Module 1: Course Introduction

1.1 Introduction

Notes:

1.2 Welcome

Notes:

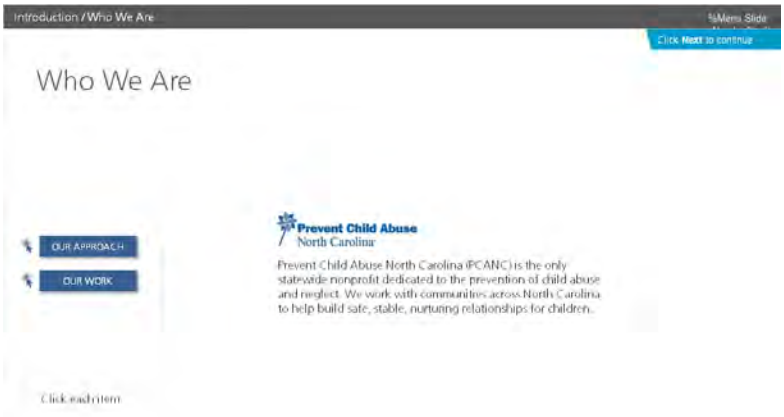
Welcome to the course on Recognizing & Responding to Suspicions of Child Maltreatment. In this course we'll look

at the indicators of child maltreatment, North Carolina mandatory reporting laws, and some legal definitions of abuse and neglect.

We'll also talk about making referrals of suspected child maltreatment and some of the barriers to reporting incidents.

This training is appropriate for professionals, volunteers, coaches, staff, directors, administrators, and members of the general public interested in learning more about child maltreatment prevention.

1.3 Who We Are

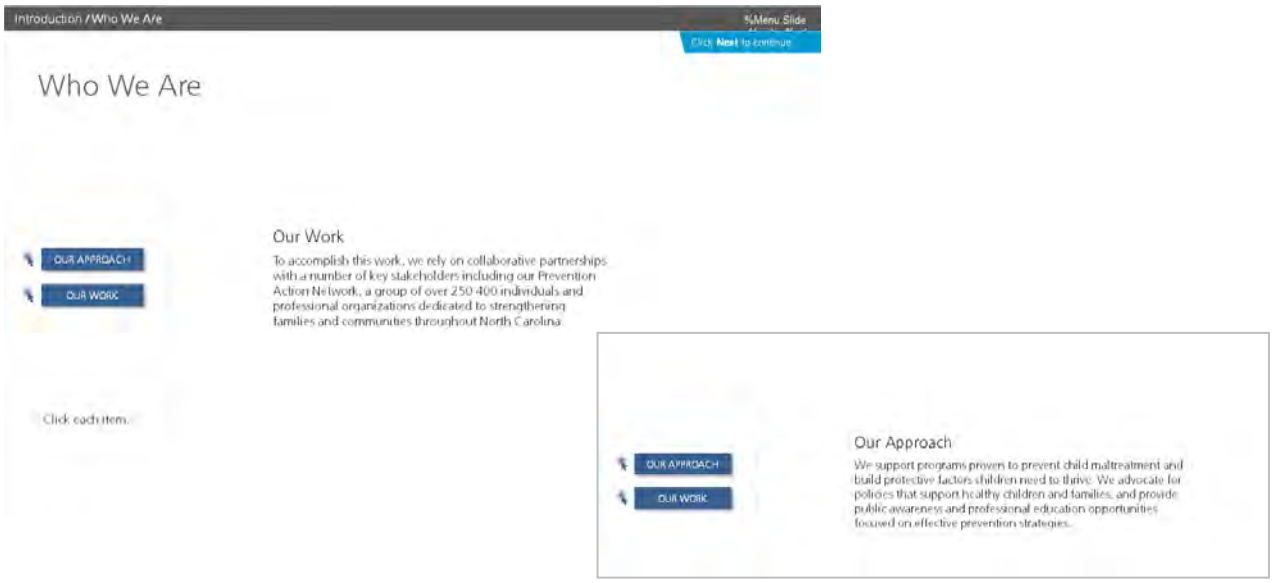


Notes:

In case you are not familiar with us and our work, we'd like to introduce ourselves. Prevent Child Abuse North Carolina, or PCANC, is the only statewide nonprofit dedicated to the prevention of child abuse and neglect. We work with communities across North Carolina to help build safe, stable, nurturing relationships for children.

We support programs proven to prevent child maltreatment and build protective factors children need to thrive. And we advocate for policies that support healthy children and families and provide public awareness and professional education opportunities focused on effective prevention strategies.

our work (Slide Layers)



1.4 Our Partnerships

Notes:

PCANC relies on collaborative partnerships with a number of key stakeholders including our Prevention Action Network, a group of over 400 individuals and professional organizations dedicated to strengthening families and communities throughout North Carolina.

Thank you to our partners at NC DHHS for investing in PCANC and this course. To learn more about what we do, visit www.preventchildabusenc.org <http://www.preventchildabusenc.org/>.

Funding for this training, available in Spanish, is made possible through a grant from the North Carolina Department of Public Safety.

1.5 About This Course

Notes:

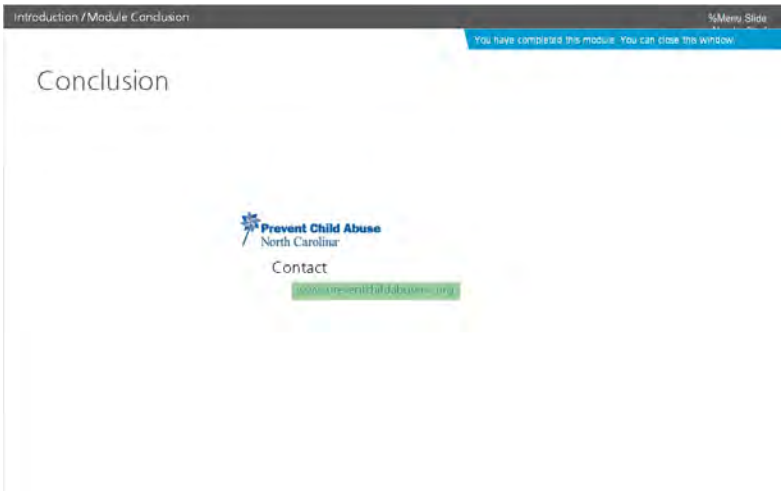
We have organized this course around 3 areas.

First, we'll look at a framework that can help you understand how child abuse happens and strategies that can lower the risk of child abuse from happening to begin with.

The Strengthening Families Protective Factors Framework will not, of course, prevent all child abuse from happening, so we will go through a series of modules that explain how to recognize the different types of child abuse and how to recognize indicators for each type.

Finally, we'll go through a series of modules that explain when, why, and how to make referrals when you see indicators of abuse and information on the rights of persons reporting child abuse and neglect when English is not their first language.

1.6 Conclusion



Notes:

As you work through this course, if you have any problems or questions, please let us know.

The next module will get you started with the Strengthening Families Protective Factors Framework.

Module 2: The Protective Factors Framework

1.1 Introduction

1.2 What is Child Maltreatment?

Notes:

Child maltreatment encompasses both child abuse and neglect. We use the definition shown here as our formal definition of child maltreatment.

Click each of the items to see definitions of child abuse and neglect.

Abuse (Slide Layer)

Neglect (Slide Layer)

1.3 What Causes Child Abuse & Neglect

Notes:

There is no single cause of child abuse and neglect-it can be a complex combination of factors involving not just the child and parent, but other sources of impact as well.

Here is a simple model that shows how society, community, families, and the individual all contribute to both risks and the well-being of families and children.

Child maltreatment is the result complex interactions between individuals and their environment that influence both development and behavior.

In this module, we will look more closely at how this connection between society, community, families, and the individual works.

2. The Five Protective Factors

2.1 An Analogy

Notes:

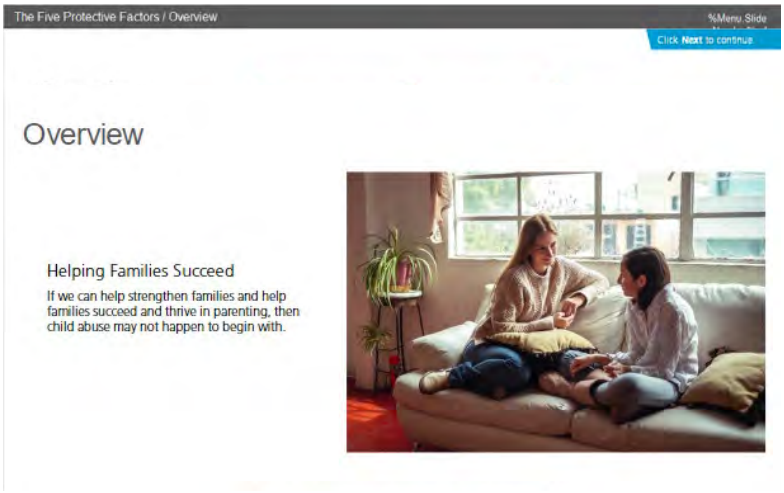
The model can be used to think about both risks a family faces and what we call “Protective Factors” that can mitigate those risks.

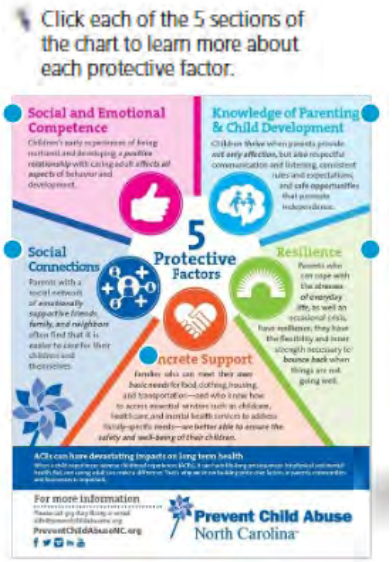
Let’s look at an example that demonstrates how risk and protective factors work.

Seat belts are designed to be protective. Wearing a protective seatbelt reduces your risks, but other factors can influence the outcome of your drive. These factors can be at the **Individual** level, **Family** level, **Community** level, and **Society** level.

