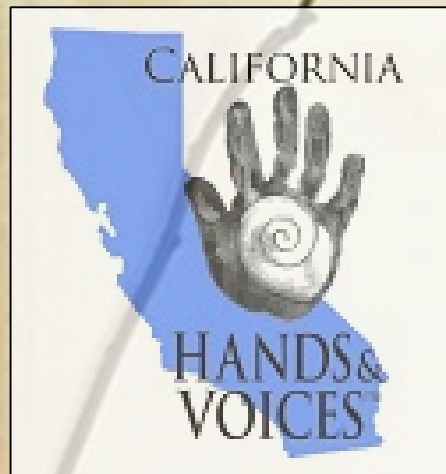


# O.U.R. Children Project: Enhancing Safety & Expanding Independence for 6-11 year-olds

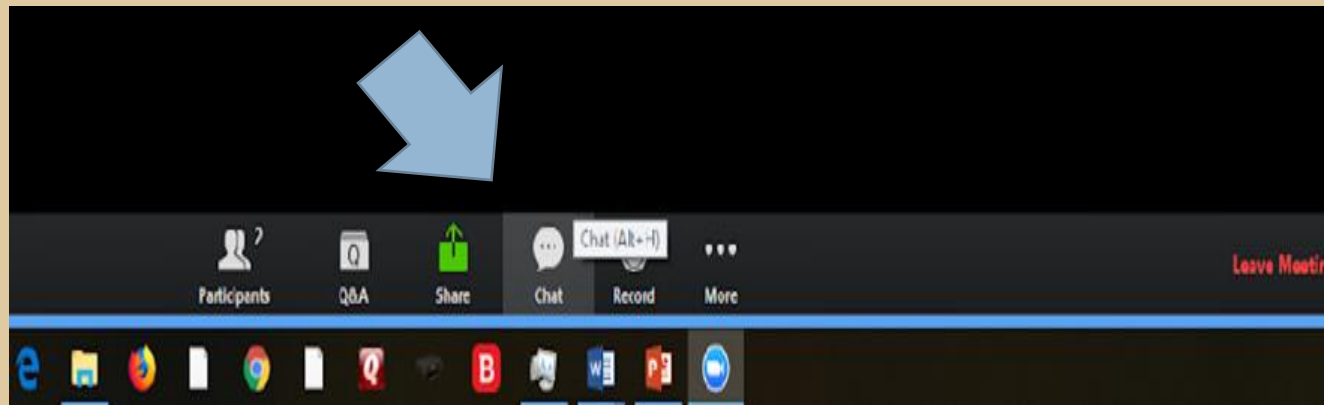


**Presenters:**  
**Harold Johnson & Sara Kennedy**  
**August 4, 2019 Webinar**



# Webinar Communication

Use the Chat Box at the bottom of your screen to make a comment or ask a question.



We will pause periodically to allow ASL users and those joining by phone to comment or ask questions.

# Purpose of Family Webinars

Sharing knowledge to

- increase well-being and confidence in parents
- ensure family involvement & leadership for families supporting a child who is deaf/hard of hearing or deafblind.

References:

- Parent-child relationships and family well-being are both powerful predictors of children's long-term development, learning, social experiences, health, and well-being (National Academies of Sciences, Engineering, and Medicine, 2016)
- When parents are engaged with their children's learning, children are more likely to have better outcomes (Van Voorhis, Maier, Epstein, & Lloyd, 2013).



# Who is attending today?

- Polling Questions



# What is the O.U.R. Project?

- The Observe, Understand & Respond (O.U.R.) Children's Safety Project is a nationwide effort that began in 2009 to enhance the safety and success of children who are deaf/hard of hearing (d/hh).
- The Project carries out training and develops material to increase awareness, establish understanding, and implement programs to prevent, and when necessary respond, to instances of maltreatment as experienced by children who are d/hh
- Key resources: See [the O.U.R. Children Project](#)
  - [Brief video description](#)
  - [Parent focused resources](#)
  - [Professional focused resources](#)
  - all at the [Hands & Voices](#) website



# Why “People Safety?!”

- Important for kids and adults of all ages
- Children between the ages of 6-11 experience a leap of independence from their parents.
  - Interacting with new adults, children, & friends;
  - Learning in new settings, e.g., classrooms, lunchrooms, playgrounds, field trips, clubs, sports, & scouts;
  - Use of buses, carpools and friends/neighbors to transport children to/from school and activities;



**\*Note:** the term “People Safety” is a term used by [Kidpower](#) to characterize their efforts to enhance the safety and success of both children and adults.


# A Widening Circle

- First sleepovers at friends' houses, overnight camps;
- Starting to experience changes in their bodies as they approach puberty.
- Many kids begin to use the Internet via video games, school sites, exposure to parent social media

↓ Parental Supervision

↑ Contact with New Adults & Situations

**Note:** The term “People Safety” is used by [Kidpower](#) to characterize their efforts to enhance the safety and success of both children and adults.



During time away from parents, parents worry that their children are “Okay” - did they “have a good day”... “how was the field trip?”

● How do these conversations usually go?

