

Para Social Work II:

*Practice Skills to Intervene with
Vulnerable Children and Families in
Special Circumstances.*

Day 4

Child Protection, Child Abuse, and
Assessment of Risk and
Resilience

Objectives

At the end of the session participants will be able to:

- Define child abuse and neglect in Tanzania
- Explain the effect of abuse on children
- Identify factors for the child, parent, and their environment that place children at risk for abuse and neglect
- Identify factors that have been found to help protect children from abuse and promote resilience in the child, family and their environment .
- Develop interventions to reduce risk and promote protective factors and resilience in children and families

What is child abuse?

Brainstorm

Child Abuse and the Rights of the Child in Tanzania

- Child abuse means contravention of the rights of the child which causes physical, moral or emotional harm including beatings, insults, discrimination, neglect, sexual abuse and exploitative labor.
- The rights of the child are specified in the Tanzania Law of the Child 2009 as follows:

Rights of a Child

- ***A child under the age of 18 shall have the right:***
 - To live free from any discrimination
 - To a name, nationality or to know his biological parents and extended family
 - To live with his parents or guardians
 - ***Unless living with the parents or family will***
 - Lead a significant harm to the child
 - Subject the child to serious abuse; or
 - Not be in the best interests of the child.

Rights of a Child, continued

To :

- Food
- Shelter
- Clothing
- Medical care including immunizations
- Education and guidance
- Liberty
- Right to play

From his/her parents:

- Life
- Dignity
- Respect
- Leisure
- Liberty
- Health
- Education
- Shelter

Parent has duty to:

- ***Protect child from:***
 - Neglect
 - Discrimination and oppression
 - Violence
 - Abuse
 - Exposure to physical and moral hazards and oppression

Parent has duty to:

- Provide guidance care, assistance and maintenance for the child to assure the child's survival and development
- Be sure that in the temporary absence of a parent, the child shall be cared for by a competent person

Additional Rights of a Child in Tanzania

- **Inheritance:** To reasonable enjoyment out of the estate of a parent
- To express opinions. No person shall deprive a child capable of forming views the right to express an opinion, to be listened to and to participate in decisions which affect his well-being
- Avoid harmful activities. A person shall not employ or engage a child in any activity that may be harmful to his health, education, mental, physical or moral development

Additional Rights of a Child in Tanzania, continued

- Free of torture or unusual punishment including actions that intend to humiliate or lower the child's dignity (degrading treatment)
- Free from any cultural practice which dehumanizes or is injurious to the physical and mental well-being of a child.

Penalty for violating these rights: any person convicted of violating this part of the law of shall be liable to a fine not exceeding five hundred thousand shillings or to imprisonment of a term not exceeding six months or to both

Summary: Rights of The Child

Participants to summarize main points

Duties of a Child in Tanzania

- **A child shall have the duty and responsibility to:**
 - Work for the cohesion of the family;
 - Respect his parents, guardians, superiors and elders at all times and assist them in case of need;
 - Serve his community and nation by placing his physical and intellectual abilities at its service in accordance with his age and ability;
 - Preserve and strengthen social and national cohesion; and
 - Preserve and strengthen the positive cultural values of his community and the nation in general in relation to other members of the community or the nation.

**Definition of Child in Need of
Protection in The Law of the Child
Act 2009**

16.-(1) For the purposes of this Act, a child is in need of care and protection if that child —

- (a) is an **orphan or is abandoned** by his relatives;
- (b) has been **neglected or ill-treated by the person who has the care and custody** of the child or by his guardian or parents;
- (c) has a **parent or guardian who does not exercise proper guardianship** [parenting];
- (d) is **destitute**;

**Definition of Child in Need of
Protection in The Law of the Child
Act 2009**

- (e) is under the care of a **parent or guardian** who, by reason of criminal or drunken habits, **is unfit to have the care of the child**;
- (f) is **wandering and has no home** or settled place of abode;
- (g) is **begging or receiving alms**, whether or not there is any pretence of singing, playing, performing, offering anything for sale or otherwise, or is found in any street, premises or place for the purpose of begging or receiving alms;
- (h) **accompanies any person when that person is begging** or receiving alms, whether or not there is any pretence of singing, playing, performing, offering anything for sale or otherwise;

