National Child Abuse Prevention Month is a time to acknowledge the importance of families and communities working together to prevent child abuse and neglect and to promote the social and emotional well-being of children and families. During the month of April and throughout the year, communities are encouraged to share child abuse and neglect prevention awareness strategies and activities and promote prevention across the country.
Phoenix Area Indian Health Services
MacArthur Lucio, LCSW
LCDR, USPHS
Social Work Consultant
Preventing Child Neglect through a Protective Factors Framework
Preventing Child neglect Though a Protective Factors Framework

ACKNOWLEDGEMENT

National Alliance of Children's Trust and Prevention Funds

The work builds on the Alliance and Nations efforts to elevate the conversation About child neglect.

Protective framework-research based
Key informant interviews/Serious of work sessions
Preventing Child Neglect Though a Protective Factors Framework

SCHEDULE

MORNING
1. Explore the Basics
2. Fact or Fiction

AFTERNOON
1. Protective Factor
   Everyone’s Responsibility
2. What We All Can Do
“1\textsuperscript{st} Things 1\textsuperscript{st}”

HOW ARE YOU FEELING TODAY?
Join the Interaction

Web Browser:

PollEv.com/macarthurluc857

Text:

TextMACARTHURLUC857 to 37607 once to join, then text your message

NOTE: When typing in a short phrase put: “ “ around the text or—

EXAMPLE: “Kids need love” or strong-families -win
Where do you work? Who do our represent?
1 - EXPLORE THE BASIC

Objectives

• Define child neglect
• Scope
• How culture may impact our perception of child neglect.
• Reflect and consider
Child Protection:

Questions for Discussion

• **Question #1:** Which form of child neglect do you feel is most common?

• **Question #2:** Does our culture play a prominent role in how we define and respond to neglect?

• **Question #3:** Do you believe that child neglect can actually be prevented? If yes, what would that entail? If not, why not?
Child Protection:

EXPLORE THE BASIC

Why teach on Neglect?

Child neglect is the most prevalent form of child maltreatment, with serious and long-consequences.

It is also the least clearly defined, understood and publicly recognized form of abuse.
Which form of child neglect do you feel is most common?
Child Protection:

EXPLORE THE BASIC

TYPES OF NEGLECT
Supervisory
Nutritional
Educational
Psychological
Medical
?????
As you watch the video, consider:
• What stands out to you as you watch the video?
• Did watching the video cause you to experience any emotions or thoughts in regards to your work?
• How might you use this video(or pieces of it) in your work?
Child Protection:

EXPLORE THE BASIC

Neglect is failure to provide for a child’s basic needs.

............that failure places children in HARM’S WAY

To add to the complexity.
Child Protection:

WHY IS NEGLECT IMPORTANT?

Child abuse and neglect affect children of every age, race, and income level. Research has identified many factors relating to the child, family, community, and society that are associated with an increased risk of child abuse and neglect.

Studies also have shown that when multiple risk factors are present, the risk is greater.
What are the risk factors.... that my contribute to neglect?
Child Protection:

-RISK FACTORS-

- Immaturity
- Unrealistic expectations.
- Stress.
- Substance use.
- Intergenerational trauma.
- Isolation.
Child Protection:

BY THE NUMBERS


Neglect-74.9
Physical-18.3
Sexual abuse-8.6
Medical - 2.2
Psychological-5.7
Other- 7.1

Child Maltreatment 2017

AZ stats

In FY 18 over 32,000 reports taken. 48,000 the year 2017.
In FY 18 out of those reports, 22,520 were neglect, 8,096 were physical abuse, 1,301 were Sexual abuse, 157 were for emotional abuse.

AZ DCS
Does our culture play a prominent role in how we define and respond to neglect?
Who should decide what is acceptable and what is not when determining the criteria for child neglect?

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<tr>
<th>The parents</th>
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<td>The police</td>
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<td>Social Services</td>
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<td>State policy</td>
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Child Protection:

Questions for Reflection:

Why do you think neglect is “often hidden and misunderstood”? 
Child Protection:
Child Protection:

2-FACT or FICTION

Objectives

- Discuss and recognize the difference between fact and fiction about neglect.

