Module Two ~ The Dynamics of Child Maltreatment

- Display OH14, Module Two Objectives and discuss.

**Objectives**

- Identify the contributing dynamics to child maltreatment in families.
- Describe ways to look further into situations to identify the warning signs of maltreatment.
- Identify the effects of maltreatment on child development.
- Describe the Decision-Making Model.

How many child do you think are victims of child maltreatment each year? How many of these children do you think die as a result of the maltreatment?

**Background Knowledge/Experience**

Prior to beginning instruction for this module, relate the goal for this module to the learners’ job, emphasizing the importance and “need to know”.

**Goal:** To provide information about child maltreatment dynamics.

How many children do you think are victims of child maltreatment each year? How many of these children do you think die as a result of the maltreatment?

**Topic ~ Family Dynamics in Child Maltreatment**

**Materials**

- PG28-30 Family Dynamics in Child Maltreatment
- PG31-41 Florida Death Review Summary and Statistics
- PG42-43 Safe Sleeping
- PG44 Asphyxiation/Suffocation/Unsafe Sleep Environment
- PG45 Factors to Consider
- OH15 Dynamics
- OH16 Maltreatment Statistics
- OH17-18 Child Fatalities

- Display OH15, Dynamics and discuss. Record class responses.
  - What is a dynamic?
  - List some examples of dynamics that may be present in families who may abuse their children.

- Refer class to PG28-30, Family Dynamics in Child Maltreatment and present key points to compare with responses recorded or ask learners to provide additions.

- Provide examples from experiences during your own case carrying responsibilities.
Topic ~ Effects of Maltreatment on Child Development

Materials
- OH21 Recognizing the Effects of Maltreatment
- OH22 Early Recognition and Intervention
- OH23 Development
- OH24 Environments
- OH25 Prenatal Environment
- OH26 Physical Environment
- OH27 Social Environment
- OH28 Learning Environment
- OH29 Emotional Environment
- OH30 Developmental Domains
- OH31 Making Decisions
- PG48 Child Development Domains
- PG49 Normal Development Milestones: Infants and Toddlers
- PG50-51 Developmental Stages - Infants and Toddlers
- PG52-55 Effects of Maltreatment on Child Development - Infants and Toddlers
- PG56 Normal Developmental Milestones: Preschool
- PG57 Developmental Stages - Preschool
- PG58 Effects of Maltreatment on Child Development - Preschool
- PG59 Activity: Characteristics of School Age Children
- PG60 Normal Developmental Milestones: School Age Children
- PG61 Developmental Stages - 6-12 years
- PG62 Effects of Maltreatment on Child Development - School Age Children
- PG63 Normal Developmental Milestones: Adolescence
- PG64 Developmental Stages - Adolescence
- PG65 Effects of Maltreatment on Child Development: Adolescence
- PG66-73 Child Development and Signs of Loss, Abuse, or Neglect
- CD “What is Childhood Trauma?”

Establishing the “Need to Know”

⚠️ Conduct a discussion to introduce learners to the topic of child development and the effects maltreatment has on development. Use the questions on the following page to open the discussion.
Can you identify some behaviors that are typical for a 2 year old child?

What would concern you about a mother’s explanation that her 1-month old child rolled off the bed, suffering a skull fracture? - children at age 1 month can’t roll; height of bed?

Can you think of some effects that may occur when a child is subjected to abuse/neglect?

Why do you think that it is important to intervene quickly when a child is being abused/neglected?

- Display **OH21, Recognizing the effects of maltreatment?**
  - You must be able to identify normal child development to:
    - assess if a parent’s explanation of how an injury occurred is plausible
    - recognize developmental delays
    - effectively communicate with children
    - make appropriate service referrals

- Children who have been abuse/neglected often have developmental delays and/or display abnormal patterns of development.

- If you are able to identify these delays and/or abnormal patterns, it will help you in providing interventions.

- In addition, early recognition and appropriate interventions can greatly minimize the negative effects of maltreatment on the child’s development.