So, we see that there are many things that can increase or reduce risk for families, and many things that can increase or reduce protection.

2.2 Overview





Notes:

Preventing and responding to child maltreatment is first and foremost about helping families succeed. We take an upstream approach-that is, if we can help strengthen families and help families succeed and thrive in parenting, then child abuse may not happen to begin with.

So, let's start by looking at how we can strengthen families and support parents. This begins with understanding that the families we encounter can and want to be better parents.

Research has shown that there are five protective factors that help families succeed, and that increasing these five protective factors is an effective way to help parents be successful and reduce the risk of child maltreatment occurring.

Read the description for each of the five factors, and then click on each factor to learn more about each.

Knowledge of Parenting & Child Development (Slide Layer)

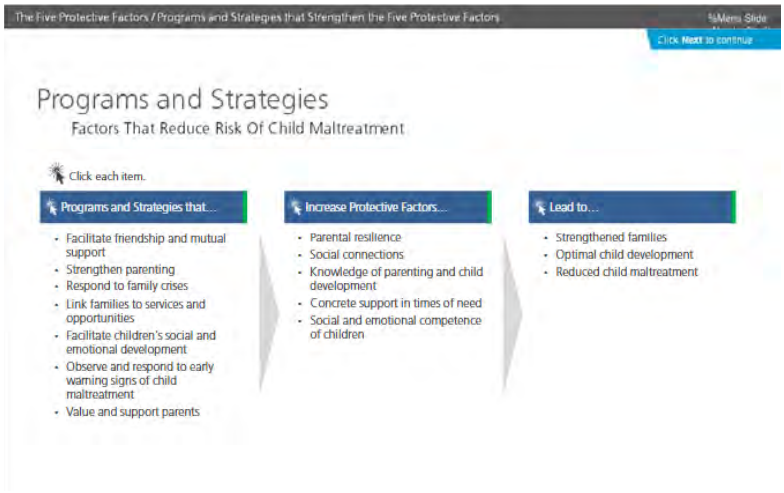
Parental Resilence (Slide Layer)

Concrete Support in Times of Need (Slide Layer)

Social Connections (Slide Layer)

Social and Emotional Competence of Children (Slide Layer)

2.3 Programs & Strategies



Notes:

Research shows that certain programs and strategies can strengthen the Five Protective Factors. This, in turn, leads to certain major benefits.

Click each item to see the details.

2.4 Identifying Risks vs strengths

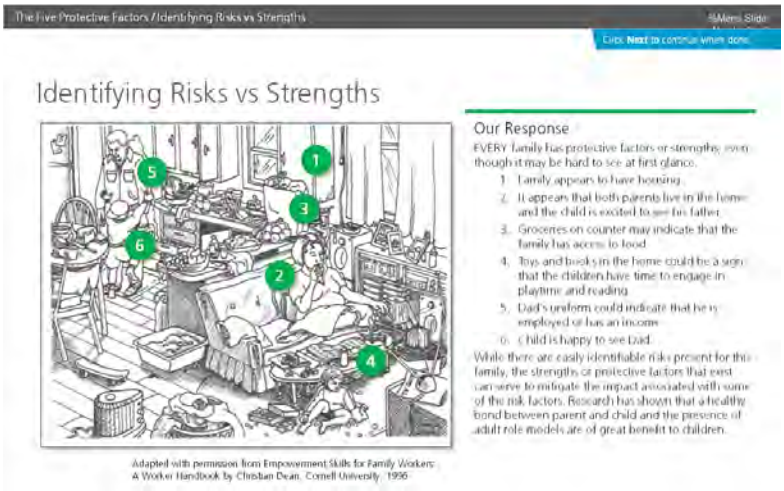
Notes:

EVERY family has protective factors or strengths, even though it may be hard to see at first glance. Here are some of

this family's strengths as identified by previous participants. See how they compare with your list.

When you are ready, click the **Continue** button.

our response (Slide Layer)



2.5 What we Know: Importance of Relationships

Notes:

We know that families thrive when protective factors are robust in their lives and communities.

Research has shown that an environment of relationships shapes the intellectual, social, emotional, physical, behavioral, and moral development of children.

Caregivers are the active sculptors of their children's growing brains and the caregiver's emotional availability and empathic responsiveness is an important part of that environment.

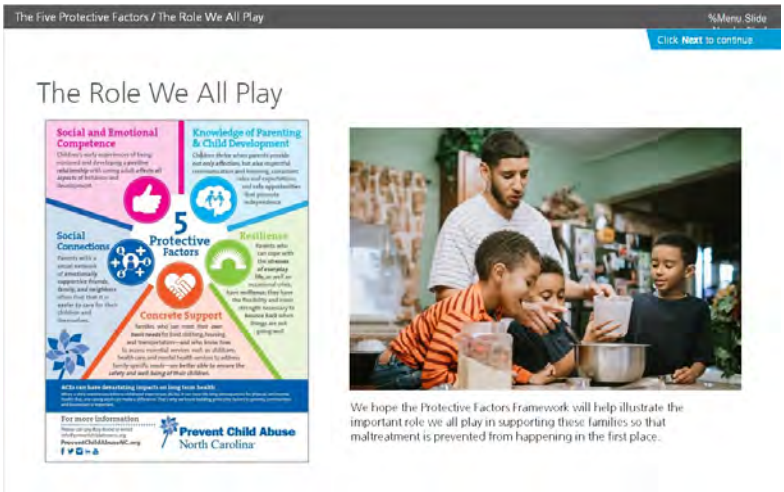
2.6 Immigrant Families

Notes:

Today families often move from one place to another in search of better opportunities and therefore, families are living far from each other and may not have relatives who can provide much support.

This is true of immigrants who move here from other countries.

2.7 The Role We All Play



Notes:

As you move through this course, you may think of families that you have encountered in personal and professional settings. We hope the Protective Factors Framework will help illustrate the important role we all play in supporting these families so that maltreatment is prevented from happening in the first place.

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3. Knowledge Check

3.1 Quick Question

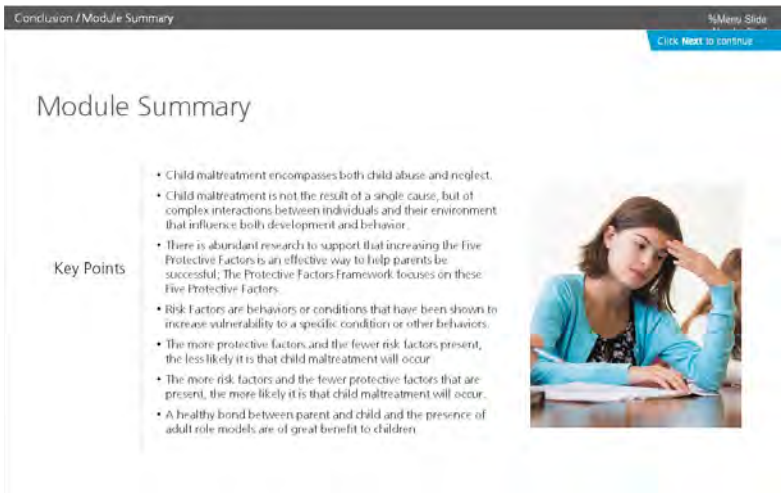
(Multiple Choice, 10 points, 1 attempt permitted)

Notes:

Which of the following families are more likely to be affected by Child Maltreatment?

4. Conclusion

4.1 Module Summary



Notes: Here are some important points we covered in this module.

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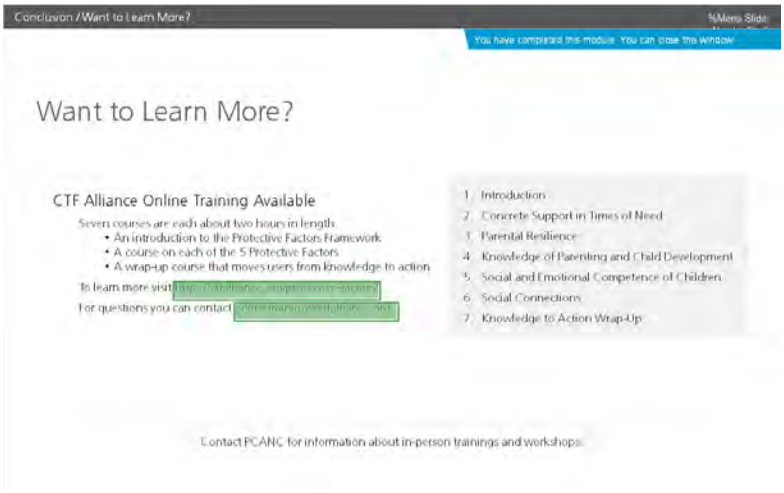
4.2 Want to Learn More?



Notes:

Would you like to learn more about the Protective Factors Framework? There is online training available to support the implementation of the Strengthening Families Protective Factors Framework in multiple settings.

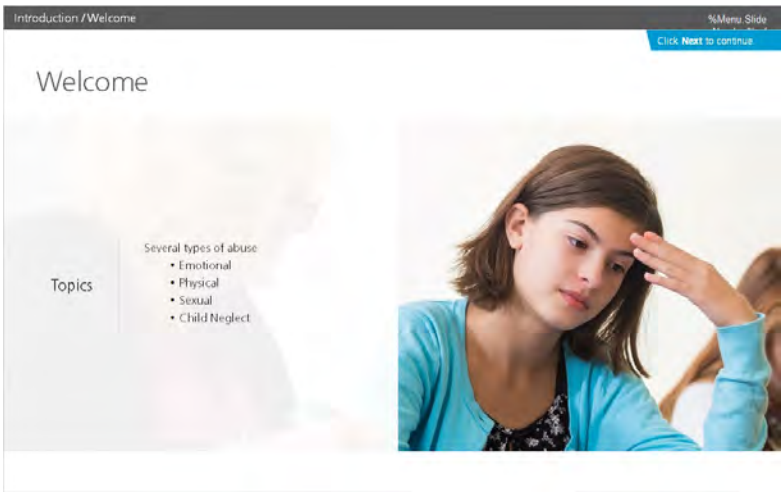
These trainings are available at no cost. To learn more, visit the CTF Alliance.