- Child neglect isn’t just a family matter! It is a community and a societal matter as well. We all have the privilege and responsibility to help prevent child neglect.

- Child neglect crosses all cultural, economic, geographic, social, religious and ethnic boundaries.
Myth #1: Child abuse only happens in lower economic classes of society.

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• **Fact:** Child abuse is all around us and doesn’t discriminate. It happens in big cities, small towns, in homes, schools and churches. It affects all races, socioeconomic classes and communities and can occur in many forms including physical abuse, emotional abuse, verbal abuse, mental abuse, sexual assault or neglect.
Myth #2: Strangers are often the perpetrators of child abuse.
Child Protection:

• **Fact:** [According to the 2016 Child Maltreatment report](#), the majority (77.6%) of perpetrators of child abuse and neglect are the child’s own parents. 6.2% of victims were maltreated by a relative other than a parent.
**Myth #3:** The most common form of abuse children experience is sexual abuse.

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Fact: The greatest percentages of children suffered from neglect (74.8%), meaning their caregivers failed to meet their basic needs including adequate health care, supervision, clothing, nutrition, housing as well as their physical, emotional, social, educational and safety needs. 18.2% of children were physically abused.
Myth #4: All abuse takes place by men, especially fathers.
Fact: While men are offenders in several cases, that doesn’t mean women aren’t also capable of abusing innocent children. Females are often overlooked as offenders; however, it has been suggested that women may have an easier time abusing children by taking advantage of their traditional caretaker role within a family. The 2016 Child Maltreatment report found that more than half of perpetrators responsible for the abuse or neglect of a child were women.
Myth #5: It is easy to identify a victim of child abuse or neglect.
Fact: Our society is taught to look for common signs of child abuse and neglect such as unexplained injuries, irrational fears, sudden changes in behavior and more. However, not all victims exhibit obvious signs of abuse. Even if children know they are experiencing a dangerous situation, they may be too afraid or ashamed to speak up. It is important that children are taught to recognize if they are being abused and feel safe reporting it.
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**Fact:** Child’s safety is the highest priority however, the simple removal of a child doesn’t fix the issue. Traumatic childhood experiences such as abuse impact how a child views him or herself and responds to the world. Trauma impacts important regions of the brain responsible for problem-solving, emotion regulation and memory.

- Child’s bond with his or her parents or their abuser makes the removal process even more difficult. It is important for children to get the necessary support they need from caring professionals and caregivers such as foster families immediately.
What leads to so many incorrect assumptions about child neglect?

<table>
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<tr>
<th>Lack of knowledge</th>
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<td>Discomfort in talking about it</td>
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<td>Previous misinformation</td>
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As you watch the video, consider:

• What stands out to you as you watch the video?
• Did watching the video cause you to experience any emotions or Thoughts in regards to your work?
• How might you use this video(or pieces of it) in your work?
Do you believe most people have adequate knowledge about child neglect?
Where do you feel most people get their information about child neglect?
Which of all the myths discussed today, do you feel is most common to the average person?

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<td>A</td>
<td>Poor people neglect their children more than those who are not poor.</td>
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<tr>
<td>B</td>
<td>Neglect occurs less frequently than other forms of child maltreatment.</td>
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<tr>
<td>C</td>
<td>Some cultures are more neglectful of their children than others.</td>
</tr>
<tr>
<td>D</td>
<td>Parents who neglect their children don't really love them.</td>
</tr>
<tr>
<td>E</td>
<td>We can't really prevent neglect.</td>
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QUESTION FOR REFLECTION

One of the most common assumptions is that neglect will be prevented if people just “do a better job of parenting their children.” What does that mean?

• What is a better job?
• How does culture impact that statement?
• How does our own history of parenting fit in here?
• Is it always possible for any of us to improve our parenting?
Child Protection:

- What other assumptions do we hold?
- Can you give some examples of how culture might impact this belief?
Child Protection:
Do you believe that neglect can actually be prevented? If yes, what would that entail. If not, why not?
Child Protection:
Child Protection:

3-Everyone’s Responsibility

Objectives

Participants will be able to:

• Discuss how neglect can occur and also be prevented at multiple levels.

• List the protective factors that help shield individuals and families from the risk factors of neglect.