*“Hey, how are you doing?” “Good.”*

*“How was school today?” “Fine.”*

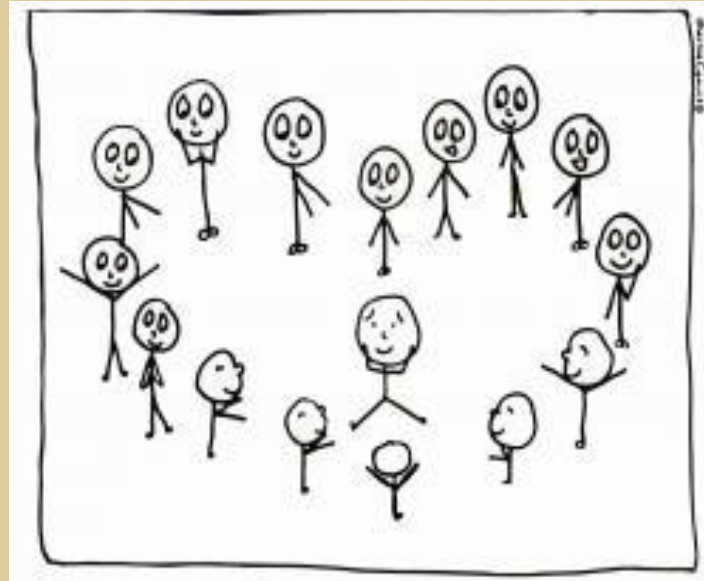
*“What did you learn?” “Nothing.”*



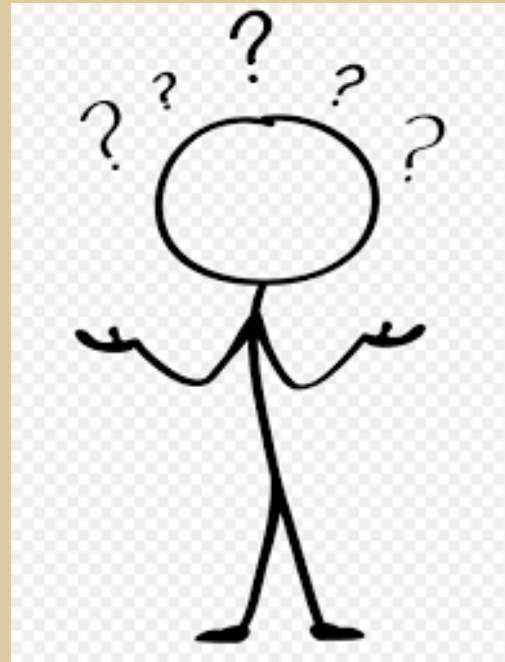



- Conversations on topics that are confusing, scary or uncomfortable are particularly difficult for parents and children.
- This is especially so concerning conversations about physical, sexual and emotional abuse.

- “People Safety” is at the heart of such conversations.



- “People Safety” conversations are designed to keep children safe and to help them understand what to do if they do not feel safe, i.e., if they have experienced something that scary, confusing, or hurtful.





# Why now, i.e., why is the topic of “People Safety” so important?

- The reality is that we do not live in a “perfect world.”
- Children, especially those with exceptionalities, experience abuse at staggering rate.
- Existing research indicates that 1 in 4 children with exceptionalities will experience one, or more, forms of abuse between birth and 18 years of age.



- Children with behavioral, communication and significant physical limitations experience the highest rates of abuse.
- These experiences often damage children's physical health, thinking, learning, language, behavior and achievement.

- CDC Adverse Childhood Experience (ACE) studies indicate that trauma caused by child abuse can have significant, life long consequences.





- The time is **now!**
- We must talk with our children, the adults and older children that interact with them about “People Safety.”
- We must work to *prevent, recognize, report and respond* to child neglect and abuse so that our children have the best possible chance of realizing their full potential.

# Why are our kids at such risk?

## ● Caregiver Based Risk Factors

- Lack of understanding of children's needs, development and appropriate parenting skills;
  - Impact: Do not know what to expect/how to respond to child's developmental progression of needs.
- Personal history of child abuse/neglect;
  - Impact: Treat their children as they were treated; more about this coming...
- Substance abuse and/or mental health issues including depression in the family;
  - Impact: Unable to provide their children needed care.







## ● Caregiver Based Risk Factors (cont.)

- Nonbiological, transient caregivers in the home (e.g., mother's male partner);
  - Impact: Increased exposure to adults who are not biologically or emotionally connected with the children.
- Social isolation;
  - Impact: Parents lack of a peer support system to cope with day-to-day demands and stresses.
- Family disorganization, dissolution, and violence, including intimate partner violence;
  - Impact: Children witness and internalize emotional and physical trauma.



## ● Caregiver Based Risk Factors (cont.)

- Insufficient resources to provide consistent housing, food, clothing, medical care and education; and
  - Impact: Children experience homelessness, hunger, poor health and inconsistent education.
- Insufficient coping strategies and support system to meet the day-to-day needs of their children.
  - Impact: Caregivers lack needed knowledge and skills to care for and respond to the needs of their children.

# Think back over that list...

How many risk factors can be reduced through parent to parent support and connections in the community?