You can also contact us here at PCANC for information about in-person trainings and workshops.

Module 3: Types of Abuse

1.1 Introduction

1.2 Welcome



Notes:

In this module, we'll look at several types of abuse: Emotional, Physical, and Sexual abuse, as well as Child Neglect. We'll look at definitions, examples, and indicators, and we'll discuss case studies and special considerations.

By the end of the module you should be able to recognize each type of abuse.

1.3 About Indicators

Notes:

A quick note before we get started…

For each of the abuse types we will be discussing, we will be referring to **indicators** of child maltreatment.

It is important to remember that indicators are considered red flags. They are not always definitive signs that maltreatment is occurring. Children exhibit a variety of behaviors based on developmental stages and abilities or exposure to environmental stressors.

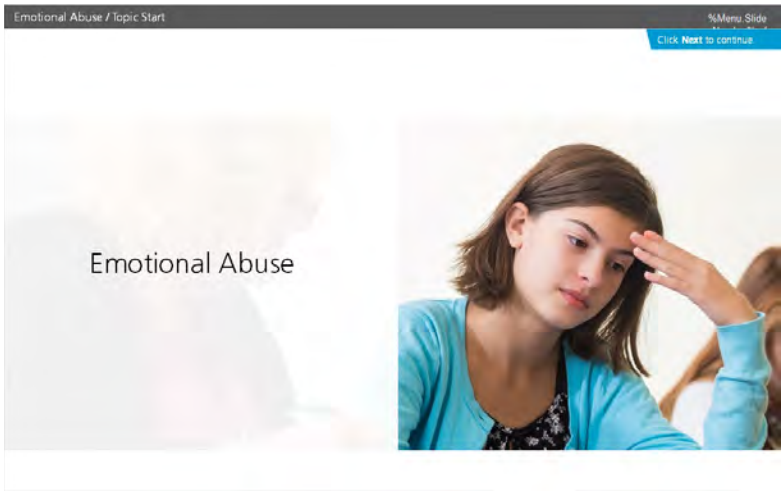
Throughout this training we will talk about the variety of factors we should consider when red flags arise.

When indicators occur together or repeatedly, this is a strong sign that child maltreatment may be present.

Indicators can be physical, emotional, or behavioral.

2. Emotional Abuse

2.1 Emotional Abuse - Start



2.2 Look at This Picture

Notes:

When you look at this picture, you can imagine what this parent could be saying to her daughter.

Maybe her daughter didn't do her homework, forgot to clean her room, came home late, or was picking on a sibling.

Parents may get frustrated with their children and sometimes may raise their voices...

But emotional abuse is very different.

2.3 Examples of Emotional Abuse

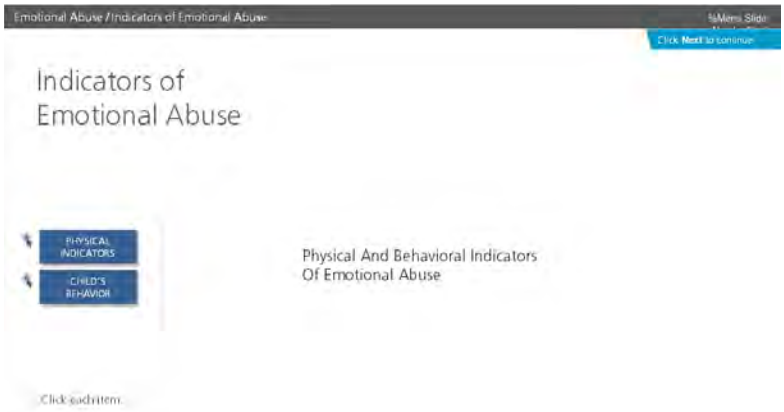
Notes:

Emotional Abuse is constant and recurring.

It's not the mom raising her voice to her daughter shown in the picture, but sustained and repetitive verbal assaults or coercive measures. Here are some examples...

Emotional abuse can be one of the most damaging forms of abuse. It can exist alone, and it is a component of all other types of maltreatment.

2.4 Indicators of Emotional Abuse



Notes: There are physical and behavioral indicators of emotional abuse. Click each button to learn more about what to look for.

PHYSICAL INDICATORS (Slide Layer)

2.5 Indicators of Emotional Abuse - Case Study

Notes:

Let's learn more about indicators of emotional abuse by reviewing this case study involving Hannah, her mother Tina, and her gymnastics coach.

Read the description to see what is happening with Hannah.

Then click on the Coach to learn what she does to address Tina's situation.

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coach (Slide Layer)

feedback (Slide Layer)

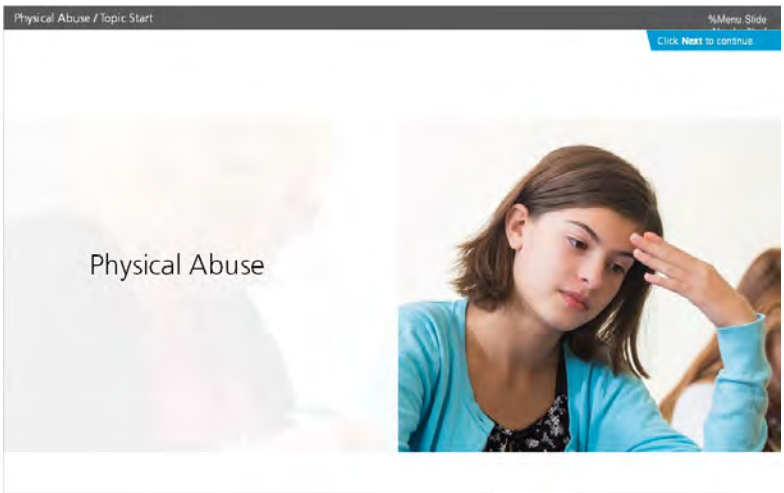
2.6 Topic Summary

Notes:

Here are some important points you learned about in this topic.

3. Physical Abuse

3.1 Physical Abuse - Topic Start



Notes:

3.2 Physical Abuse - Definition

Notes:

Physical abuse is defined as non-accidental serious injury or injuries to a child. It can include any serious injury or risk of serious injury to a child by other than accidental means.

3.3 Accidental vs. Suspicious Injuries

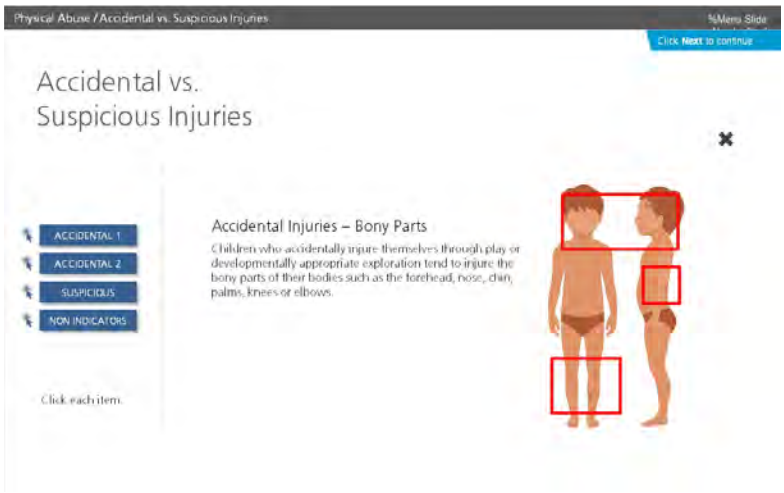
Notes:

Because children are objects in motion, injuries are inevitable.

When trying to determine if an injury is suspicious, consider the following things.

one (Slide Layer)

two (Slide Layer)



three (Slide Layer)

four (Slide Layer)

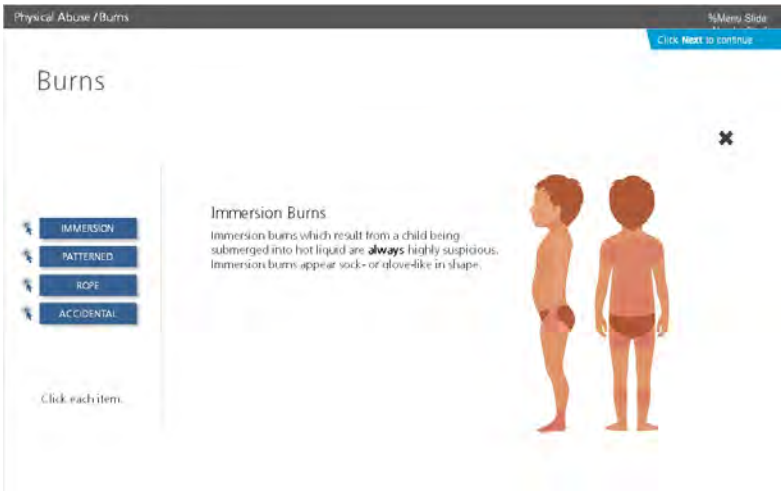
3.4 Burns

Notes:

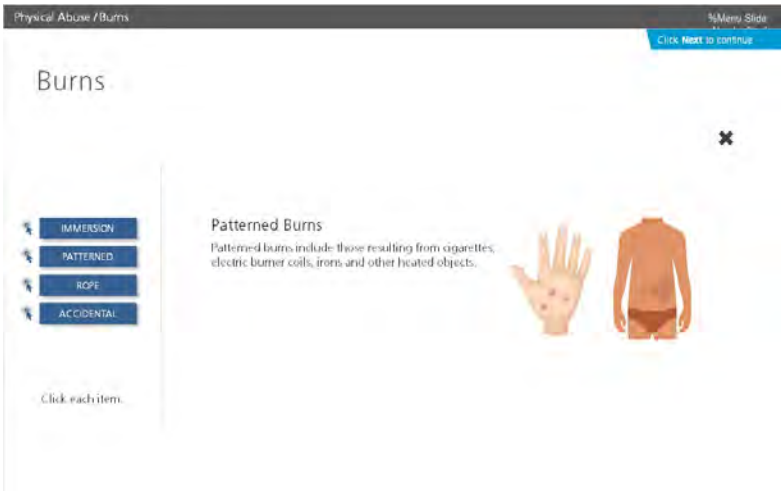
Children have thinner, more sensitive skin than adults, and serious burns happen more quickly.