• Personalize the message by demonstrating how the protective factors have played a part in their lives.
3-Everyone’s Responsibility

Questions for discussion

• If you had to give an “elevator speech” about the value of protective factors to mitigate child neglect, what points might you include?
Child Protection:
A growing number of child welfare jurisdictions are adopting a protective factors approach for child welfare.

Research-informed approach use to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five protective factors:
What do you believe are protective factors?
As you watch the video, consider:

- What stands out to you as you watch the video?
- Did watching the video cause you to experience any emotions or thoughts in regards to your work?
- How might you use this video (or pieces of it) in your work?
Child Protection:

*The protective factors are...*

---BUILD A SHIELD---

1) Parental Resilience - (F) (S)
2) Social Connections - (C) (S)
3) Knowledge of Parenting and Child Development (I) (F) (S)  
   Nurturing and Attachment (I) (S)
4) Concrete Support in Times of Need (C) (S)
5) Social and Emotional Competence of Children (I) (S)
Think of a time when one of the protective factors shielded you, your family or someone in your neighborhood or community from experiencing the damaging effects of child neglect.

Do you believe that building protective factors provides a shield against the risk factors that can contribute to child neglect? Y/N
PROTECTIVE FACTORS

PARENTAL RESILIENCE
SOCIAL CONNECTIONS
KNOWLEDGE of PARENTING and CHILD DEVELOPMENT
CONCRETE SUPPORT in TIMES of NEED
SOCIAL and EMOTIONAL COMPETENCE of CHILDREN
Child Protection:

Resilience

The human capacity to face, overcome, be strengthened by and even transformed by the adversities of life.
Parental resilience

The ability to recover from difficult life experiences and often to be strengthened by and even transformed by those experiences.

What it looks like

Resilience to general life stress

• Hope, optimism, self confidence
• Problem solving skills
• Self care and willingness to ask for help
• Ability to manage negative emotions

Resilience to parenting stress

• Not allowing stress to interfere with nurturing
• Positive attitude about parenting and child
Parental Resilience

Parents (REALITY)
• Have their own trauma history
• Have co-occurring issues (DV, substance abuse, etc.)
• Feel negative about themselves
• Worry about seeking help for their child
• Be parenting children who have experienced trauma
• Be parenting children with special needs
• Worry about what could happen to their children in hostile environments
Parental Resilience

--Potential Role--

• Project a positive and strengths-based approach to the family
• Support the family as key decision-makers and validating and supporting good decisions
• Make self-care a part of the case plan
• Encouraging the parent to explore & address their own past experiences of trauma
• Normalize that parenting is stressful and help parent plan proactively for stressful parenting situations
• Acknowledge / be aware of societal trends that have had a negative impact
Parental resilience

Everyday actions (GOAL)

• Demonstrate in multiple ways that parents are valued
• Honor each family’s race, language, culture, history and approach to parenting
• Encourage parents to manage stress effectively
• Support parents as decision-makers and help build decision-making and leadership skills
• Help parents understand how to buffer their child during stressful times
Social Connections

Positive relationships that provide emotional, informational, instrumental and spiritual support. Positive relationships that provide emotional, informational, instrumental and spiritual support.

What it looks like

• Multiple friendships and supportive relationships with others
• Feeling respected and appreciated
• Accepting help from others, and giving help to others
• Skills for establishing and maintaining connections
Social Connections

Parents (REALITY)

Be socially isolated

Have a history of conflicted relationships

Not have the skills and tools to develop or recognize positive relationships
Social Connections

--Potential Role--

Model good relational behavior
Help the caregiver develop stronger relational skills
Engage the family’s broader network
Help the family identify supporters in their network who will contribute positively
Encourage the caregiver to expand or deepen their social network as part of the case plan
Encourage caregiver to address barriers to developing healthy social connections such as anxiety or depression
Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.

Everyday actions (GOAL)

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support
- Promote engagement in the community and participation in community activities
Building an Eco-map

- Child
- Sister
- Parent at your child’s school
- Friend
- Co-worker
- Spouse
- Co-worker
- You
Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.