- 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 **OH22, Early Recognition and Intervention.**
  * You must be able to:
    * identify the nature of the child’s developmental problems.
    * refer the child for further assessment and diagnosis.
    * include developmental and remedial services in the case plan.

• 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.

  **Advisage 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 sanctions
  * 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.

• 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 an implement placement activities that:
  * minimize stress
  * help the child cope with placement
  * prevent negative consequences on the child’s development
Principles of Normal Child Development

- Display OH23, Development and discuss.
  * Development:
    * is an ongoing process
    * occurs throughout the life span
    * involves continuous change; sometimes referred to as “growth”
  - Development is directional and evolves in predictable, defined directions. It typically proceeds from simple to complex and is repeated in all developmental domains.
  - The same basic pattern is repeated in motor development; the movements of a newborn become increasingly complicated and efficient as the child grows.
  - Refer class to PG48, Child Development Domains and briefly review the information contained in the PG.

The influence of Environment on Development

- There are multiple environments that influence the course of development. Advise class that each of these environments will be discussed in detail.
- Display OH24, Environments and review.
  * Prenatal
  * Physical
  * Social
  * Learning
  * Emotional
- Display OH25, Prenatal Environment.
  * Chemical balance of the mother’s body
  * Presence of conditions or potentially toxic substances that can alter the developmental process

? Ask the class to provide examples of how the prenatal environment could be negatively effected?
- Mother’s use of drugs/alcohol
- Viral or bacterial diseases
- Direct traumatic injury to the fetus

- Display OH26, Physical Environment.
  * Air the child breathes
  * Nutritional value of food the child eats
  * Exposure to conditions that can lead to disease, accident, or injury including maltreatment

? Ask the class for examples of how the physical environment could have a negative impact on children?
- Lack of food
- Exposure/access to crack, meth
- Hazardous conditions
- Lack of supervision
• Display **OH27, Social Environment.**
  * Norms, values, belief systems, morals and
  * Standards of behavior that regulate life in the cultural group in which the child is raised.

? Ask the class to provide examples of how a child’s social environment could be negatively affected?
- Child is exposed to negative behavior as a norm
- Forced to commit crimes for parents; etc.

• Display **OH28, Learning Environment.**
  * Degree and type of stimulation available to child
  * Sensory input promotes and shapes cognitive development
  * Stimulation promotes establishment of neural pathways in the brain

? Ask the class to provide of how a child’s learning environment could be negatively affected?
- Children are left in crib for long periods of time
- Children locked in closets
- Parents have minimal interaction with children

• Display **OH29, Emotional Environment.**
  * Nature of the child’s interpersonal relationship and
  * The degree of nurturance available to the child

? Ask the class to provide examples of how the child’s emotional environment could be negatively affected?
- Exposure to domestic violence
- Mental injury

**Characteristics of the Four Developmental Domains**
- The rate and progress of a child’s development must be evaluated individually for each developmental domain.
- The term “normal” refers to the trait, not the child and describes what is typical for the majority of the group members.
- Developmental tasks are divided into four primary “domains”.
- Display **OH30, Developmental Domains.**
  * Physical
  * Cognitive or intellectual
  * Social
  * Emotional
Birth to 3 Years

- Refer class to PG49, Normal Developmental Milestones: Infants and Toddlers and provide the class with an overview of the developmental characteristics associated with this age group.

? What is the most important social task for a child, birth to 1 year of age?

? What is an important emotional milestone for a child, birth to 1 year of age?

? What are some of the characteristics of normal physical development for a toddler between the ages of 2 and 3?

- Refer learners to PG50-51, Developmental Stages and review the characteristics of children from birth through 3 years of age.
- Refer class to PG52-55, Effects of Maltreatment on Child Development: Infants and Toddlers and review the typical consequences of the specific injuries.

Briefly discuss some of the specific characteristics of infants and toddlers that place them at higher risk for maltreatment. This is also covered in the on-line course Placement Tasks.