If you see burns in addition to bruises or other physical injuries, there is high reason to suspect child maltreatment.

one (Slide Layer)

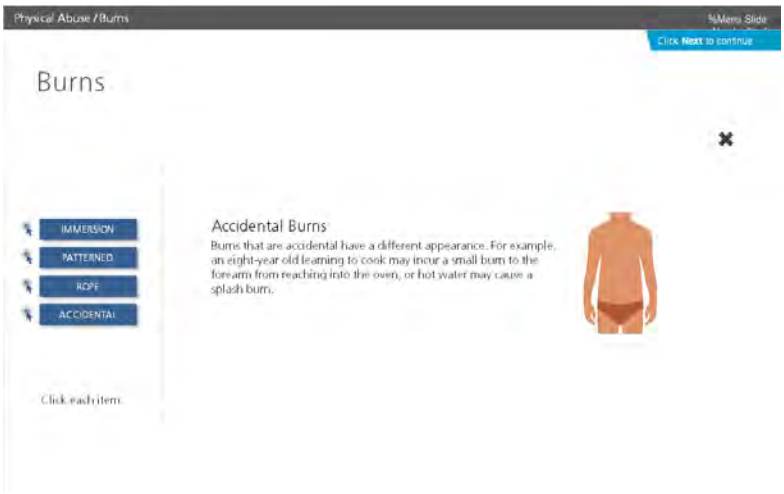


two (Slide Layer)

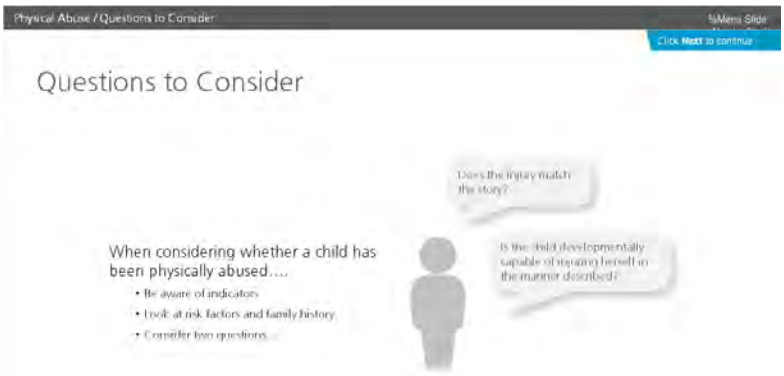


three (Slide Layer)

four (Slide Layer)



3.5 Questions to Consider

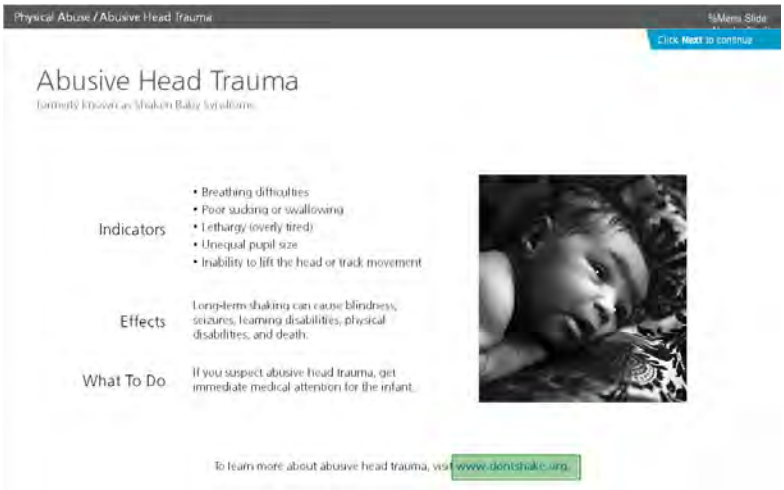


Notes:

In addition to being aware of indicators-looking at risk factors and family history-there are two questions we should ask ourselves when we are considering whether a child has been physically abused.

- Does the injury match the story?
- Is the child developmentally capable of injuring herself in the manner described?

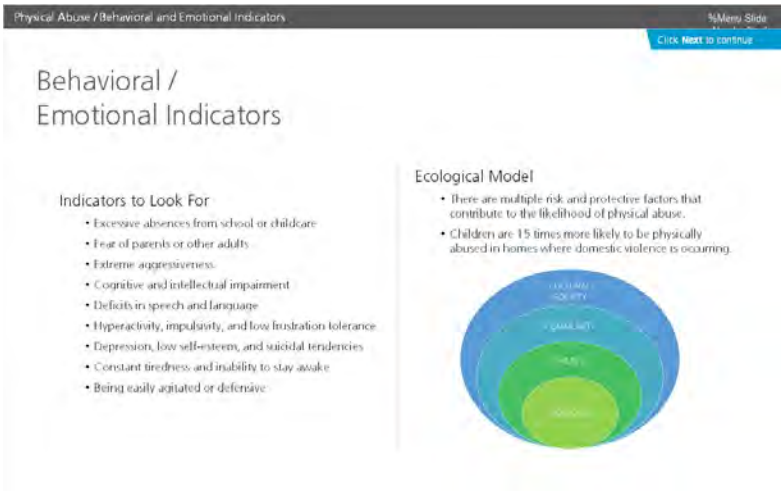
3.6 Abusive Head Trauma



Notes:

Abusive Head Trauma (formerly known as Shaken Baby Syndrome) is due to the weakness of neck muscles relative to the size of a baby's head, and it only takes a few seconds of strong shaking to cause serious damage to a child.

3.7 Behavioral / Emotional Indicators



Notes:

Physical abuse can also result in behavioral or emotional indicators. Here are some indicators to look for:

It is important to consider the ecological model; there are multiple risk and protective factors that contribute to the likelihood of physical abuse. For example, research indicates that children are 15 times more likely to be physically abused in homes where domestic violence is occurring.

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3.8 Quick Question

(Multiple Choice, 10 points, 1 attempt permitted)

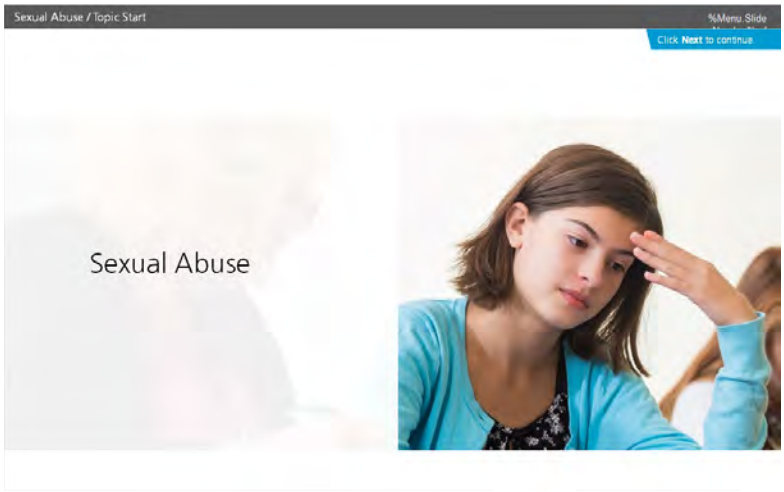
Notes: Here's a quick question for you.

3.9 Topic Summary

Notes: Here are some important points you learned about in this topic.

4. Sexual Abuse

4.1 Sexual Abuse - Topic Start



4.2 Sexual Abuse - Definition and Key Points

Notes:

Sexual abuse includes both physical acts and non-physical or non-touching acts.

It is important to note that in North Carolina, children under the age of 16 are not considered able to consent to a sexual act.

Sexual abuse is a criminal offense punishable by law. When a report is made to CPS about allegations of sexual abuse, the department is required to make a report to law enforcement.

North Carolina General Statutes include detailed definitions of sex crimes; this information is available in the Resources list accessible using the Resources button at the top of the lesson window.

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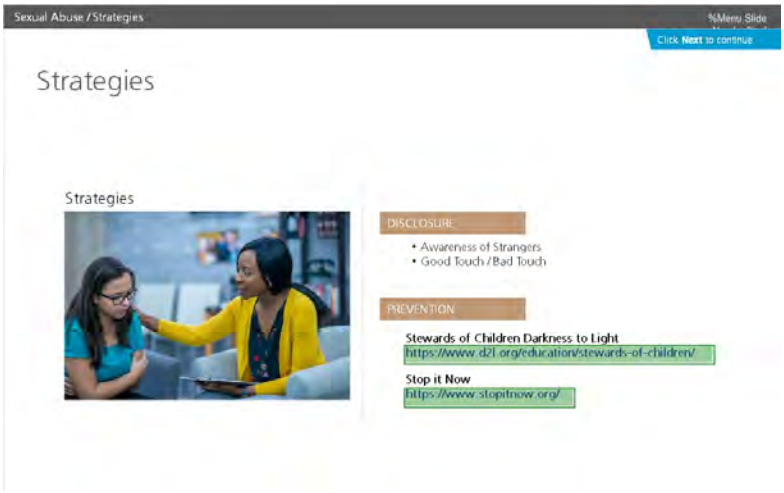
SAFE Child (Slide Layer)

4.3 Facts About Sexual Abuse

Notes:

As additional research becomes available, it sheds light on child sexual abuse.