**What it looks like**

- Nurturing parenting behavior
- Appropriate developmental expectations
- Ability to create a developmentally supportive environment for child
- Positive discipline techniques; ability to effectively manage child behavior
- Recognizing and responding to your child’s specific needs
Parents (REALITY)

- Have conflicting demands which make participation in parenting classes hard.
- Have developmental and processing challenges
- Be parenting children with atypical behavior
- Have negative parenting models
---Potential Role---

• Connect parents to parenting education classes or resources
• Model appropriate expectations and parenting behavior
• Underline the importance of nurturing care & help the parent value their role
• Provide “just in time” parenting education
• Help the caregiver identify a series of trusted informants that they can turn to when they need parenting information
• Provide information on trauma and its impact on development
Knowledge of parenting & child development

Everyday actions (GOAL)

• Model developmentally appropriate interactions with children
• Provide information and resources on parenting and child development
• Encourage parents to observe, ask questions, explore parenting issues and try out new strategies
• Address parenting issues from a strength-based perspective
Child Protection:

What knowledge do parents need?
Where do we see inappropriate developmental expectations?
Where do we see a lack of strategies?
Where do we see parents getting frustrated?
Concrete support in times of need

Access to concrete support and services that address a family’s needs and help minimize stress caused by challenges.

What it looks like

• Seeking and receiving support when needed
• Knowing what services are available and how to access them
• Adequate financial security; basic needs being met
• Persistence
• Advocating effectively for self and child to receive necessary help
Concrete Support in Times of Need

Parents (REALITY)

• Be mistrustful of services and systems

• Face concrete barriers to accessing services
Concrete Support in Times of Need

--Potential Role--

- Encourage help seeking behavior
- Working with the family to understand their past experience with service systems
- Help the family to navigate complex systems
- Help the caregiver understand their role as an advocate for themselves and their child
Everyday actions (GOAL)

• Respond immediately when families are in crisis
• Provide information and connections to services in the community
• Help families to develop skills and tools they need to identify their needs and connect to supports
Concrete support

A bridge to services

You/Me
Social & Emotional Competence of Children

Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships

What it looks like

**For the parent:**
- Warm and consistent responses that foster a strong and secure attachment with the child
- Encouraging and reinforcing social skills; setting limits
- Validation

**For the child:**
- Age appropriate self-regulation
- Ability to form and maintain relationships with others
- Positive interactions with others
- Effective communication
Children may…(REALITY)

- Be struggling with the impact of trauma, loss and separation
- Have experienced disruption to core attachment relationships
- May not have received the nurturing needed to set a strong foundation for social emotional development
- Developmental delays.
Social-Emotional Competence of Children

---Potential role---

• Stay attuned to trauma and how it impacts the child’s relationships

• Increase caregiver’s capacity to nurture social-emotional competence

• Connect the family to resources that can help support the child’s social-emotional development

• Provide families with support in dealing with children’s attachment issues and/or challenging behaviors
Why is social emotional competence important?
Children with a strong foundation in emotional vocabulary:

• tolerate frustration better
• get into fewer fights
• engage in less destructive behavior
• are healthier
• are less lonely
• are less impulsive
• are more focused
• have greater academic achievement

(Center for the Social Emotional Foundation for Early Learning)
Social & Emotional Competence of Children

Everyday actions (GOAL)

• Help parents foster their child’s social emotional development (Refer to parenting)
• Model nurturing care to children

• Include children’s social and emotional development activities in programming

• Help children develop a positive cultural identity and interact in a diverse society

• Respond proactively when social or emotional development needs extra support
4-What We All Can Do
As you watch the video, consider:

• What stands out to you as you watch the video?
• Did watching the video cause you to experience any emotions or Thoughts in regards to your work?
• How might you use this video(or pieces of it) in your work?
I have already been implementing some of the strategies mentioned as manageable steps, but did not realize that I might have been helping to prevent child neglect.
For me personally, the most challenging place to make a difference in preventing child neglect is:

| A | in my own individual life |
| B | in my family and relationships |
| C | in my neighborhood/community |
| D | in society as a whole |
INDIVIDUAL-self development
FAMILY-
COMMUNITY-
SOCIETY-advocacy
“As communities, it is our responsibility to protect children from abuse, neglect, mistreatment and harm. All children deserve to thrive in an environment that promotes healthy brain development; cultivates emotional, cognitive and behavioral abilities; and builds resilience.”