**Definition of Child in Need of
Protection in The Law of the Child Act
2009**

- (i) is **under the care of a destitute parent**;
- (j) **frequents the company of any reputed criminal or prostitute**;
- (k) is **residing in a house or the part of a house used by any prostitute for the purpose of prostitution**, or is otherwise **living in circumstances calculated to cause, encourage or favor the seduction or prostitution of, or affect the morality of the child**;
- (l) is a **person in relation to whom an offence has been committed or attempted under the Anti Trafficking of Persons Act**;

**Definition of Child in Need of
Protection in The Law of the Child
Act 2009**

- (m) is found acting in a manner from which it is reasonable to **suspect that he is, or has been, soliciting or importuning for immoral purposes**;
- (n) is **below the age of criminal responsibility and is involved in an offence** other than a minor criminal matter;
- (o) is **otherwise exposed to moral or physical danger**;
- (p) is **under a care of a person with disability and such disability hinders such person from exercising proper care** or guardianship or
- (q) **in any other environment as the Commissioner may determine**.

Terms Referring to Child Abuse in the Law of the Child 2009

- The Tanzania Law of the Child contains several terms that indicate a child is being abused.
- These include “child abuse”, “serious abuse”, “ill-treated” “torture, or other cruel, inhuman punishment or degrading treatment”.

Recognizing Child Abuse or Neglect

What is...

- Abuse
- Neglect
- Abandonment

What is . . .

- **Abuse:** Physical harm, emotional/ psychological harm or sexual activity with a child.
- **Neglect:** Too little caring, supervision, or support for the child
- **Abandonment:** A child whose parent has left the child forever or a long time without making other arrangements for the child's care
- **Exploitation:** The forced labor or use of a child for sexual purposes

What are the warning signs that a child is being abused or neglected?

- What are some initial signs you might see in a child's or parent's behavior that is a warning sign that the possibility of child abuse or neglect should be considered?

Brainstorm

Signs of Child Abuse or Neglect

The following signs may signal the presence of child abuse or neglect. If you see them, explore the possibility that the child is being abused or neglected.

The Child:

- Shows sudden changes in behavior or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: signs and symptoms. Washington, DC: U.S. Department of Health and Human Services

Signs of Child Abuse or Neglect

The Child:

- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly concerned about following orders too much)
- Avoids giving responses (passive), or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: signs and symptoms. Washington, DC: U.S. Department of Health and Human Services

Signs of Child Abuse or Neglect

The Parent:

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child's problems in school or at home
- Asks teachers or other caregivers to use harsh or overly strong physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services

Signs of Child Abuse or Neglect

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Types of Abuse/Neglect

- ***Signs of abuse:***
 - physical abuse
 - neglect
 - sexual abuse
 - emotional abuse.
- ***More typically found in combination than alone.***
 - A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Exercise: Recognizing Signs of Child Abuse or Neglect

- Divide into four groups. Assign each group one type of child abuse to consider: physical abuse, sexual abuse, neglect, or emotional abuse. Ask the groups to answer the following question regarding the type of abuse assigned to them:
 - What are the signs that a child you are working with may be abused? List as many signs of the type of abuse assigned to your group as you can.
 - You have 10 minutes to complete the task.
 - Be prepared to report back to the larger group.

Signs of Physical Abuse

Consider the possibility that the child has been physically abused when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Physical Abuse

Consider the possibility that the child has been physically abused when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Sexual Abuse

Consider the possibility that the child has been sexually abused when the child:

- Has difficulty walking or sitting
- Suddenly refuses to bathe or to participate in physical activities with others
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Sexual Abuse (continued)

- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Sexual Abuse (continued)

Consider the possibility that the child has been sexually abused when the parent or other adult caregiver:

- Is overly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Neglect

Consider the possibility that the child has been neglected when the child:

- Lacks essential school materials
- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical care or immunizations

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Neglect (continued)

- Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather
- Abuses alcohol or other drugs
- States that there is no one at home to provide care

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Neglect (continued)

Consider the possibility the child has been neglected when the parent or other adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Emotional Abuse

Consider the possibility the child has been emotionally abused when the child:

- Shows extremes in behavior
 - such as overly involved in following orders (compliant) or the child is overly demanding, is extreme unresponsive or passive -avoiding activities, or the child is aggressive.
- Behaves either too old or too young. The child's behavior is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Emotional Abuse, continued

- Is late in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

Signs of Emotional Abuse (continued)

Consider the possibility the child has been emotionally abused when the parent or other adult caregiver:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

Child Welfare Information Gateway. (2007). Recognizing child abuse and neglect: Signs and symptoms. Washington, DC: U.S. Department of Health and Human Services.