4.4 Strategies

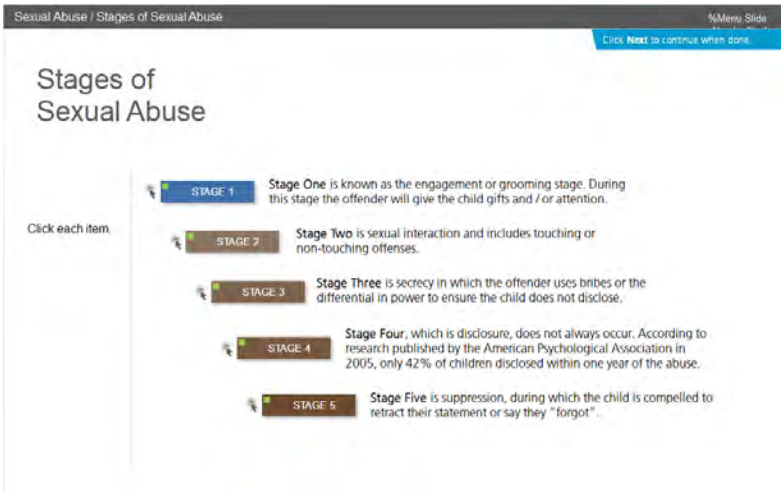


Notes:

Awareness of strangers and good touch/bad touch is important information for kids and can be helpful during the disclosure process. These programs, however, do not actually prevent children from being sexually abused. Unfortunately, there is very little research about effective strategies for preventing child sexual abuse.

Two prevention programs that are being implemented throughout the state of North Carolina are *Stewards of Children Darkness to Light* and *Stop it Now*.

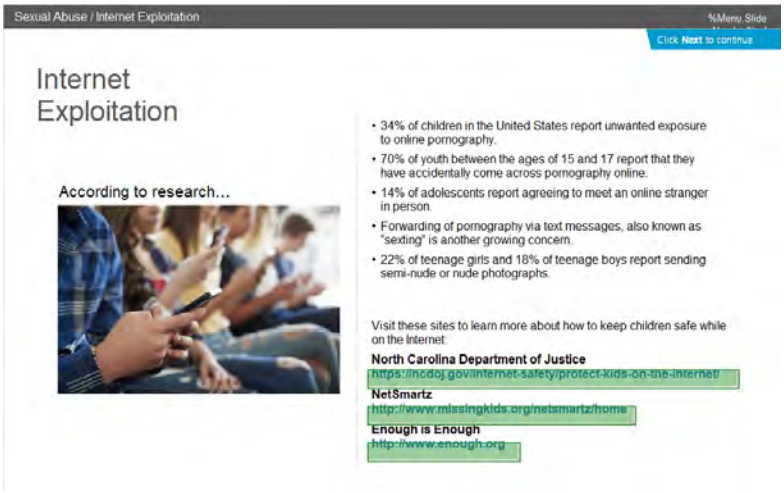
4.5 Stages of Sexual Abuse



Notes:

Sexual abuse often happens in stages. Click to learn more about each stage.

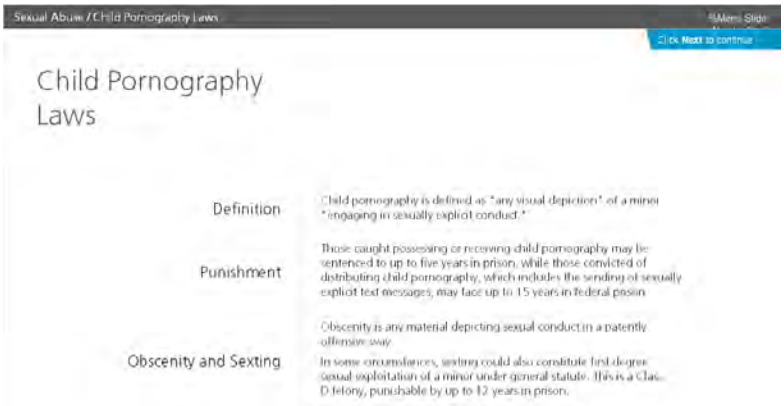
4.6 Internet Exploitation



Notes:

With society's continued reliance on technology, more children are exposed to sexual solicitation and sexually explicit pictures online. Here are some key findings of research on Internet exploitation.

4.7 Child Pornography Laws



Notes:

Child pornography is defined as "any visual depiction" of a minor "engaging in sexually explicit conduct."

Those caught possessing or receiving child pornography may be sentenced to up to 5 years in prison, while those convicted of distributing child pornography, which includes the sending of sexually explicit text messages, may face up to 15 years in federal prison.

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In North Carolina, it is illegal to intentionally disseminate obscenity, which is defined as any material depicting sexual conduct in a patently offensive way. In some circumstances, sexting could also constitute first degree sexual exploitation of a minor under general statute. This is a Class D felony, punishable by up to 12 years in prison.

4.8 NC Sex Offender and Public Protection Registration Program

Notes:

Under North Carolina's Sex Offender and Public Protection Registration Program, anyone convicted of sexual exploitation of a minor is obligated to register as a sex offender. Depending on the nature of the crime, someone found guilty of a sexting-related crime could be required to maintain this registration for 10 years,

..and for some, the rest of his or her life. Job opportunities, college applications and career choices all could be endangered by one irresponsible act.

To learn more about how to keep children safe while on the Internet, visit the North Carolina Department of Justice website at www.ncdoj.com <http://www.ncdoj.com/>.

4.9 Sex Trafficking

Notes:

Human trafficking includes labor and sex trafficking. Sex trafficking can be a form of child maltreatment. For the purposes of this training we will discuss child sex trafficking.

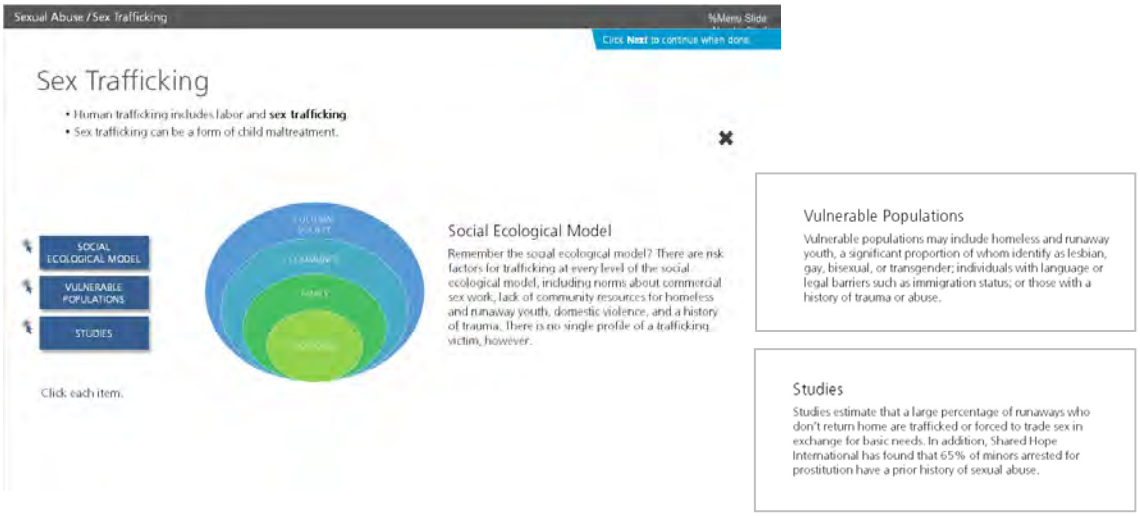
In the United States, the Trafficking Victims Protection Act of 2000 defines sex trafficking as shown here.

Note that minors engaged in commercial sex are considered to be trafficked, even when no force, fraud, or coercion is involved.

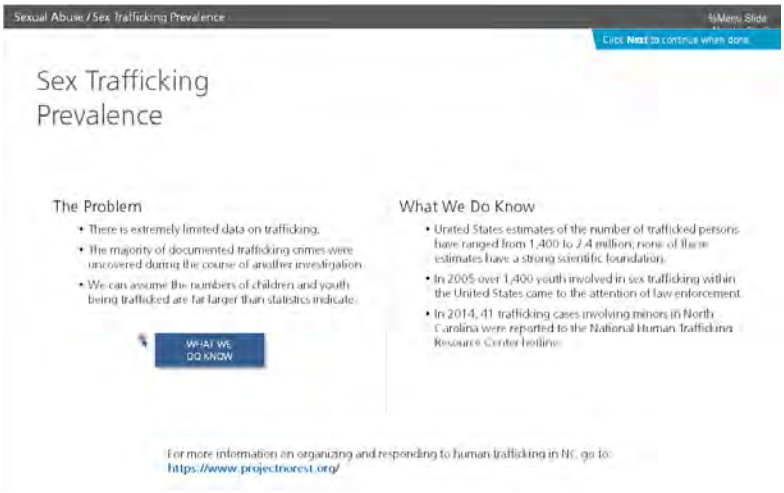
Some children or youth may be exploited and induced into commercial sex by a third party. Some may trade sex for basic needs in order to survive. Some may be victims of child sexual abuse who are trafficked by their abusers.

Click each item for more insights about sex trafficking.

(Slide Layer)



4.10 Sex Trafficking Prevalence



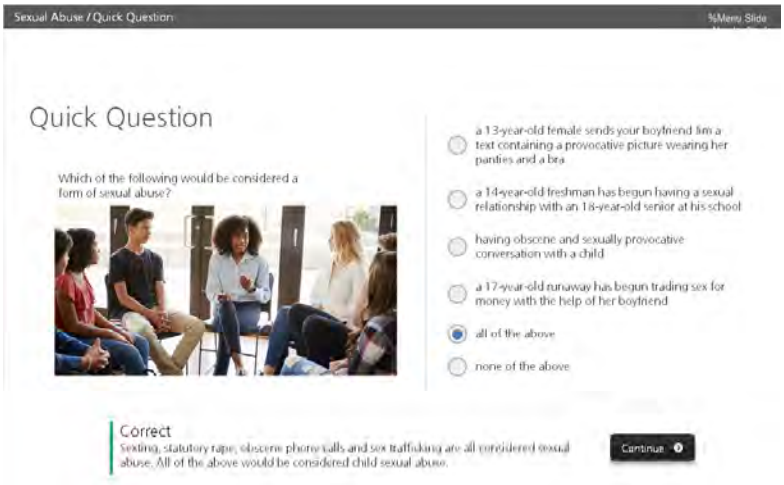
Notes:

There is limited data available to help us understand the prevalence of child sex trafficking. In 2013 the majority of trafficking crimes that were documented, were uncovered during the course of another investigation. Because only a small percentage of sex crimes or sexual abuse cases come to the attention of any system, we can assume the numbers of children and youth being trafficked are far larger than statistics indicate.