James Roberson, Vice President of Program Services, KVC Hospitals
The distance between dreams and reality is called ACTION.
Questions for Discussion

Question #1: How impactful might it be if everyone in the community knew about child neglect...what causes it, some of the myths associated with it and some practical ways to address it?

Question #2: Throughout these four modules, we have stressed the role culture plays in child neglect. What role does culture play in our even discussing the issue? Is it an open topic - one people feel free to discuss? How might we make it easier to discuss and, therefore, make it easier to prevent?

Question #3: Having participated in these four learning sequences, what have you learned about the issue of child neglect? What might that mean in regard to your efforts to prevent neglect?
In FY 18 over 32,000 reports taken. 48,000 the year 2017.

In FY 18 out of those reports, 22,520 were neglect, 8,096 were physical abuse, 1,301 were Sexual abuse, 157 were for emotional abuse.

As of February 2018 DCS nearly 14,270 children in Out of Home Care, down from 17,390 in FY 2017.

A little over 950 American Indian/Alaska Natives in Out of Home Care down from over 1600 a year ago
Child Protection:

Theory of Change

The Theory of Change identifies a set of assumptions and actions that we all can take with children, families, communities and society in order to prevent child neglect.
The greatest percentages of children suffered from neglect (74.9%), followed by physical abuse (18.3%).

Children in their first year of life had the highest rate of victimization.

More than half of perpetrators responsible for the abuse or neglect of a child were women.

65.7% of reports of abuse were made by professionals including teachers, police officers, lawyers, and social services.

A nationally estimated 1,750 children died from abuse and/or neglect.
Child Protection:

• During FY2017, Child Protective Service agencies received an estimated 4.1 million referrals involving 7.5 million children.

• 676,000 children were confirmed to be victims of abuse and neglect and received services such as in-home family support and foster care.

• 65.7% Professionals Teachers, police officers, lawyers, social service staff
• 19.4% Education personnel
• 18.3% Legal and law enforcement personnel
• 11.7% Social services personnel
Child Protection:

MOST COMMON TYPES OF ABUSE

74.9% Neglect
18.3% Physical Abuse

• THE PERPETRATORS

A perpetrator is the person who is responsible for the abuse or neglect of a child. 83.4% of perpetrators were between the ages of 18 and 44 years and more than half of perpetrators were women. Women-54.1%; Men 45.0%
Child Protection:

- FFY 2016-4.1 million reports were made to CPS concerning the safety and well-being of approx. 7.4 million children. Nationally estimated 676,000 (unique count) children were found to be victims of child abuse or neglect.

- AZ DCS- FY 2018 - Over 32,000 reports taken.
  - 22,520 reported as neglect,
  - 8,096 reported as physical abuse
  - 157 reported as emotional abuse
  - 1,301 reported as sexual abuse
Child Protection:

Children’s Social Emotional Skills to Build

- Recognize and Communicate Emotions
- Control Response to Feelings
- Develop Strategies
- Empathize
Social-emotional competence

- Positive Relationships and Supportive Environments
- Social Emotional Teaching Strategies
- Intensive Individualized Interventions
Child Protection:

Building blocks of resilience

Prepare for Action

Internal Inventory

Skills and Attitudes

Take action

Make good choices

Problem-solve

Gather resources

Recognize challenges

Acknowledge feelings

Communication skills

Coping strategies

Belief system

Hope
Increasing knowledge about and understanding of the issue of child neglect is a good way to motivate others to take their own role in preventing child neglect seriously.
I believe that finding small but significant steps where I can begin to help prevent child neglect will be most manageable for me:

in my own individual life

in my family and relationships

in my neighborhood/community

in society as a whole
What are the types of neglect?
Child Protection:

EXPLORE THE BASIC

• The Child Abuse Prevention and Treatment Act (CAPTA)
  (42 USCA -51g).
  “Any recent act or failure to act on the part of a parent or caregiver, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”

Legal -STATE Definitions:

1) AZ Statute:
   A.R.S. § 8-201[Arizona revises statutes, Title 8 Children]
   22. "Neglect" or "neglected" means:

2) New Mexico Statutes 32A-4-1,et seq.:Child Abuse and Neglect