How Abuse Affects the Child

Includes both immediate and long-term effects of abuse

How Abuse affects the Child

- Why is it important learn about child abuse/neglect?
- What do you believe might be the effect of child abuse for a child?
- Brainstorm/Discussion

How Abuse affects the Child

- *The impact of child abuse and neglect is often discussed in terms of effect. Effects are what occur as a result of the abuse or neglect. These may be*
 - Physical
 - Psychological
 - Behavioral OR
 - Community or societal

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC:USDHHS

How Abuse affects the Child

- *In many cases effects occur at the same time in several of these areas. In reality it is impossible to separate them completely.*
 - Physical effects, such as damage to a child's growing brain, can have psychological implications such as cognitive delays or emotional difficulties.
 - Psychological problems often manifest as high-risk behaviors. Depression and anxiety, for example, may make a person more likely to smoke, abuse alcohol or illicit drugs, or overeat.
 - High-risk behaviors, in turn, can lead to long-term physical health problems such as sexually transmitted diseases, cancer, and obesity.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC:USDHHS

Physical Health Effects

- The immediate physical effects of abuse or neglect can be relatively minor (bruises or cuts) or severe (broken bones, hemorrhage, or even death).
- In some cases the physical effects are temporary; however, the pain and suffering they cause a child may be very important.
- The long-term impact of child abuse and neglect on physical health is just beginning to be explored.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC:USDHHS

Physical Health Effects (continued)

- *In a national survey in the US, more than one-quarter of children who had been in foster care for longer than 12 months had some lasting or recurring health problem¹. Some outcomes researchers have identified are as follows:*
 - **Shaken baby syndrome.** Shaking a baby is a common form of child abuse. The injuries caused by shaking a baby may not be immediately noticeable and may include bleeding in the eye or brain, damage to the spinal cord and neck, and rib or bone fractures²

Sources: 1. Source: According to the U.S. National Survey of Child and Adolescent Well-Being (NSCAW), Administration for Children and Families, Office of Planning, Research, and Evaluation [ACF/OPRE], 2004a 2. National Institute of Neurological Disorders and Stroke, 2007.

Physical Health Effects (continued)

- **Problems with brain development.** Child abuse and neglect in some cases cause important parts of the brain to fail to form or grow properly, resulting in impaired development.¹ This has long-term consequences for cognitive, language, and academic abilities.²
- **Poor physical health.** Studies have shown a relationship between various forms of household dysfunction (including childhood abuse) and poor health.⁴ Adults who experienced abuse or neglect during childhood are more likely to suffer from physical ailments such as allergies, arthritis, asthma, bronchitis, high blood pressure, and ulcers.⁵

Sources: 1. De Bellis & Thomas, 2003. 2. Watts-English, Fortson, Gibler, Hooper, & De Bellis, 2006. 3. ACF/OPRE, 2004a. 4. Flaherty et al., 2006; Felitti, 2002. 5. (Springer, Sheridan, Kuo, & Carnes, 2007).

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Psychological Effects

The immediate emotional effects of abuse and neglect—*isolation, fear, and an inability to trust*—can translate into lifelong consequences, including low self-esteem, depression, and relationship difficulties. Researchers have identified links between child abuse and neglect and the following:

- **Difficulties during infancy.** Depression and withdrawal symptoms were common among children as young as 3 who experienced emotional, physical, or environmental neglect.¹

Source: 1. Springer, Sheridan, Kuo, & Carnes, 2007.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Psychological Effects (continued)

- **Poor mental and emotional health.** As many as 80 percent of young adults who had been abused met the diagnostic criteria for at least one psychiatric disorder at age 21. These young adults exhibited many problems, including depression, anxiety, eating disorders, and suicide attempts¹. Other psychological and emotional conditions associated with abuse and neglect include panic disorder, dissociative disorders, attention-deficit/hyperactivity disorder, depression, anger, posttraumatic stress disorder, and reactive attachment disorder.²

Sources: 1. Silverman, Reinherz, & Giaconia, 1996. 2. Teicher, 2000; De Bellis & Thomas, 2003; Springer, Sheridan, Kuo, & Carnes, 2007.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Psychological Effects (continued)

