Beyond Mandatory Reporting: Critical Knowledge, Strategies & Resources to Prevent, Recognize, Report & Respond to Abuse & Neglect

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Goals:

- **Acknowledgement:** Recognize the programs that incorporate "child safety" into their course requirements.

- **Strategy**: Provide faculty with a nonthreatening, efficient and effective strategies to incorporate the topic of "child safety" into their programs.

- **Knowledge**: Enhance faculty understanding of how to prevent child maltreatment as experienced by children who are d/hh.

A.S.K.

- Don't know if your program addresses child safety?
- Need a strategy for bringing a "child safety" plan into your program?
- Have questions about how to do it?
- Just **ASK!** The real challenge is in taking action

TAKE ACTION

Reality: Past ACE-D/HH Conferences

- 2010: Lexington, KY: Presentation...
  - Awareness of the Problem
  - Mandatory Reporting & Barriers
  - Signs, Symptoms & Impact of Child Maltreatment
  - Informational Resources
- 2011: Forth Worth, TX: Presentation...
  - Child Maltreatment Risk Factors
  - Three Models of Instructional Integration
    - University of North Florida
    - Kent State University
    - Michigan State University
  - An invitation of help
- What difference have these presentation made in our treatment of this topic?

Questions

Prevention...

- Birth through three years:
  - 2011 Report: Strengthening Families & Communities: The Five Protective Factors
    - Home based, early intervention Programs, e.g., National Exchange Club Foundation: Child Abuse Prevention Centers – Parent Aide Program
    - Risks Factors: Presentation...slides 7-15
      - Environmental
      - Social Support
      - Family Factors
      - Caregiver Factors
      - Child Factors
      - Disability Factors

- Five Prevention Strategies
  - Home Based & Family Centered
    1. **Nurturing & Attachment**
       - Building a close bond helps parents better understand, respond to, and communicate with their children.

    2. **Knowledge of Parenting & Child Development**
       - Parents learn what to look for at each age and how to help their children reach their full potential.

    3. **Parental Resilience**
       - Recognizing the signs of stress and enhancing problem-solving skills can help parents build their capacity to cope.

4. Social Connections

- Parents with an extensive network of family, friends, and neighbors have better support in times of need.

5. Concrete Supports for Parents

- Caregivers with access to financial, housing, and other concrete resources and services that help them meet their basic needs can better attend to their role as parents.

#6. Parents' of children who are d/hh and the professionals who work with them understanding of the childrens' increased risk for maltreatment.

- To what extent are these strategies already included within early intervention programs for children who are d/hh?

- What are the barriers to incorporating these strategies, plus information concerning incidence and risk factors into our teacher preparation programs?

- [Hands & Voices](#) is now working to incorporate this information into their "[Guides By Your Side](#)" Program that is used by EHDI to support early intervention efforts.

- We need to insure that early intervention professionals know as much about this topic as Parent Guides.

Prevention:

- **School:**
  - Established, known, and followed policies & procedures to…
    - …screen adults who work with children

    - …eliminate the occurrence of high risk situations

    - …inform adults of how to recognize **<u>suspected</u>** cases of maltreatment and support them as they make a report to child protective services

    - …provide child advocacy and safety programs

- Professionals:
  - Knowledge of the risk factors, indicators, and impact of child maltreatment.

  - Knowledge of how to decide and how to report **<u>suspected</u>** cases of child maltreatment.

  - Knowledge of how to develop students' self advocacy and communication skills.

- Student:
  - Knowledge what constitutes maltreatment and that they have the right to say "NO!"

  - Knowledge of how to recognize, avoid, and - when necessary - respond to high risk situations.

  - Knowledge of their own emerging sexuality, dating safety and cyber safety

  - Knowledge of who to talk to and how to tell an adult that they feel unsafe, or have experienced maltreatment.

Barriers to inclusion…

- Uncomfortable topic
- Not knowing where to start
- Fear of the unknown (or known)
- Course loads and requirements (where do I put this?)
- Maturity of the students

Realistic strategies…

- Imagine if each of you were asked to incorporate information into your program concerning "child safety," i.e., the prevention, recognition and response to child maltreatment… **you will be asked to do this!**

- Imagine if you were provided a menu of choices and support to accomplish this goal, e.g.,

  1. An array of articles, presentations, and videos that you could use, mix, match, etc.

- Imagine (cont.)

  2. A list of speakers that can use Web based video conferencing technologies, e.g., ooVoo, Skeype, etc., to present to your class.

  3. An online, self-contained, multimedia module that you could simply assign your students to complete.

- Items one and two **already** exist.

- Item three, will be developed this spring and be available for the 12-13 AY. If so, will you use it? Do you have any particular design request, or suggestions? Would you like to be involved in the development effort?

- Imagine if one of the "products" of our "child safety & success" effort was a list of age appropriate goals, services, and assessment statements that parents and teachers could ask be included into IFSPs and IEPs.

- Given that our students are at greater risk for maltreatment because of their disability, would it not be remarkable that their very safety can be enhanced via the simple use of the two documents that are designed to facilitate their academic success.

- Imagine the professional development that would occur if parents put statements in their child's IFSP or IEP that individuals who work with their child must successfully complete a "child safety" program each year.

- Imagine the school programs that would be implemented if student IEPs required that receive education concerning: 1) their right to say "NO!" when someone harms them; 2) how to recognize and what to do when they find themselves in a "risky situation;" and 3) their own emerging sexuality and how to stay safe not only on dates, but also on the Web.

- Know that…
  - …imagination ends and reality begins when **you** commit to including "child safety and success" into your programs.

  - …you can share this information yourself, in collaboration with a peer, or by simply assigning an online learning task to your students.

  - …by "stepping out of your comfort zone" on this topic, by committing to act, by requiring your students to learn, you will help to insure that come to school able and ready to learn.

Summary...

- We know the...
    - ...risk factors for child maltreatment.
    - ...indicators and impact of maltreatment.
    - ...legally mandates to report suspected cases of maltreatment.
    - ...barriers to reporting, investigating, and supporting children who have experienced maltreatment.
    - ...strategies that serve to prevent maltreatment.
- We simply do not know if we have the will to act.

- We would like to close this presentations with a brief video that starts in darkness and ends in hope…

Steps to success…

- Sign up, note your commitment to include "child safety and success into your program for the 12-13 AY.

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