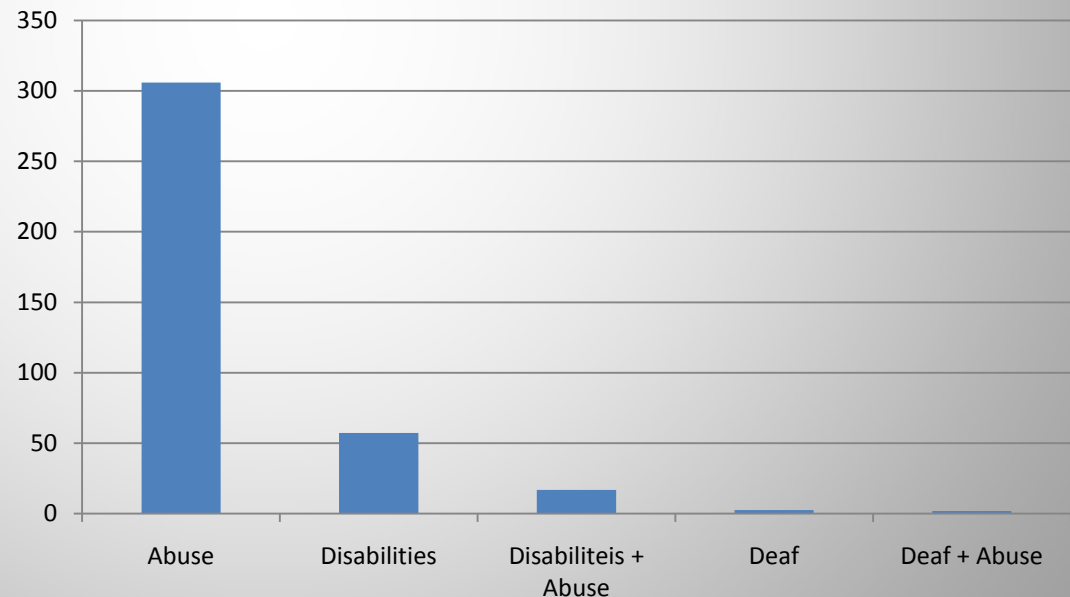
- I would also suggest that we have not dealt with CA/N because it is such a controversial, and unpleasant topic to consider

Knowledge Barriers

- Analysis of [Doris Duke Foundation](#) Funding Pattern & Information Concerning [Abuse and Neglect](#)
 - 2005-2009
 - \$30,736,921 grants concerning Child Abuse Prevention (see Appendix for details)
 - 29 awards, ranging from \$25,000 to \$3,034,885
 - **None of the awarded grants focused upon children with disabilities**, i.e., identified children with disabilities as a particular emphasis within the funded grant

- Analysis of the information on the Web sites of the funded agencies/organizations revealed the following:
 - Grant snap shot: 2009: Availability of Web Based Information

Average # of Web "hits"



Barriers to Success

- The complexities of finding, understanding and using information between the fields of Special Education and Child Abuse/Neglect essentially serves to maintain the current system that fails to protect thousands of children with disabilities each year from abuse and neglect.

Changing Demographics

- Number of deaf/hard of hearing students
- Shifts in educational placements from schools for the deaf to neighborhood schools due to the impact of Federal legislation
- Implementation of Early Hearing Detection & Intervention Programs (EHDI)
- Technological advancements in and parental choice of cochlear implants
 - Multimedia simulation of how a CI works

Emerging Opportunities

- Due to EHDI, we are now finding infants with significant hearing loss at birth and implementing early intervention by six months
- Early intervention services include support from both professionals and parents, i.e., [Hands & Voices “Guide By Your Side”](#) Program provide the opportunity to not only support families and enhance children’s learning and language, but also implement child maltreatment prevention and identification programs.

O.U.R. Children

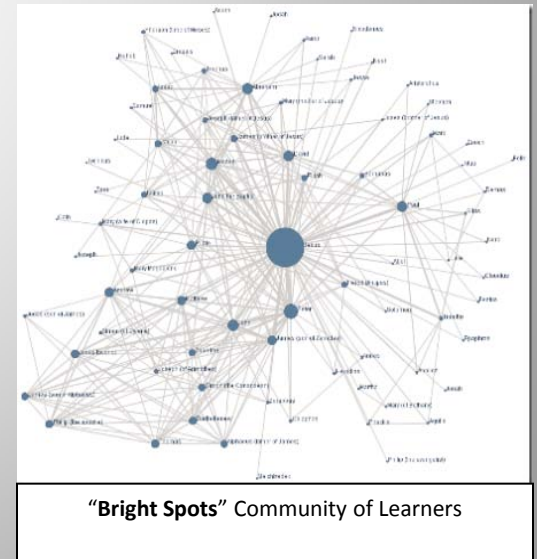
- O.U.R. = Observe, Understand & Respond
 - Partner Organizations:
 - Advocacy Services for Abused Deaf Women and Children ([DOVE](#))
 - Association of College Educators – Deaf/Hard of Hearing ([ACE-D/HH](#))
 - [Center for Outcomes & Opportunities for People with Disabilities](#)
 - [ChildHelp](#)
 - Convention of American Instructors of the Deaf ([CAID](#))
 - Council for Exceptional Children ([CEC](#)) – Division for Communicative Disorders and Deafness ([DCDD](#))
 - Described and Captioned Media Programs ([DCMP](#))
 - [Hands & Voices](#)
 - [KidPower](#)
 - Pending Decisions:
 - [American Society for Deaf Children](#)
 - [Conference of Educational Administrators of Schools and Programs for the Deaf](#)
 - [National Association of the Deaf](#)
 - [Registry of Interpreters for the Deaf](#)

The 1st 100 Project

- A Search for 100 Individuals to Serve as “[Bright Spots](#)” Members of a Community of Learners for the Protection & Success of Our Children
- **Reality:**
 - Children with disabilities are two, to three times more likely to experience to abuse and/or neglect than their nondisabled peers. This experience significantly impairs their health, learning, language, social behavior, and academic performance.