- **Cognitive difficulties.** Children placed in out-of-home care due to abuse or neglect tended to score lower than the general population on measures of cognitive capacity, language development, and academic achievement.¹ One study also found a relationship between substantiated child maltreatment and poor school performance and classroom functioning for school-age children.²
- **Social difficulties.** Children who experience rejection or neglect are more likely to develop antisocial traits as they grow up. Parental neglect is also associated with borderline personality disorders and violent behavior.³

Sources: 1. (U.S. Department of Health and Human Services, 2003. 2. Zolotor, Kotch, Dufort, Winsor, & Catellier, 1999). 3. Schore, 2003.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Behavioral Effects

- Not all victims of child abuse and neglect will experience behavioral problems.
- Behavioral problems are more likely among this group, even at a young age.
- One study about children ages 3 to 5 in foster care found these children displayed clinical or borderline levels of behavioral problems at a rate of more than twice that of the general population.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Behavioral Effects (continued)

Later in life, child abuse and neglect appear to make the following more likely:

- ***Difficulties during adolescence.*** Abused and neglected children are at least 25% more likely to experience problems like delinquency, teen pregnancy, poor academic work, drug use, and mental health problems.¹ Abused or neglected children are more likely to engage in sexual risk-taking as they reach adolescence, increasing chances of contracting a sexually transmitted disease.²
- ***Juvenile delinquency and adult criminality.*** A US study found that abused and neglected children were 11 times more likely to be arrested for criminal behavior as a juvenile, 2.7 times more likely to be arrested for violent and criminal behavior as an adult, and 3.1 times more likely to be arrested for one of many forms of violent crime (juvenile or adult).³

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Behavioral Effects (continued)

- ***Alcohol and other drug abuse.*** Research consistently reflects an increased likelihood that abused and neglected children will smoke cigarettes, abuse alcohol, or take illicit drugs during their lifetime.⁴ According to a report from the National Institute on Drug Abuse, as many as two-thirds of people in drug treatment programs reported being abused as children.⁵
- ***Abusive behavior.*** Abusive parents often have experienced abuse during their own childhoods. It is estimated approximately one-third of abused and neglected children will eventually victimize their own children.⁶

Sources: 1. Kelley, Thornberry, & Smith, 1997. 2. (Johnson, Rew, & Sternglanz, 2006). 3. English, Widom, & Brandford, 2004. 4. (Dube et al., 2001). 5. (Swan, 1998). 6. Prevent Child Abuse New York, 2003.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Societal Effects

- While child abuse and neglect almost always occur within the family, the impact does not end there. Society as a whole pays a price for child abuse and neglect, in terms of both direct and indirect costs.
- Direct costs include costs of services to investigate and respond to complaints about child abuse and neglect,
- Costs of the legal system including courts, police and social services to address child abuse issues.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDOHHS

Societal Effects (continued)

- Loss of valuable citizens who can contribute to society
- Cost of dealing with the child's problems into adulthood. These include costs associated with juvenile and adult criminal activity, mental illness, substance abuse, and domestic violence. Increased health care costs.
- Loss of productivity due to unemployment and underemployment

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDHHS

Factors that impact effects

- Does the experience of child abuse affect all children in the same way?
- If not, what do you think are the factors that make a difference?

Discussion

Differences in Children's Responses to Child Abuse

Effects may be mild or severe; disappear after a short period or last a lifetime; and affect the child physically, psychologically, behaviorally, or in some combination of all three ways.

The effects vary depending on:

- the circumstances of the abuse or neglect
- personal characteristics of the child
- the child's environment.

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDHHS

Factors Impacting the Effect of Child Abuse and Neglect (continued)

- Researchers also have begun to explore why, given similar conditions, some children experience long-term problems because of abuse and neglect while others grow older with few problems.
- The ability to cope, and even thrive, following a negative experience is sometimes referred to as "resilience."

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDHHS

Factors Impacting the Effect of Child Abuse and Neglect (continued)

- Not all abused and neglected children will experience long-term consequences. Outcomes of individual cases vary widely and are affected by a combination of factors, including:
- The child's age and developmental status when the abuse or neglect occurred
- The type of abuse (physical abuse, neglect, sexual abuse, etc.)
- The frequency, duration, and severity of abuse
- The relationship between the victim and his or her abuser.

Sources: English et al., 2005; Chalk, Gibbons, & Scarupa, 2002.