Click the **WHAT DO WE KNOW** button to learn more.

4.11 Quick Question

(Multiple Choice, 10 points, 1 attempt permitted)



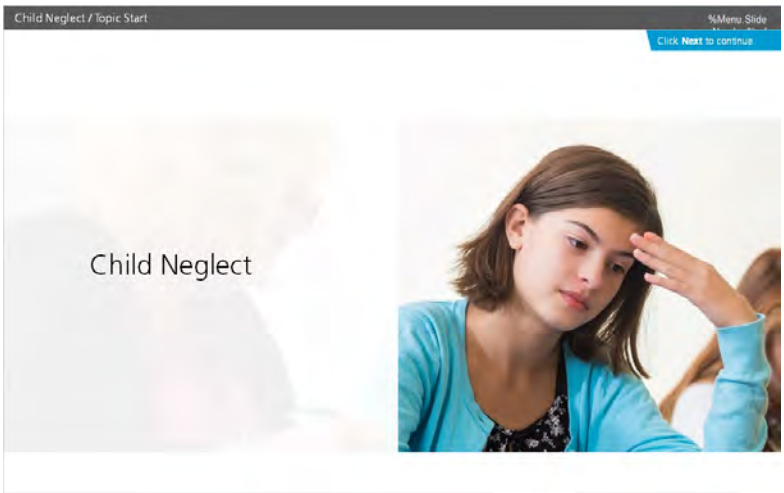
4.12 Topic Summary

Notes:

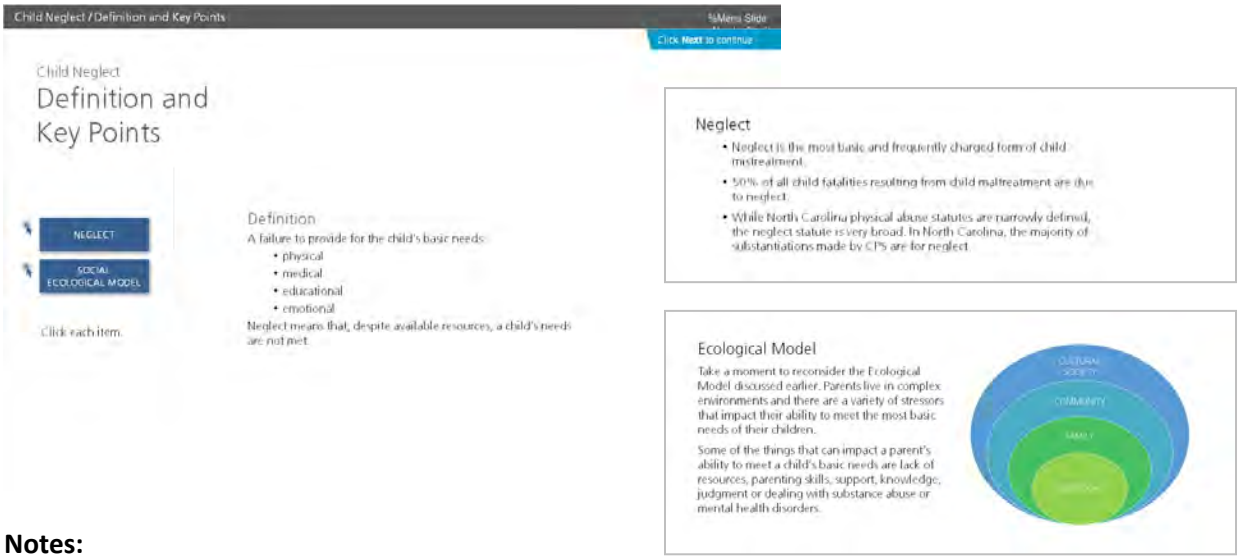
Here are some important points you learned about in this topic.

5. Child Neglect

5.1 Child Neglect - Topic Start



5.2 Definition and Key Points

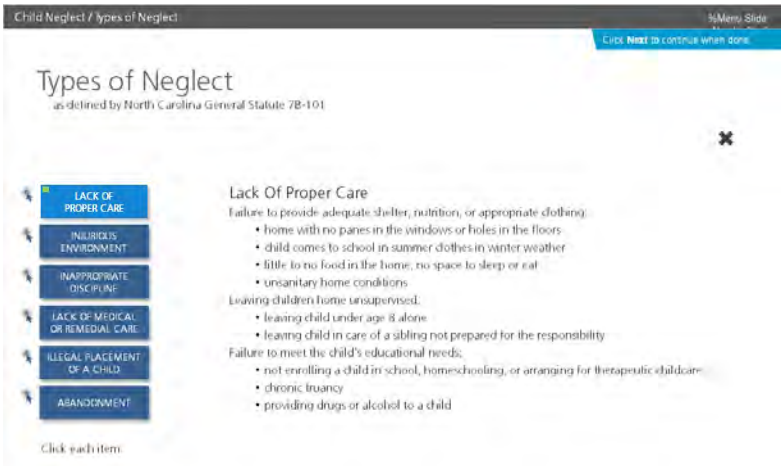


Notes:

Child Neglect is a failure to provide for the child's basic needs. It can be physical, medical, educational, or emotional. "Neglect" means that, despite available resources, a child's needs are not met.

Click each item to learn more about neglect and the Ecological Model.

5.3 Types of Neglect



Notes:

North Carolina General Statute 7B-101 identifies the following as neglectful.

Click each item to learn more.

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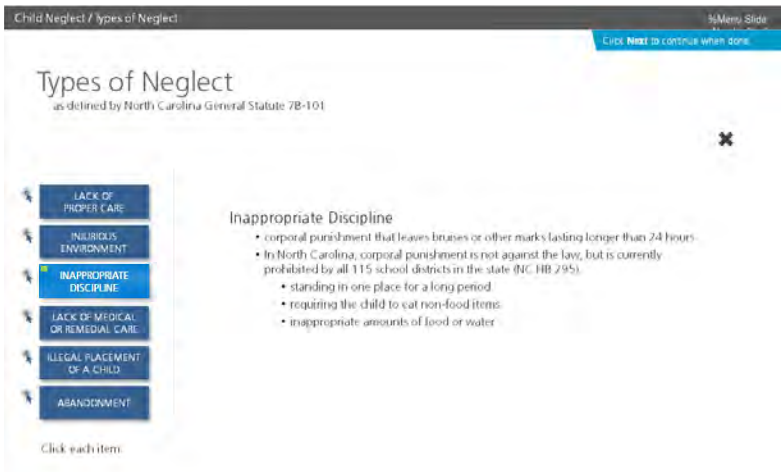

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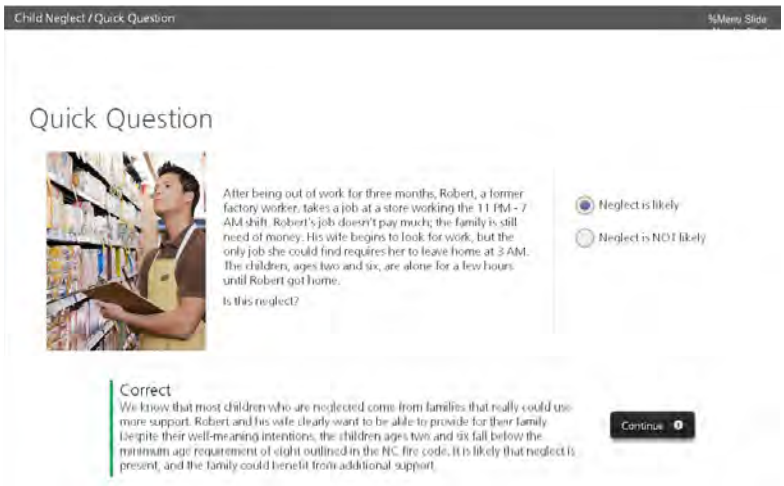
5.4 Quick Question

(Multiple Choice, 10 points, 1 attempt permitted)



Notes:

Let's look at a couple of scenarios and see if we can identify if neglect is present.

Here is the first scenario.

5.5 Quick Question

(Multiple Choice, 10 points, 1 attempt permitted)

Notes:

Here is the second scenario. Read the scenario and identify if neglect is present.

5.6 Topic Summary

Notes:

Here are some important points you learned about in this topic.

6. Conclusion

6.1 Module Summary

Notes:

Here are some important points we covered in this module.

Module 4: Disclosures, Referrals, Reporting

1.1 Introduction

1.2 Welcome

Notes:

In this module, we'll look at several topics, including:

- Disclosures and how to respond to them
- General information about how the reporting and referral system works
- And who should report suspected abuse and neglect and why
- The legal rights and resources available to Spanish-speaking communities and immigrants

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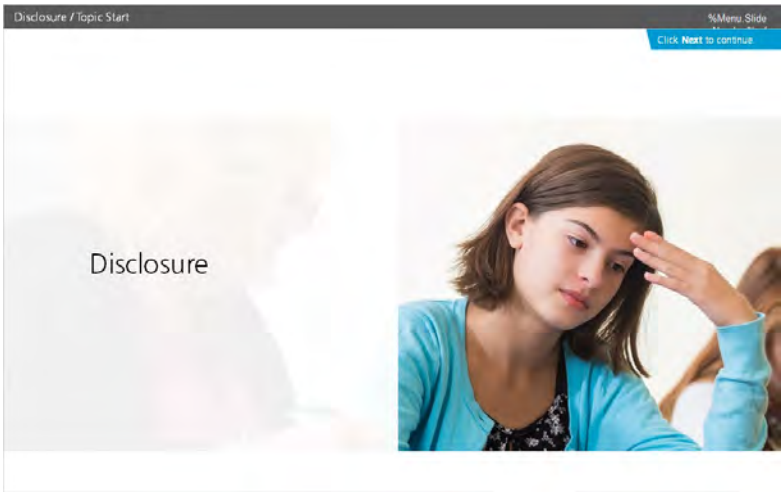
By the end of the module, you should have a general understanding of the Whats and Whys of reporting. Another module will cover details of How to report.

