

What can we do to reduce the incidence, duration, and impact of abuse and neglect?

- Problems suggest solutions...
 - Do you agree with the statement that in comparison to their hearing peers, many children who are d/hh have decreased:
 - World knowledge
 - Social network
 - Communication competencies
 - Social sophistication
 - Knowledge of self protection and sexuality
 - These deficits serve to increase their risk for abuse and neglect

- What could WE do to increase OUR student's...Social network?
 - Goal: Increase the frequency and diversity of peers and adults with whom they communicate.
 - Strategy: Use face-to-face opportunities and Web based technologies (e.g., video phones, ooVoo, Skype, text messages, email, twitter, etc.) to increase the array of individuals with whom students regularly communicate + provide students with guidance/oversight re. social boundaries
 - Measurement: graphic representation of student's social network, i.e., individuals, topics, tasks, contexts, modalities, frequencies, and success (student's perspective)
 - Is this doable?
 - ?
 - What else would you suggest?
 - ?

- What could WE do to increase OUR student's...Communication competencies?
 - [this would be accomplished via the “world knowledge” and “social networking” strategies]
 - Do you agree?
 - ?
 - Do you have any additional/alternative suggestions?
 - ?
- What could WE do to increase OUR student's...Social sophistication?
 - [this would be accomplished via the “world knowledge” and “social networking” strategies]
 - Do you agree?
 - ?
 - Do you have any additional/alternative suggestions?
 - ?

- What could WE do to increase OUR student's...knowledge of self protection and sexuality?
 - Goal:
 - Establish programs to teach “self protection” to students.
 - Include students with disabilities in existing Health programs that include information concerning their evolving sexuality.
 - Strategy:
 - Self Protection Program: [KidPower](#) [see “Reference” section]
 - Health Program: ?
 - Measurement:
 - Program offering, participation, pre/post test of student knowledge of self-protection strategies, and changes by changes in their “self advocacy.” What would you consider to be important measures of a student’s self advocacy skills?
 - Is this doable?
 - ?
 - What else would you suggest?
 - ?