Factors Impacting the Effect of Child Abuse and Neglect (continued)

- Researchers also have begun to explore why, given similar conditions, some children experience long-term effects of abuse and neglect while others emerge relatively unscathed.
- The ability to cope, and even thrive, following a negative experience is sometimes referred to as "resilience."

Child Welfare Information Gateway. (2008). Long-term consequences of child abuse and neglect. Washington, DC: USDHHS

Factors Impacting the Effect of Child Abuse and Neglect (continued)

- ***A number of protective and promotive factors may contribute to an abused or neglected child's resilience. These include:***
 - individual characteristics, such as optimism, self-esteem, intelligence, creativity, humor, and independence,
 - the acceptance of peers and positive individual influences such as teachers, mentors, and role models.
 - the child's social environment and the family's access to social supports.
 - community well-being, including neighborhood stability and access to safe schools and adequate health care, are other protective and promotive factors (Fraser & Terzian, 2005).

Factors that Place a Child at Risk for Abuse or Neglect

- The differences in the long-term effects of child abuse/neglect on individual children have led to the study of factors that place a child at risk and the protective or resilience factors that prevent abuse or neglect. These include factors in the child, the parent or caretaker, and the environment.

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

*RISK AND PROTECTIVE FACTORS FOR
CHILD ABUSE AND NEGLECT*

Risk and Protective Factors

- What is the motto of the Para Social Work program?

Risk and Protective Factors

- Watoto Kwanza. Kuwalinda Watoto, Kuimarisha Familia.
- Put children first by protecting children and strengthening families.

Risk and Protective Factors

- It is especially important to put this motto into action when children are being abused or are at risk of abuse.
- We have already considered signs that child abuse is occurring and intervention is needed.
- In order to protect children and strengthen families, it is also important to be able to
 - identify signs that a child is at risk of abuse and
 - help families provide safe and nurturing care to their children.

Risk and Protective Factors

- ***Therefore, we will spend the remainder of our time together today:***
 - identifying ways that children, parents, and their environment place children at risk for abuse,
 - identifying ways that have been found to help protect children from abuse and promote resilience in children and families.
 - Developing interventions to reduce risk and promote protective factors and resilience in children and families.

Factors that Place a Child at Risk for Abuse or Neglect

- The differences in the long-term effect of child abuse/neglect on individual children have led to the study of factors that place a child at risk and the protective or resilience factors that prevent abuse or neglect.
- ***These include:***
 - factors in the child (health, behavior, personality,
 - the parent or caretaker's behavior and attitude
 - society or community events or environment and the environment.

Risk Factors Exercise

- Work with two neighbors in groups of 3
- Try to list
 - One risk related to the CHILD
 - One risk related to the PARENT OR CAREGIVER
 - One risk related to the COMMUNITY OR SOCIETY

Risk Factors Exercise

- What did each group identify as risks related to the CHILD?
- After listing review the next slide to add or discuss:

Child Risk Factors

- Prematurity, birth anomalies
- Exposure to toxins *in utero*
- Chronic or serious illness
- Temperament: difficult or slow to warm up
- Mental retardation/low intelligence
- Childhood trauma
- Antisocial peer group

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Risk Factors Exercise

- What did each group identify as risks related to the PARENT OR CAREGIVERS?
- After listing review the next slide to add or discuss:

Parental/Family Risk Factors

- Insecure attachment
- Parent: insecure adult attachment pattern
- Single parenthood (with lack of support)
- Harsh parenting, maltreatment
- Family disorganization; low parental monitoring
- Social isolation, lack of support
- Domestic violence

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Parental/Family Risk Factors (continued)

- High parental conflict
- Separation/divorce, especially high-conflict divorce
- Parental psychopathology
- Parental substance abuse
- Parental illness
- Death of a parent or sibling
- Foster care placement

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Risk Factors Exercise

- What did each group identify as risks related to the COMMUNITY, SOCIETY OR ENVIRONMENT
- After listing review the next slide to add or discuss:

Social/Environmental Risk Factors

- Poverty
- lack of access to medical care, health insurance, and social services
- Parental unemployment
- Homelessness
- Inadequate child care
- Exposure to discrimination (based on class, ethnicity, etc.)
- Poor schools

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Social/Environmental Risk Factors (continued)

- Frequent change of residence and schools
- Exposure to environmental toxins
- Dangerous neighborhood
- Community violence
- Exposure to media violence