# Child-Based Risk Factors

- Can demonstrate behavior & communication that is poorly understood and under-valued by others;
  - Impact: Children are not understood or believed.
- Do not know they have the right to say “No!” and what to do if that right is not respected;
  - Impact: Children are overly compliant to demands they often do not understand.
- Do not understand what constitutes abuse;
  - Impact: Children experience abuse/neglect as normal/happening to others.



## ● Child Based Risk Factors (cont.)

- Are often socially isolated and lonely with few age appropriate friends;
  - Impact: Children seek, or accept attention from almost anyone for any reason, even if the attention is confusing and hurtful.
- Often lack the language and communication skills needed to effectively share their feelings, describe their day-to-day experiences, or persist in getting adult help if their safety is in danger;
  - Impact: Children do not know how to share that they have been abused, i.e., who or how to ask for help.



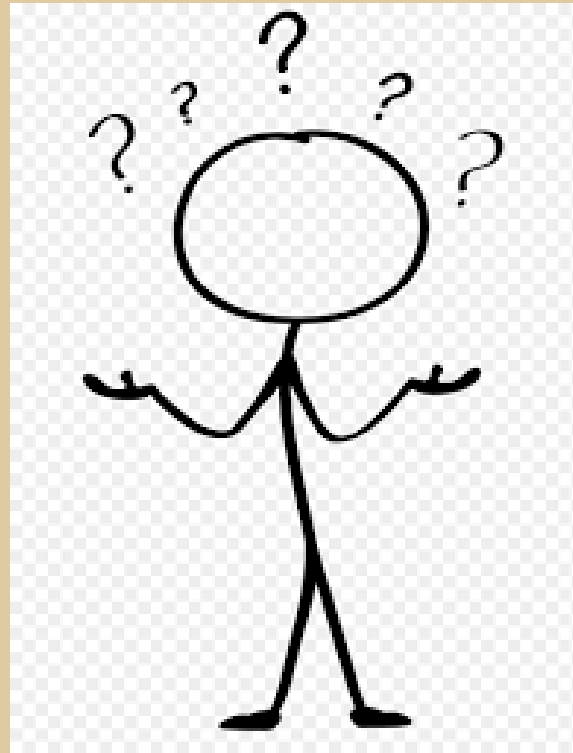
# Child Based Risk Factors (cont.)

- Do not understand how/why their body is changing during puberty, or their own emerging sexuality.
  - Impact: Children do not know how to respond to changes in their bodies or desires making them easy to manipulate, confuse and abuse.
- Do not recognize, or know how to protect themselves in “risky situations.”
  - Impact: Children can be lured into unsafe face-to-face, cell phone and online interactions.
- Are not recognized to be at higher risk for neglect and/or abuse.
  - Impact: The “illusion of safety” works against kids. As a result, abuse is more frequent, last longer and has more impact.



# Who are our kids at most risk with?

- Who do you think causes our kids to be at most risk?





- Child abuse is most often carried out by adults, and older children, who have the greatest access to, and control, over a child.
- Therefore caregivers, older siblings and individuals known by and trusted by the family (i.e., domestic partners, relatives, neighbors, older children, teachers, church officials, etc.), **vs.** strangers, are the most common (88-92%) perpetrators of child abuse.



- “People Safety” conversations are designed to reduce the risks by providing parents, children and the professional they work with the knowledge, skills and resources needed to prevent, recognize and respond to the traumatic experiences of abuse.



# How can you talk with your child about “People Safety?”


## ● Strategies:

- Frequent one-on-one conversations, supported by:

- books,
- videos,
- drawings,
- role play, and
- personal stories

provide parents the essential context needed to enhance the safety and success of their children.

[Link...](#)

