

Child Welfare Pre-Service Training

The Effects of Abuse and Neglect on Child Development

Trainer Guide

March, 2011

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To the Trainer

Core Course Description

The Effects of Abuse and Neglect on Child Development presents information about how child development is effected by maltreatment and how the effects vary depending on age range. This course also provides information regarding the normal developmental milestones and stages so that learners are able to identify if a child is on task.

Course Time

The Effects of Abuse and Neglect on Child Development is an on-line course designed to be taught in 2 hours.

Following the learner's completion of the on-line course, there is a trainer guided review that reinforces the information that is contained in the course and provides the opportunity to assess learner's knowledge and address any questions.

Pre-requisite Skills and Case Flow

All courses are sequenced to accommodate pre-requisite skills and case flow; therefore, the courses must be scheduled using the course numbers 100-125.

Course Goals

The goal of **The Effects of Abuse and Neglect on Child Development** is to provide learners with information about:

- The four child developmental domains
- Environmental influences
- Normal developmental milestones and stages
- Effects of maltreatment on child development

Florida Competencies

The following competencies are addressed in **Effects of Abuse and Neglect on Child Development**:

- #20: Consider the physical and mental development of children and youth, birth through eighteen years of age, when making practice decisions.
- #21: Conduct age-appropriate interactions with children and youth, birth through eighteen years of age, that is sensitive to their emotional status and that allows the worker to determine their capacity for self-protection.
- #22: Demonstrate sensitivity to differences in human development.
- #25: Consider personal, interpersonal, family, social, and environmental factors that influence the incidence of child maltreatment when working with children and families.
- #27: Identify and document indicators of neglect and abuse, including sexual abuse, physical abuse, mental/emotional abuse and neglect, abandonment, and egregious abuse.

Course Objectives

Module 1: Infants and Toddlers

Module 2: Preschool Children, School Age Children, and Adolescents

- Identify family dynamics that contribute to child maltreatment.
- Describe ways to identify developmental warning signs of maltreatments.

Participant Handouts

- PG1 The Four Child Development Domains
- PG2 Environmental Influences

Normal Developmental Milestones

- PG3 Infants and Toddlers
- PG10 Preschool
- PG13 School Age
- PG16 Adolescents

Developmental Stages

- PG4-5 Infants and Toddlers
- PG11 Preschool
- PG14 School Age
- PG17 Adolescents

Effects of Maltreatment on Child Development

- PG6-9 Infants and Toddlers
- PG12 Preschool
- PG15 School Age
- PG18 Adolescents
- PG19-26 Healthy Child Development and Signs of Loss Abuse & Neglect
- PG27-30 Case Study Activity

Visual Aids

Overheads

Module 1:

- OH1 Early Recognition and Intervention
- OH2 Environmental Influences
- OH3 Developmental Domains
- OH4-7 Case Studies

The Effects of Abuse and Neglect on Child Development



This guide is for use following the learner's completion of the on-line course. This is a trainer guided activity for use as a review of the information contained in the course.

- Optional: Show the video "What is Childhood Trauma?".

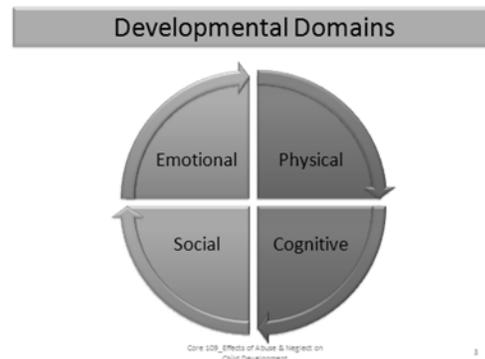
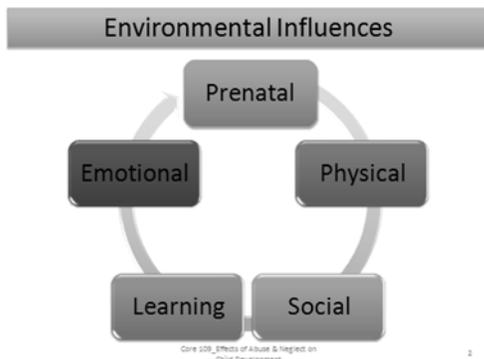


This video provides an introduction to the traumatic effects of abuse and neglect on children. There are multiple handouts located in the PG that will assist you during the discussion.