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Protective Factors

- Thinking about your own experience working with children and families, have you noticed any common characteristics in the child, parent or environment when a child is being well cared for?
- We call these PROTECTIVE FACTORS. We can also divide these into:
 - Child factors
 - Parent/Caregiver factors
 - Society/Community/Environment factors

Protective Factors Exercise

- Work with two neighbors in groups of 3
- **Try to list**
 - One protective factor related to the CHILD
 - One protective factor related to the PARENT OR CAREGIVER
 - One protective factor related to the COMMUNITY OR SOCIETY

Protective Factor Exercise

- What did each group identify as protective factors related to the CHILD?
- After listing review the next slide to add or discuss:

Child Protective Factors

- Good health
- Personality factors: easy temperament; positive disposition; active coping style; positive self-esteem, good social skills; internal locus of control; balance between help seeking and autonomy
- Above-average intelligence
- History of adequate development
- Hobbies and interests
- Good peer relationships

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Protective Factor Exercise

- What did each group identify as protective factors related to the PARENT OR CAREGIVERS?
- After listing review the next slide to add or discuss:

Parental/Family Protective Factors

- Secure attachment; positive and warm parent—child relationship
- Parent: secure adult attachment pattern
- Parents support child in times of stress
- Household rules and structure; parental monitoring of child
- Support/involvement of extended family, including help with care giving
- Stable relationship between parents
- Parents model competence and good coping skills
- Family expectations of prosocial behavior
- High parental education

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Protective Factor Exercise

- What did each group identify as protective factors related to the Environment or Community?
- After listing review the next slide to add or discuss:

Social/Environmental Protective Factors

- Adequate resources to meet basic needs
- Access to health care and social services
- Consistent parental employment
- Adequate housing
- Family religious faith and participation
- Good schools
- Supportive adults outside family who serve as role models/mentors child

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 106-108

Developing Interventions to Help Using Risk and Protective Factors

- ***Interventions to reduce risks and promote protective or resilience factors have been found to be more effective when they:***
 - Begin early and continue for several years
 - Are intensive: i.e. frequent contact, etc.
 - Intervene directly with child AND parent
 - Are comprehensive : including health, education, concrete needs of family,
 - Appropriate risk/intensity relationship
 - Include continuing intervention and support

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 105-106

Assessment of Risk and Protective Factors

Risk Factors

Child

Family

Social/environmental

Protective Factors

Davies, D. (2004). Child Development: A Practitioner's Guide. New York: Guilford pp. 130

Assessing Risk and Protective Factors: Large Group Exercise

In order to practice using risk and protective factors to understand the needs and strengths of children and families, let's think about Mwakaila, his family and community and answer the following questions:

- What risk factors can you identify in the child, family and environment?
- What protective factors can you identify in the child, family and environment?

We will record answers to the question on the Assessment of Risk and Protective Factors form.

Using Risk and Protective Factors to Develop an Intervention Plan

- *Types of interventions to address child abuse and neglect:*
 - Interventions that can reduce risk
 - Interventions that can promote resilience or protective factors
 - Note that both types of interventions may need to be designed at three levels of (i) child (ii) caregiver and (iii) social environment

Assessment of Risk and Protective Factors

- *When analyzing the risk and protective factors to develop an intervention plan:*
 - Identify risks starting with the most serious risk
 - Identify any protective factors that can be strengthened to reduce each risk
 - Develop a plan of action to protect the child by addressing each of the risks identified.

Risk and Protective Factors Intervention Plan: Large Group Exercise

- Think about the risk and protective factors we identified for Mwakaila, his family and community.
- Let's practice developing an intervention plan for Mwakaila and recording it on the form on the next slide.

Developing an Intervention Plan

(begin with the most serious risk factor)

	Risk Factors	Protective Factors	Intervention
Child			
Parent /Caregiver			
Society/Environment			

Small Group Exercise

- Divide into four groups.
- Appoint a member of the group to report what you learned to the large group.
- Identify a child and family a member of the group is working with and have the group member explain the child's/family's situation to the group.
- As a group, identify the risk factors for the child, family, and community and write down.

Small Group Exercise

- As a group, identify the protective factors for the child, family and community and write down.
- Analyze the risk and protective factors beginning with the most serious first and develop an intervention plan to reduce risk factors and increase protective factors.
- Record results on the Intervention plan form provided.
- Discuss the experience and identify the things you learned from this process that you can use in your practice.

Group Report Backs

Summary and Debrief the Day