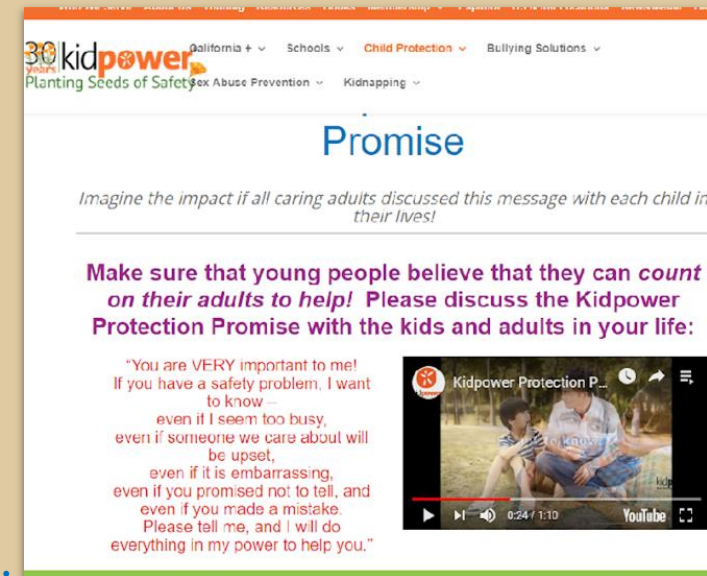


The screenshot shows the website for 'deaf education' with the tagline 'Educational Enhancement for the field of Deaf Education'. The navigation menu includes Home, Jobs / Resumes, Topical Conversations, Knowledge Base, Collaborative Opportunities, User Services, and Search Site. A welcome message for Harold Johnson is visible. The main content area features a banner for 'GUIDE BY YOUR SIDE' with the text: 'Hands & Voices Guide By Your Side™ is a replicable family support program that embodies the mission of Hands & Voices™, which is to provide unbiased support to families with children who are deaf or hard of hearing.' Below this is the 'Knowledge Base' section titled 'Silence is NOT an Option', which lists documents for the safety and success of OLR children. The list includes: 'A Parent Driven Plan to Keep Our Children Safe at Home and at School', '2\_0 Silence Is Not an Option Safety Attachment Intro', '1\_0 Personal Safety Issues and Developmental Stages', 'Birth to Three Safety Considerations Kidpower 2016', '1\_2 Preschool 3-5 years', '1\_3 Elementary 5 to 11 years', '1\_4 Middle School 11-14 years', and '1\_5 High School and Transition 14-22 years'. At the bottom, there is a link to 'Children's Literature Prevention Understanding and Healing from Maltreatment' and a footer with contact information and a copyright notice for 2012.

# ● Daily “Check In” - A #1 Protective Factor

1. Children’s safety is enhanced when they can effectively share what happened to them on a day-to-day basis.
1. Parents can their child to describe, draw, or act out the “good” and “not-so-good” thing that happened to them while they were away from home.
1. Reassure your child of your love, your belief in them and reassure them that you will love and protect them no matter what.

[Link...](#)



The screenshot shows the Kidpower website for California. The main heading is "Promise" in blue. Below it is the text: "Imagine the impact if all caring adults discussed this message with each child in their lives!". A purple call-to-action reads: "Make sure that young people believe that they can count on their adults to help! Please discuss the Kidpower Protection Promise with the kids and adults in your life:". A quote in red text says: "You are VERY important to me! If you have a safety problem, I want to know – even if I seem too busy, even if someone we care about will be upset, even if it is embarrassing, even if you promised not to tell, and even if you made a mistake. Please tell me, and I will do everything in my power to help you." To the right is a video player showing a man and a child sitting on the grass. The video title is "Kidpower Protection P...". The video player shows a progress bar at 0:24 / 1:10.

## ● Label and Use Words for Emotions:

1. Children's safety is enhanced when they have language to describe how they feel, e.g., happy, sad, angry, sleepy, scared, surprised, hungry, etc.
1. Parents can use texts, videos and role play to start a conversation with their child about emotions, then link the emotions a child experiences with the language needed to express the emotion.



[Link...](#)



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[Link..](#)



- **Secrets vs. Surprises:** An Important Safety Rule

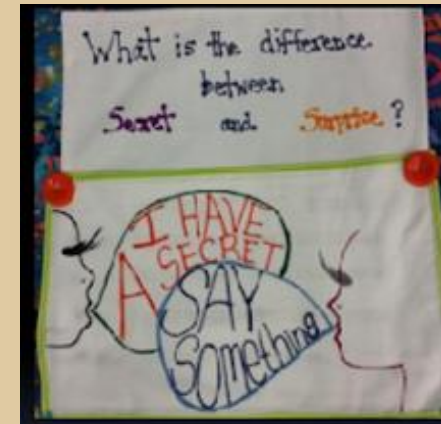
1. Children's safety is enhanced when they learn to keep surprises and **not** secrets.

- Kidsmartz: Surprises vs. Secrets

- "Surprises make people happy, they are short termed and knowing them doesn't make you uncomfortable."
- "Secrets are meant to exclude others, often because the information would cause others to be angry or upset."

- Individuals who abuse children "groom" them to keep secrets.

- Establish a family rule: "surprises" NOT "secrets."

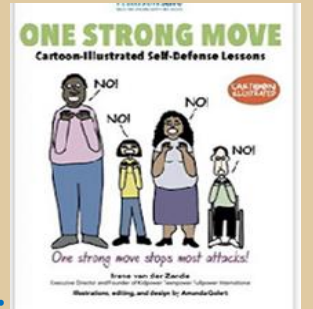




- **Saying No/Setting and Keeping Boundaries:**

1. Children's safety is enhanced by learning when, how and why they can make a choice and what to do if that choice is not respected.

[Link...](#)



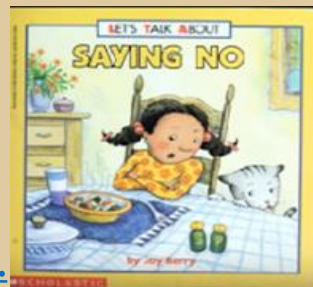
1. Choices indicate preferences and set personal boundaries.

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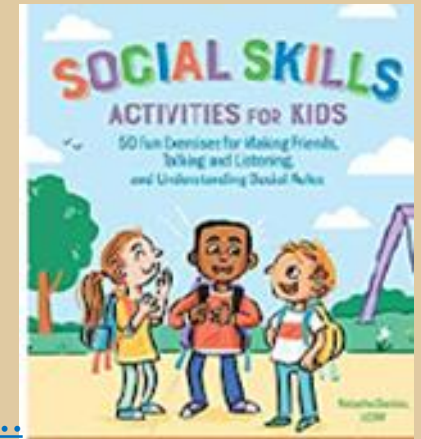
1. Personal boundaries help keep children safe by teaching them they should not be forced, or coerced, into doing something they feel is wrong or uncomfortable.