- Display **OH1, Early Recognition and Intervention** and review case studies with class.



- Display **OH2, Environmental Influences** and **OH3, Developmental Domains** and discuss.



Case Studies

Directions

Trainees were asked to read four case studies (PG27-PG30) and use the information in the Participant Guide to answer 4 questions.

1. Are there developmental concerns? What are they?
2. Which of the environmental influences are affected?
3. What are the child's overall strengths?
4. 4. Which developmental domains are affected? Discuss these scenarios and the trainees answers with the class.

Optional

Case Study 1: Hillary

Hillary is a 10-month-old Caucasian female. Her grandmother lives in a one-bedroom high-rise apartment and has raised Hillary since her drug-addicted mother left her. Hillary spends most of her time in a playpen or in an infant seat. She has great facial expressions and has begun to babble. She can sit only with assistance and does not tolerate being placed on her belly. She is unable to crawl and rolls over only occasionally.

1. At 10 months, she should have greater control over her gross motor skills. Should sit by herself without assistance, lie in different positions, and roll over easily.
2. Possible prenatal drug exposure; physical environment is restricted, which also negatively impacts her learning environment because it restricts the type of stimulation available to her.
3. Great facial expressions, has begun to babble.
4. Physical and Cognitive

Case Study 1: Hillary

- Hillary is a 10-month-old Caucasian female. Her grandmother lives in a one-bedroom high-rise apartment and has raised Hillary since her drug-addicted mother left her. Hillary spends most of her time in a playpen or in an infant seat. She has great facial expressions and has begun to babble. She can sit only with assistance and does not tolerate being placed on her belly. She is unable to crawl and rolls over only occasionally.

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Case Study 2: Jose

Jose is a 3 and 1/2 year old Hispanic male who is not potty trained. His mother says that he goes when he wants to and is too lazy to come inside or stop playing to go to the bathroom. Jose has a stuttering problem and has difficulty communicating his needs. His sentences consist of 2-3 word phrases. He looks down and does not engage in eye-to-eye contact. Mom reports that she has a terrible time controlling Jose. She says that he is very active and is always getting into trouble. You observe that Jose is withdrawn and timid. Mom is constantly yelling at and criticizing Jose. When it is time for Jose and his mother to leave, you observe Jose putting on his coat and Mom telling him “That’s not the right way, dummy” although you thought Jose was doing an okay job of putting on his coat.

1. Should have sufficient muscle control for toilet training; speech delays—should be very verbal, does not use language to communicate which may effect his social development. He is emotional, timid, withdrawn, does not make eye contact.
 2. Emotional Environment, mother is critical and has unrealistic expectations for his age group.
 3. Physically active.
 4. Physical, cognitive, emotional, social
- You must also know and understand age-appropriate behavioral expectations and be able to educate and counsel parents regarding proper child care practices and discipline strategies.
 - Many abusive parents have unreasonable expectations for their children’s behavior and often use discipline strategies that are not appropriate for their child’s level of development.



Advise learners that they will be documenting parental expectations for child behavior in the FSFN Safety Assessment and Family Assessment tools in order to assess child safety and service needs.

- A lack of understanding of normal development and abnormal expectations for the child’s stage of development may contribute to:
 - parental misinterpretation of a child’ s actions
 - an inability to assure child safety
 - providing inappropriate services
- There is a high correlation between maltreatment and developmental disabilities.
- Children with serious developmental problems or disabilities are at increased risk of maltreatment.