2. Disclosure

2.1 Disclosure - Start



2.2 Disclosure of Child Maltreatment

Notes:

If you work with children for an extended period of time, there is a possibility that a child may disclose maltreatment to you. Sometimes it is relatively clear, but more often children will test the water or disclose indirectly.

There are different types of disclosure. Click each item for examples.

2.3 How to Respond to a Disclosure

Notes:

What should you do when a child discloses maltreatment?

Click each item to find out.

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three (Slide Layer)

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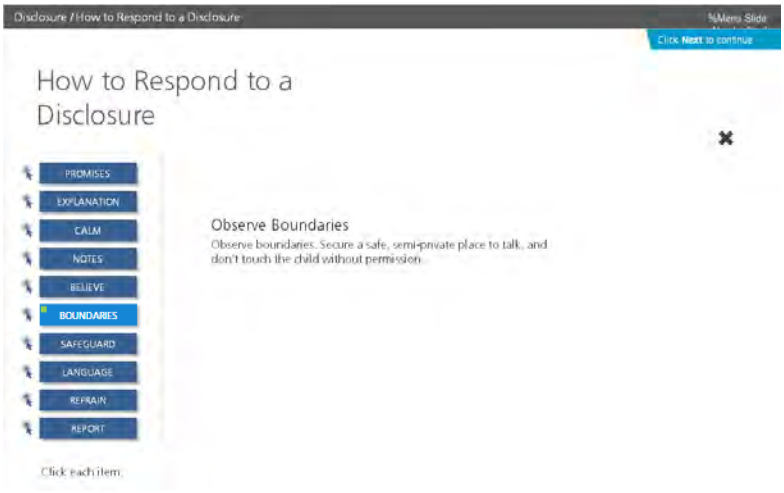

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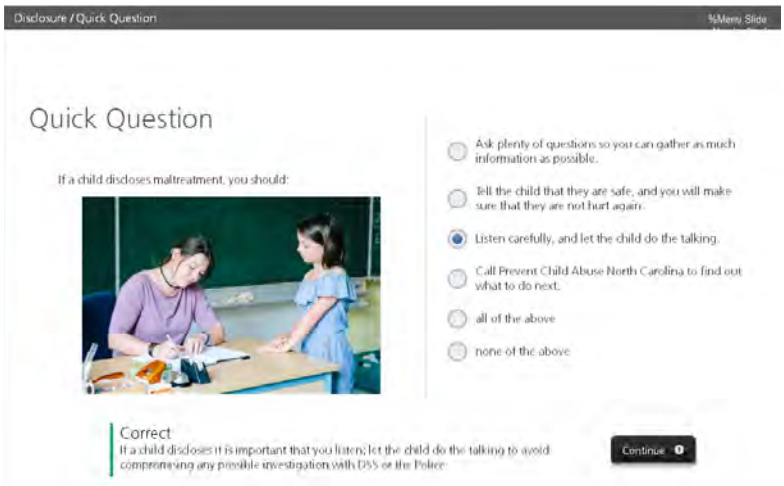
10 (Slide Layer)

2.4 Quick Question

(Multiple Choice, 10 points, 1 attempt permitted)



Notes:

We just covered a large list of things to do if a child discloses maltreatment.

Let's do a quick check to see what you remember.

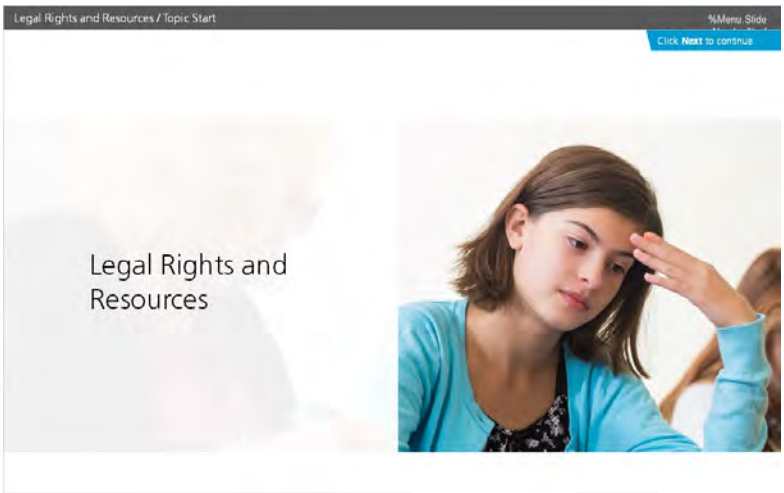
2.5 Topic Summary

Notes:

Here are some important points you learned about in this topic.

3. Legal Rights and Resources

3.1 Legal Rights and Resources - Topic Start



3.2 Immigration Status

Notes:

US Citizen and Immigration Services, known as USCIS, offer special visas and protections for some undocumented individuals.

Click each item to learn more.

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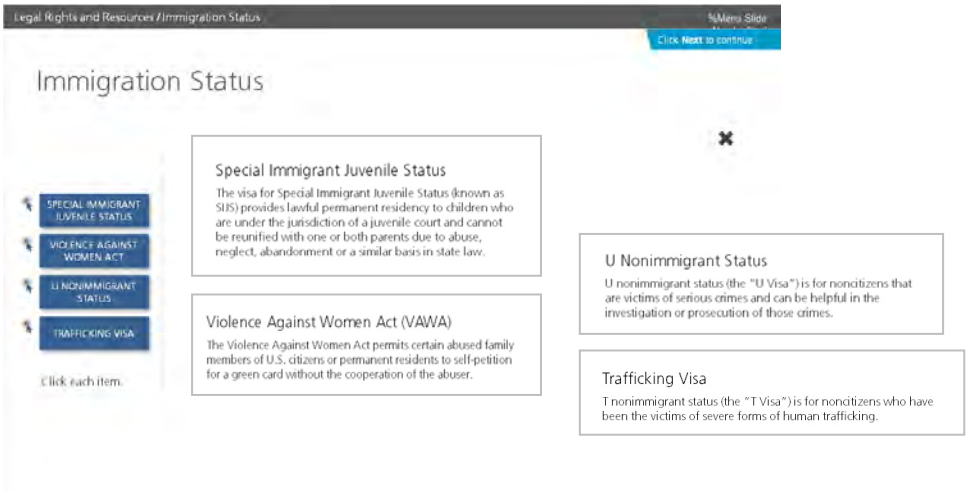
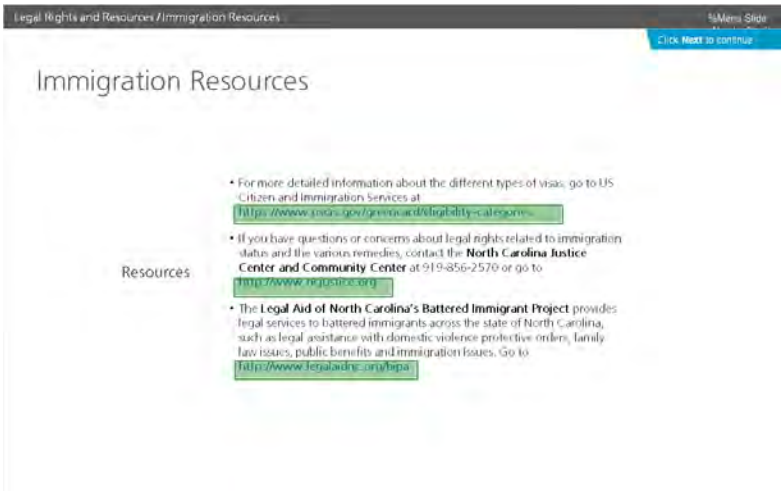


3.3 Immigration Resources



Notes:

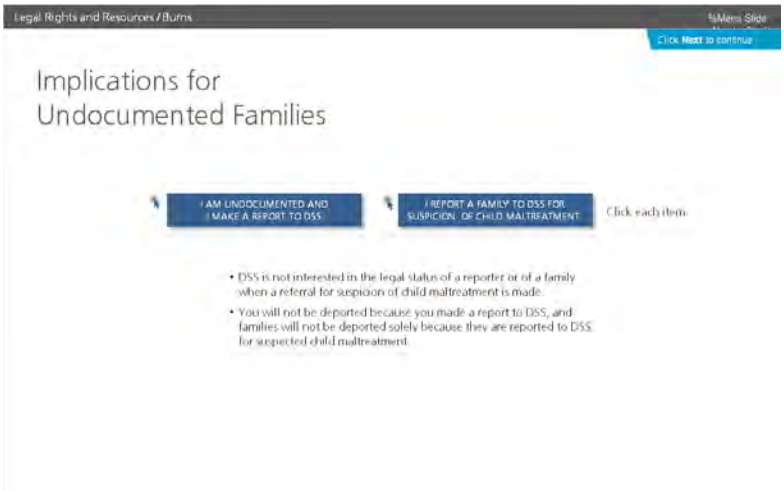
There are resources available if you have questions or concerns about Immigration Status.

3.4 Services Provided by DSS

Notes:

Families should have full access to services when they encounter the Department of Social Services because of a report of child maltreatment, regardless of language.

3.5 Implications for Undocumented Families



Notes:

DSS is not interested in the legal status of a reporter or of a family when a referral for suspicion of child maltreatment is made.

You will not be deported because you made a report to DSS, and families will not be deported solely because they are reported to DSS for suspected child maltreatment.

Click each scenario to learn more.