[Link...](#)

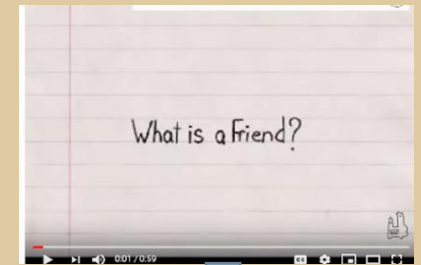


## ● Making & Keeping Age Appropriate Friends:

1. Children's safety is enhanced when they have friends their own age.
1. The friendships reduce what can be chronic loneliness' making kids vulnerable to the attention of older children & adults who may abuse them.
1. Children frequently need to learn both how to make friends and what good friends do together.



[Link...](#)

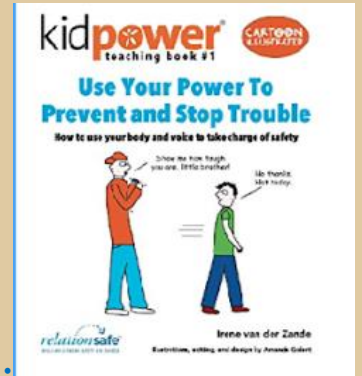


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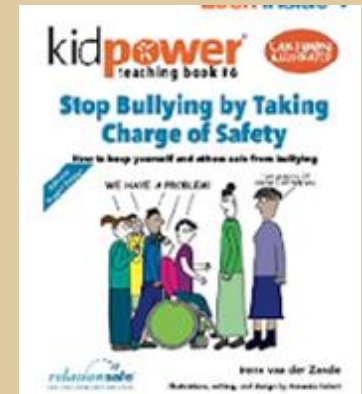


## ● Is this a safe situation?

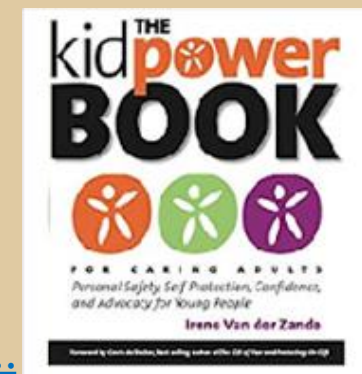
1. Children's safety is enhanced when they know how to recognize, avoid, and when necessary, react in unsafe, or risky situations.
1. Our children are often described as being socially naïve.
1. This trait makes them particularly vulnerable to being lured into unsafe face-to-face, cell phone, and online interactions.



[Link...](#)



[Link...](#)



[Link...](#)





# ● Is this a safe situation? (cont.)

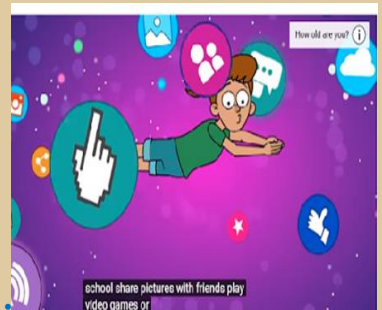
- Risky situations are not limited to face-to-face interactions.
- As children mature, they spend increasing amounts of time on their phones and the Internet.
- Children need to know how to avoid and what to do when they are “online.”



[Link...](#)



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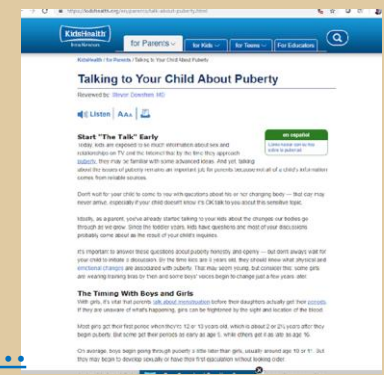


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# ● Understanding One's Changing Body:

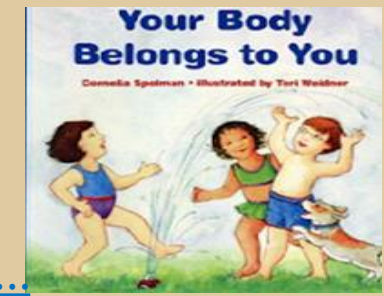
1. Children's safety is enhanced when they know the names for the parts of their body.
1. Safety is also increased when children know which parts of their body are private + what to do if that privacy is not respected.
1. Children need to understand the changes in their bodies and feelings **MUCH** earlier than most caregivers are prepared to talk. A child that does not understand is particularly vulnerable to manipulation and abuse.



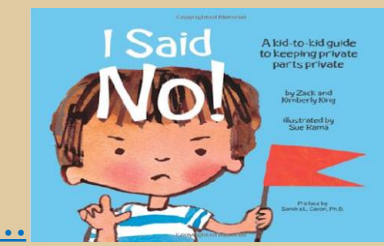
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## ● Getting Help When Needed:

1. Children's safety is enhanced when they know who and how to tell an adult that they are scared, hurt, afraid, i.e., that they have been abused.

1. [Kidpower](#), a CA based, an International recognized, non-profit organization established to enhance the safety of children and adults notes that [children must practice](#) the skill of getting help.