- Problem:
 - While a great deal is known regarding the causes, indicators, impact, and prevention of childhood abuse and neglect, most children, parents, and professionals are ill prepared to prevent, observe, understand, or respond to possible incidences of abuse and/or neglect.

- Solution:
 - The identification of 100 community leaders to serve 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.



- **Strategy:**
 - Ask three questions of three individuals that you trust and respect within your community, e.g., a parent, teacher, counselor, administrator, social worker, etc.
 - **Awareness:** “How can I protect my child from experiencing abuse and how can I tell if my child has experienced an abusive situation?”
 - **Communication:** “How can I talk with my child about their risk for abuse and how can I encourage them to tell me if they have experienced an abusive situation?”
 - **Programs:** “What programs can be used to teach my child how to be safe and what to do if they find themselves in an unsafe situation?”

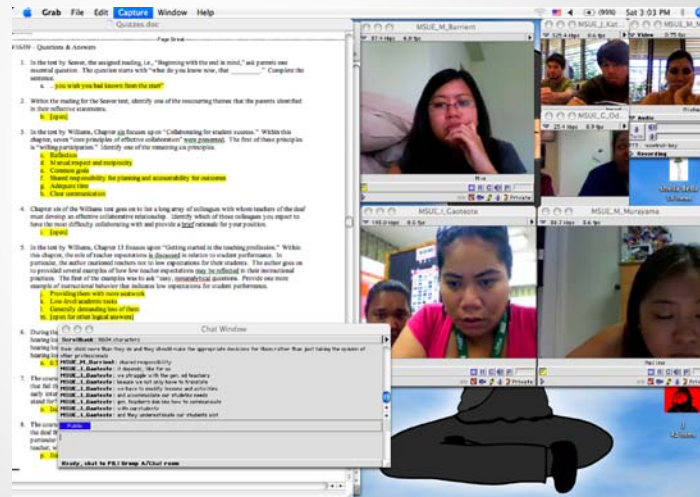
- Give every individual you question a copy of the attached DCMP resource list. Identify those individuals that provided a credible response to one, or more, of the questions. Send the names and contact information of the identified individuals to the “Bright Spot” Project Directors, i.e., Harold Johnson/Michigan State University (hjohnson@msu.edu) and Janet Desgeorges/Hands & Voices (janet@handsandvoices.org). Harold and Janet will then contact the individuals regarding becoming a “Bright Spot.”

Resources

- Advocacy Services for Abused Deaf Women and Children ([DOVE](#))
- Child Abuse & Neglect Community of Learners for Children with Disabilities ([wiki](#))
- [ChildHelp](#) Deaf & Hard of Hearing Children Helpline: 1-800-222-4453
- Deaf Education Web Site ([Deafed](#))
- Described and Captioned Media Programs ([DCMP](#))
- Sorenson Video Relay Services ([VRS](#))

Technologies

- [iVisit](#) + [Skype](#) + [wiki](#) = synchronous video/audio and text collaboration/teaching system

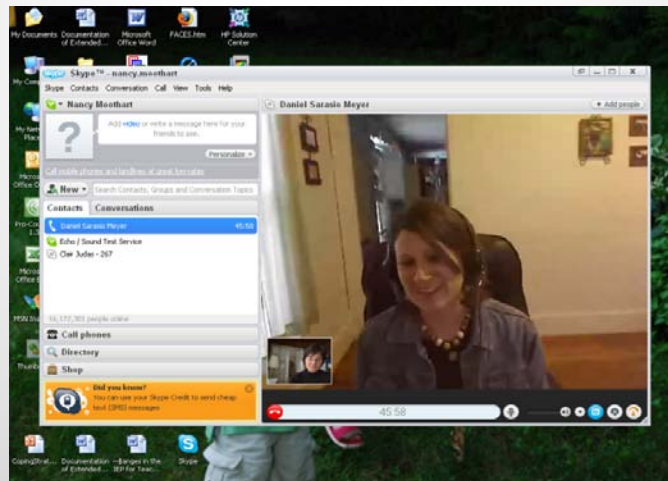


[PII Project](#)

- “11 Commandment” w/ [captioned & described](#)
- [Do?Tell!](#) DVD w/ ASL & Spanish

Strategies

- Author's Corner
- Cyber Mentors
- Frequently Encountered Problems
- Skype Enabled Guest Presentations & Staff Support



- Video Based Information Delivery System

A Request for Help & An Offer of Assistance

- Requests:
 - Guidance regarding the forensic interview
 - Assistance in finding the “1st 100”
- Offer:
 - Preparation of Deaf Education professionals and parents to effectively Observe, Understand, and Respond to possible instances of CA/N
 - Support for “Guides By Your Side” and Early Intervention Specialists to prevent/report CA/N.

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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.
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