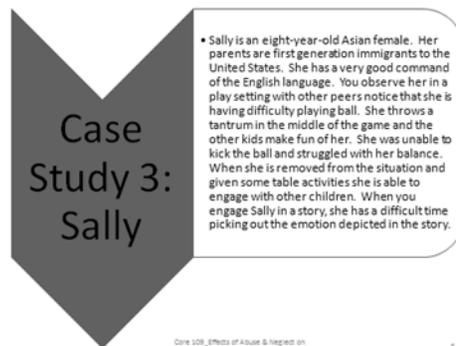
Case Study 2: Jose

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Case Study 3: Sally

Sally is an eight-year-old Asian female. Her parents are first generation immigrants to the United States. She has a very good command of the English language. You observe her in a play setting with other peers notice that she is having difficulty playing ball. She throws a tantrum in the middle of the game and the other kids make fun of her. She was unable to kick the ball and struggled with her balance. When she is removed from the situation and given some table activities she is able to engage with other children. When you engage Sally in a story, she has a difficult time picking out the emotion depicted in the story.

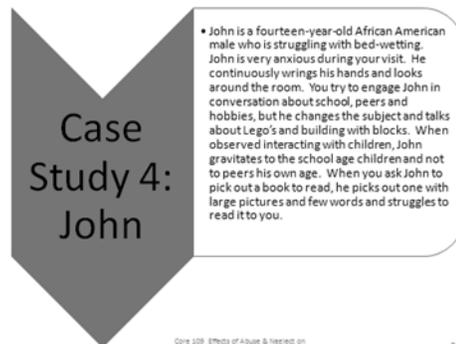
1. Generalized physical developmental delays; lacks skill and coordination. Thinking is typical of a younger child, more egocentric, lack of problem solving skills.
2. Social, her physical difficulties may impact her ability to make friends, may feel inferior, incapable around other children. Emotional, tantrums suggest she may not have developed coping skills to manage stressful situations.
3. Engaged with other children when removed from the physical situation and given table activities, has very good command of Engl.
4. Physical, cognitive, emotional, social



Case Study 4: John

John is a fourteen-year-old African American male who is struggling with bed-wetting. John is very anxious during your visit. He continuously wrings his hands and looks around the room. You try to engage John in conversation about school, peers and hobbies, but he changes the subject and talks about Lego's and building with blocks. When observed interacting with children, John gravitates to the school age children and not to peers his own age. When you ask John to pick out a book to read, he picks out one with large pictures and few words and struggles to read it to you.

1. Physical; bedwetting. Cognitive; cannot engage in conversation, thinking processes typical of much younger children, academically delayed. Social: gravitates to school age children, not his peers. Emotional: anxious, wrings his hands.
2. Social, learning, emotional.
3. Tries to converse with you, tries to read, seeks out company.
4. Physical, cognitive, emotional, social



Summary

Why is it critical for you to be able to identify stages of normal child development?

- The ability to assess a child's developmental levels and compare them with established norm is helpful for:
 - estimating the physical, intellectual, and social impacts of the maltreatment on the child;
 - evaluating if a parent's explanation of how an injury occurred makes sense:
 - Was the child developmentally capable of doing the action ascribed to him?
 - deciding if the child is receiving parenting that encourages "normal" child development:
 - Are indicators of neglect and/or poor attachment/bonding present?
 - deciding if a parent has realistic expectations of the child
 - screening the child for significant developmental delays that may put the child at risk and that indicate that the child would benefit from developmental services
 - deciding how to establish a good relationship and how to communicate more effectively with the child
- By recognizing delays and disabilities, you can provide supportive services to parents and increase child safety and help prevent further maltreatment.
- Accurate knowledge of a child's cognitive and emotional capabilities can also help understand the child's experience of separation and placement.
- You can plan and implement placement activities that:
 - minimize stress
 - help the child cope with placement
 - prevent negative consequences on the child's development