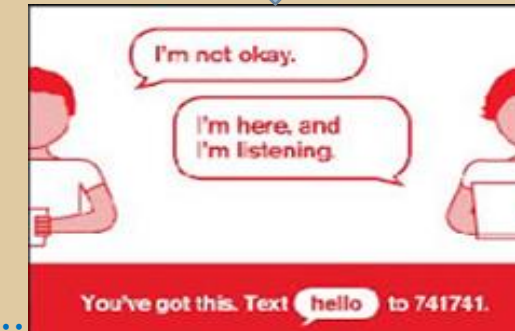
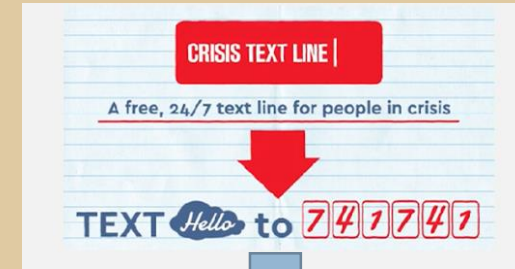
[Link...](#)



[Link...](#)

## ● Getting Help When Needed: (cont.)

1. Beyond caregivers and other known and trusted adults such as teachers, children can also ask for help via technology.
1. Services are available 24/7, they are free, confidential and prepared to interact with individuals who are deaf/hard of hearing.
  - Crisis Text Line: #741741
  - ChildHelp Hotline: 1-800-4-A-CHILD
2. Children must not only know these services, but also practice contacting them.



[Link...](#)



[Link...](#)

# What should you do if you think a child has been abused?

- If you are ever concerned for the safety of child, yourself, or someone else, call 1-800-4-A-CHILD (1-800-422-4453), or text 1-800-422-4453
- The call is both free and confidential.
- The Hotline counselor will help you to understand what you are experiencing or seeing and provide you with the information and support you need to act in your local area.





# How should you respond if a child tells you they have been abused?

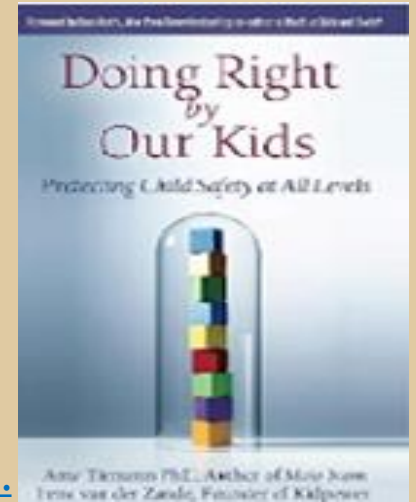
- Accept the child's information as true.
- Do not show shock at the information shared.
- Confirm your care for child.
- Assure child it is not their fault.
- Ask open ended, vs. leading questions.



- Do not make promises that you can not keep, e.g., that you will not tell anyone.
- Act to insure the child is safe.
- Call your [state Child Protective Services](#) if you are confident that child has experienced neglect and/or abuse.
- Call 1-800-4-A-CHILD if you are not yet sure what to do.

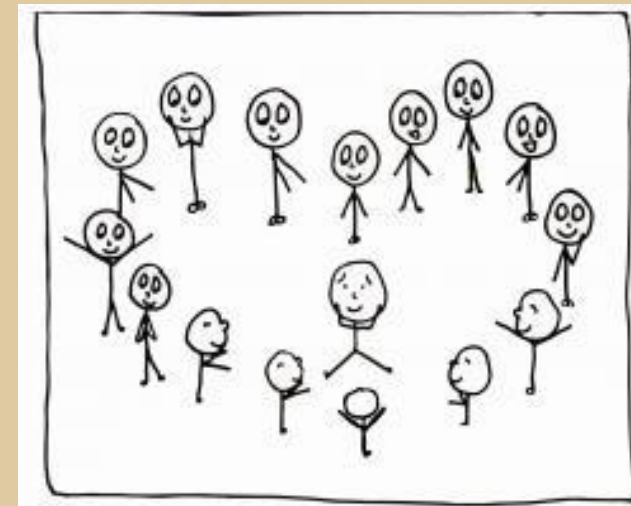
# How can you talk with others about your child's "People Safety?"

- First, determine who you will trust to have privacy with, and control over your children.
  - The [Kidpower](#) text entitled *Doing Right by Our Kids* uses the phrase "circle of trust" to denote the adults and older children that caregivers entrust with the lives of their children.



[Link...](#)

Circle of Trust







- To gain entry to your “circle of trust”, others must accept your family rules regarding:
  - Boundaries about touch, teasing and play between adults and children.
  - Keeping “surprises” vs. “secrets”.
  - Effective, respectful, age appropriate behavior management strategies.
  - Permission for child to call caregiver if they need help re. their personal safety.



- Accepting your right to check on your child, including making unexpected visits.

● During your interactions notice any changes in who, where, why and for how long individuals are with your children.

● Trust your intuition and act if you think something is wrong.

[Link...](#)

The screenshot shows the top of the Kidpower website. The main heading is "7 Kidpower Strategies for Keeping Your Child Safe". Below the heading, there is a list of seven strategies:

1. Put Safety First
2. Keep your radar on
3. LISTEN to your children - and teach them not to keep unsafe secrets
4. Make SURE kids know you care
5. Don't let kids throw stones at safety or respect
6. Assess each child and make Safety Plans
7. Prepare children to take charge of their safety by practicing skills

The article also includes a section for "Kidpower.org 30th Anniversary" and a "Be a Hero!" button.