Ages 3 through 5

? What are some of the characteristics of normal physical development for a toddler between the ages of 3 and 5?

- Refer class to PG56, Normal Developmental Milestones: Pre-School Children and provide the class with an overview of the developmental characteristics associated with this age group.

- Locate PG57, Developmental Stages and review the characteristics for pre-school children.

? Can you identify some possible effects that may occur in a child of this age range who is being abused/neglected?

- Refer class to PG58, Effects of Maltreatment on Child Development - Preschool Children.
Ages 6 through 12

- Refer class to PG59, Activity: Characteristics of School Age Children and ask them to identify each statement as T or F.

⚠️ When class is completed, review the correct answers as provided below.

Question #1: Which of the following characteristics represent normal “physical development” for children ages 6 to 12?

1. **True** The child grows an average of 3-4 inches per year.
2. **True** School age children are active, energetic, and in perpetual motion; they rarely stand still or walk when they can run, jump, tumble, skip, hop, or climb.
3. **True** School age children can perform complex maneuvers with apparent ease, such as: riding a bike with no hands; skate boarding; playing the piano; and balancing on a balance beam.
4. **True** Fine motor skills are refined and practiced through painting and drawing, crafts, using tools, building models, playing musical instruments, and other projects that require the use of the hands.

Question #2: Which of the following characteristics represent normal “cognitive development” for children ages 6 to 12?

1. **True** Concrete operational thinking replaces egocentric cognition.
2. **True** The child’s thinking becomes more logical and rational.
3. **True** Children develop the ability to understand other people's perspectives.
4. **True** Throughout the school age years, children become increasingly aware of, and able to consider, the needs and feelings of others.
5. **True** School age children use language primarily as a communication tool, to promote mutual understanding and to enhance relationships.
6. **True** School age children have an increasingly good short-term memory, which allows them to follow instructions, and once learned, to repeat complex activities on their own without assistance.

- Review PG60, Normal Developmental Milestones: School Age Children.

- Refer class to PG61, Developmental Stages – School Age Children and review the information.

- Refer class to PG62, Effects of Maltreatment on Child Development - School Age Children and review the information with learners.
Ages 12 through 18

? List some words or short phrases that come to your mind when you think of adolescence?

Possible answers are listed below

<table>
<thead>
<tr>
<th>Self-centered, selfish</th>
<th>Striving for independence</th>
<th>Moralistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical of adults/parents</td>
<td>Self-conscious</td>
<td>Mouthy</td>
</tr>
<tr>
<td>Moody, “up and down”</td>
<td>Show-off</td>
<td>Social/sociable</td>
</tr>
<tr>
<td>Committed to causes</td>
<td>Shy and self-conscious</td>
<td>Reserved, reclusive</td>
</tr>
<tr>
<td>False bravado</td>
<td>“I can do anything!”</td>
<td>Opinionated</td>
</tr>
<tr>
<td>Touchy</td>
<td>Can &quot;dream away the day&quot;</td>
<td>Defiant</td>
</tr>
<tr>
<td>Scared</td>
<td>Loyal to friends</td>
<td>Active fantasy life</td>
</tr>
<tr>
<td>Confused</td>
<td>Embarrassed</td>
<td>Wants own way</td>
</tr>
<tr>
<td>Self-absorbed, withdrawn</td>
<td>Conformist</td>
<td>Emulates heroes</td>
</tr>
</tbody>
</table>

- Review the correct answers (listed above) with the class, and refer to the additional information contained in PG63, Normal Developmental Milestones: Adolescence.

- Refer class to PG64, Developmental Stages- Adolescence and review the physical, socio-emotional and intellectual stages associated with adolescence.

- Refer class to PG65, Effects of Maltreatment on Child Development: Adolescence.

Refer class to PG66-73, Child Development and Signs of Loss, Abuse, or Neglect. Advise class that this job aid can be used in the field to assist them in identifying developmental delays.
Summary

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

- The benefits in being able to assess a child’s developmental levels and to 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