[Link...](#)

The screenshot shows a YouTube playlist titled "7 kidpower strategies". The playlist contains several videos, including:

- Introduction: 7 Kidpower Strategies for Keeping Your Child Safe
- Kidpower Strategy 7: Prepare Children to Take Charge of Their Safety by Practicing Skills
- Summary: 7 Kidpower Strategies for Keeping Your Child Safe
- Kidpower Strategy 1: Put Safety First
- Kidpower Strategy 4: Make Sure Your Kids Know You Care

[Link...](#)

The screenshot shows the top of the Kidpower website. The main heading is "Video Series: Protecting Youth Athletes From Sexual Abuse". Below the heading, there is a video player showing a man speaking. The man is identified as "Jim Thompson, Founder and CEO, Positive Coaching Alliance".



- One of the most important individuals to talk with re. your child's safety is their special education teacher or TOD.
- It is critical that this teacher understand and acts to enhance the safety of your child.
- This action is supported by the [Council for Exceptional Children \(CEC\)](#) recent policy concerning the prevention and response to maltreatment.

[Link....](#)

The screenshot shows the CEC website header with the logo and the word 'Policy' in large red letters. Below the header is a navigation bar with links for Home, About, Subscribe to Weekly Digest, and Council for Exceptional Children. The main content area features a breadcrumb trail: > GAO Study - State Tax Credit Scholarship Programs > Main | Education Data Critical to Teacher Instruction >. The date 10/09/2018 is displayed. The article title is 'CEC's Policy on the Prevention of and Response to Maltreatment'. The CEC logo is repeated, followed by a paragraph stating that the Council recognizes the right of all children and youth with disabilities to live and flourish in a safe environment. A sub-paragraph mentions that the CEC Board of Directors approved the policy in September. A detailed paragraph explains that the policy was developed by a work group led by Catherine Corr. A list of five key points follows, covering safety, cultural factors, interdisciplinary collaboration, professional development, and evidence-based practices. The page concludes with a statement on the CEC's commitment to teacher preparation and professional development, and a final paragraph recommending a consistent approach to building awareness and understanding of maltreatment. The footer includes the posting date and time: 'Posted on: 10/09/2018 at 10:42 AM | Permalink'.



- Most teachers will not know....
  - how to alter their instruction to enhance the safety of your children.
  - will be largely unaware of the high incidence of abuse, or risk factors of their students.
  
- It is therefore suggested that you share with them a copy of, or link to this presentation.



● It is also suggested that you work with your child's teacher to alter their I.E.P./504 document to include objectives, strategies and resources that specifically address their risks for abuse.

[Link...](#)

● This action is supported by Hands & Voices, the Association of College Educators – Deaf & Hard of Hearing and all of the CEC Divisions.

[Link.](#)

### Organizations and Divisions Supporting Educational Planning for the Safety & Wellbeing of Children with Exceptionalities

The following organizations and Council for Exceptional Children (CEC) Special Interest Divisions adopted the "Safety Motion" on the dates designated, i.e., "...support the inclusion of IEP safety statements and IEP safety objectives in the educational planning documents of children with exceptionalities."

- 04/27/14 - Hands & Voices, "OUR Children Project"
- 05/12/14 - CEC/Division of Communicative Disabilities & Deafness (DCCD)
- 05/23/14 - Kidpower "Take Charge of Your Safety"
- 06/12/14 - CEC/Interdivisional Caucus (IDC)
- 06/12/15 - Association of College Educators – Deaf & Hard of Hearing (ACC DHH)
- 06/11/17 - CEC/Division of Early Childhood (DEC)
- 07/15/17 - CEC/Division for Culturally and Linguistically Diverse Exceptional Learners (DCL)
- 08/25/17 - CEC/Division on Autism and Developmental Disabilities (DADD)
- 10/13/17 - CEC/Technology and Media Division (TAM)
- 10/18/17 - CEC/Pioneers Division (CEC PD)
- 10/19/17 - CEC/Division of International Special Education Services (DISS)
- 10/28/17 - CEC/Division on Career Development and Transition (DCT)
- 11/13/17 - CEC/Division on Visual Impairments and Deafblindness (DVIDB)
- 01/25/18 - CEC/Division for Physical, Health and Multiple Disabilities (DPM/MD)
- 02/15/18 - CEC/Association for the Gifted (TAG)

11/11/17 - CEC/Council of Administrators of Special Education (CASE)

"The CASE division supports this IDC work [re: prevention of maltreatment] with some updates and adjustments to the document as written due to concerns with the alignment with IDEA, IDEA, and ESSA regulations. In addition, CASE recommends a CASE member be part of the IDC workgroup or any work group that might be established in the future."

11/13/17 - CEC/Board of Directors "CEC Works to Mitigate Maltreatment"

"The Council for Exceptional Children (CEC) recognizes the increased risk for maltreatment experienced by individuals with exceptionalities and the significant life-long negative impact that the maltreatment experience can have upon an individual's health, learning, and performance. In Jan. 2014, the CEC Interdivisional Caucus established a Maltreatment Workgroup to conduct research, gather resources, provide professional development, and foster collaboration in order to address maltreatment. Since the establishment of the workgroup, they have requested the CEC Board of Directors take action to lessen the occurrence of maltreatment of individuals with exceptionalities. In response, the CEC Board of Directors appointed a CEC workgroup to develop a policy on maltreatment."

02/11/18 - CEC/Teacher Education Division (TED)

TED recognizes our role in the preparation and support of education personnel (teachers, support staff, administrators)

#### Individualized Educational Plans

**Risk Factor #1:** The student does not understand what constitutes maltreatment:

**Key Question:** Can the child identify positive, age appropriate interactional behaviors they have with family, friends and adults in their lives?

**Background Information:**

- It is **NOT** necessary for teachers to define, show, or explicitly discuss maltreatment for student safety to be enhanced.
- It is **necessary** for children to know what loving, supportive family and friends do/looks like.

**Note:** Maltreatment children often think that what they are experiencing is normal. They often feel confused, embarrassed and even guilty, thinking that somehow what they are experiencing is their fault. Perpetrators "groom" their victims to feel this way.

**Instructional Goal:** Social Competence

- Student can identify (e.g., draw, tell, write, or role play) 3-5 positive behaviors that "C" (e.g., a parent, sibling, relative, adult, friend, etc.) demonstrates when interacting with them.


**Suggested Resources:**

**Childhelp National Child Abuse Hotline – A Resource to call whenever you have a question about possible child abuse or maltreatment. This is not a reporting hotline but a way to discuss any questions that teachers, children and parents may have about keeping children safe.**

The **Childhelp National Child Abuse Hotline 1-800-4-A-CHILD (1-800-422-4453)** is dedicated to the prevention of child abuse. Serving the United States, its territories, and Canada, the hotline is staffed 24 hours a day, 7 days a week with professional crisis counselors who, through interpreters, can provide assistance in over 200 languages. The hotline offers crisis intervention, information, literature, and referrals to thousands of emergency, social service, and support resources. All calls are confidential. [click here](#)

**Books that depict positive family relationships.**

1. **Ask Me** by Bernard Weber. Ages 4-7. A father and daughter walk through their neighborhood, brimming with questions as they explore their world. With so many things to enjoy, and so many ways to ask—and talk—about them, it's a snapshot of an ordinary day in a world that's anything but. This story is a heartwarming and inviting picture book with a tenderly written story. [click here](#)
2. **Little Elliot Big Family** by Mike Curato. Ages 4-8. When Mouse heads off to a family reunion, Little Elliot decides to go for a walk. As he explores each busy street, he sees families in all shapes and sizes. In a city of millions, Little Elliot feels very much alone-until he finds he has a family of his own! Story about



## Summary: What are the key concepts and strategies that you should always keep in mind?

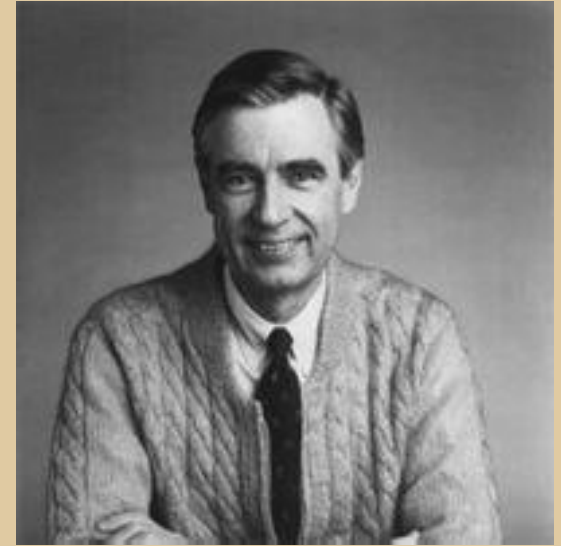
- What, why and how “People Safety” can be added to your child’s life.
- The abuse risk factors for both children and adults.
- Establishing a “Circle of Trust” for your child.



- Strategies and resources to engage your child in conversations about their safety and well being.
- What to do, how to act and who to call if you think a child is experiencing abuse and/or tells you they are being abused.
- Why and how to alter your child's I.E.P/504 document to reduce their risks for abuse.

# Final Thought

- “Anyone who does anything to help a child in his life is a hero to me.”
- Be a “hero” to your child, talk to them about “People Safety.”





# Presenters Contact Information

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- Second Tuesday of the Month: O.U.R. Teleconference Call, October - June 9 am Pacific Time
- Vook Club: Always looking for books and videos for parents and children on these topics.




# Appendix

- **Signs and Symptoms of Abuse or Neglect**

- <https://www.helpguide.org/articles/abuse/child-abuse-and-neglect.htm>

- Will give red flags in the behavior of children and caregivers.

Every child deserves to grow up safe, happy and able to reach their full potential.



# How can you recognize a child that has experienced the trauma of maltreatment?

## ● Child's Behavior:

- 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.



- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.



- **Caregiver's Behavior:**

- 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 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



## ● Caregiver & Child Behaviors:

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

Note: a more comprehensive list of the warning signs of child abuse and neglect can be found by “clicking” [HERE](#)