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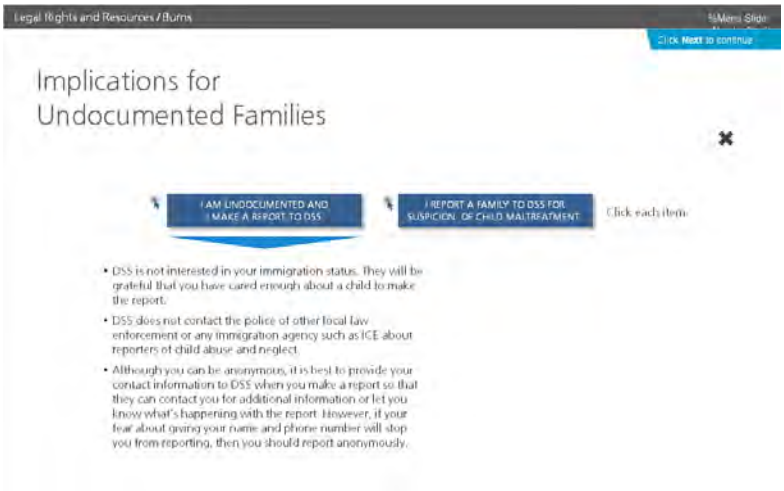

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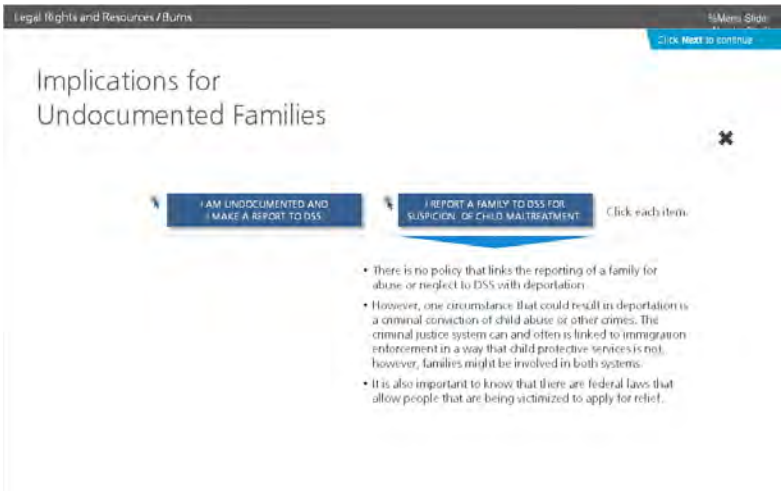
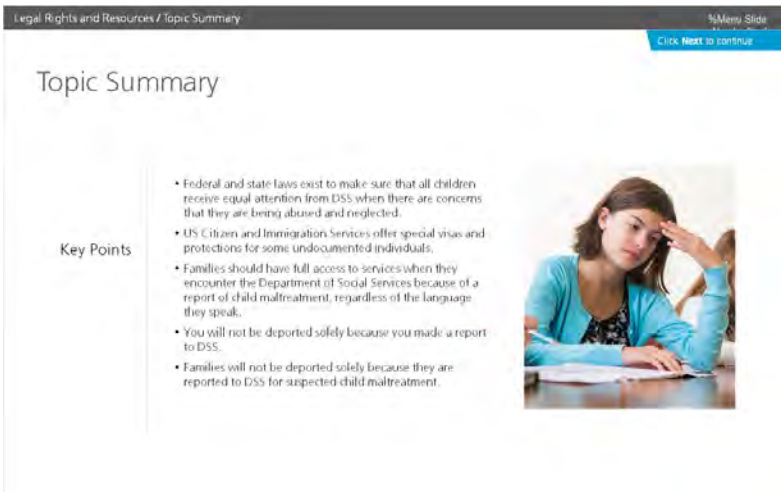


3.6 Topic Summary

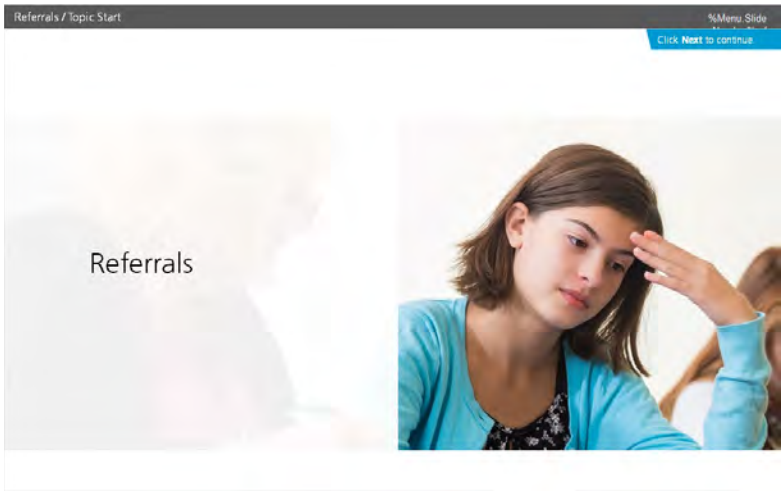


Notes:

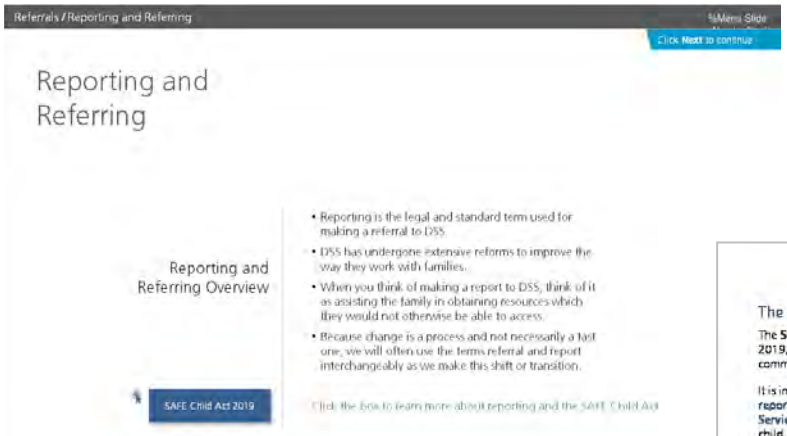
Here are some important points you learned about in this topic.

4. Referrals

4.1 Referrals - Topic Start



4.2 Reporting and Referring



Notes:

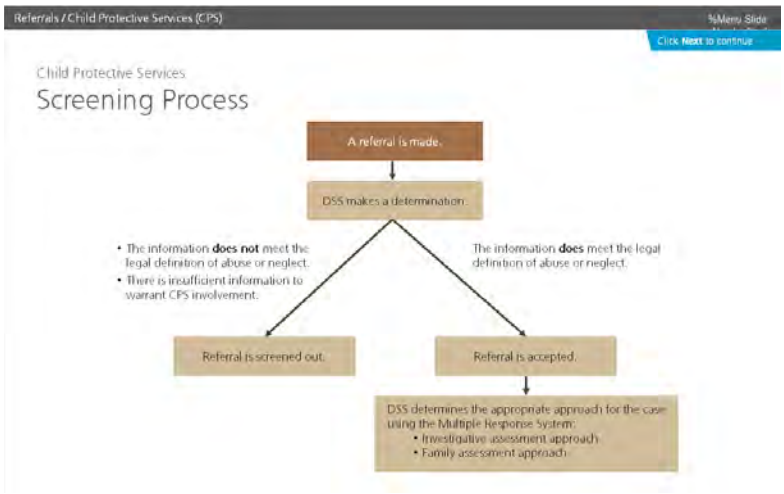
Reporting or referring a family is done through the Department of Social Services, or DSS. Let's learn a little more about the department, its role, and the general process of what happens when a report is made.

4.3 Child Protective Services (CPS)

Notes:

The unit within the Department of Social Services which handles reports of child maltreatment within a family is Child Protective Services. The purpose of CPS is to ensure the safety of the child and provide services that can help preserve, strengthen, and support families in time of need.

4.4 CPS - Screening Process



Notes:

When CPS is contacted, a determination is made about the referral.

If the information does not rise to the legal definition of abuse or neglect-or there is insufficient information to warrant a CPS investigation-the report will be screened out.

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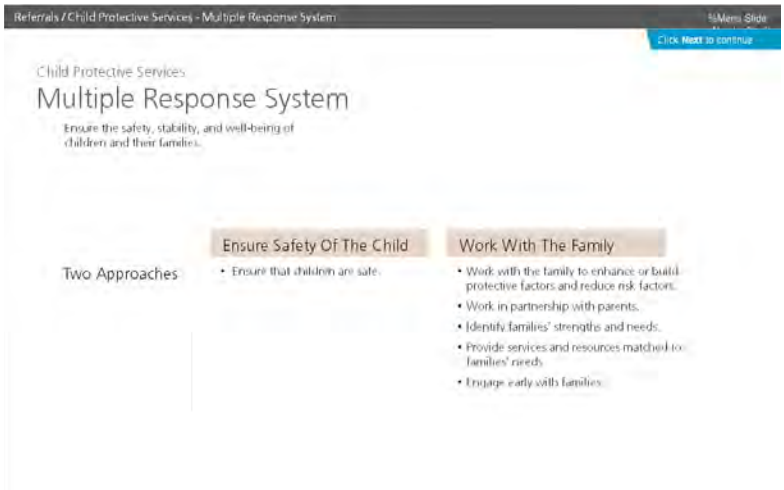
If the case is accepted, CPS will use one component of the Multiple Response System to determine whether the Investigative Assessment or Family Assessment is the most effective way to screen the family for services.

CPS will consider a variety of factors, including the type of maltreatment, to assist them in making this decision.

4.5 CPS - Multiple Response System



Notes:

The goal of the Multiple Response System is to ensure the safety, stability, and well-being of children and their families.

These two approaches:

- Ensure that the children are safe
- Work in partnership with parents
- Provide services and resources matched to families' needs
- And allow for early engagement with families

The Multiple Response System first addresses the safety of the child, then works with the family to enhance or build protective factors and reduce risk factors.

4.6 Family Centered Principles of Partnership

Notes:

The Multiple Response Systems focuses on the six Family Centered Principles of Partnership and respects the families they work with by…

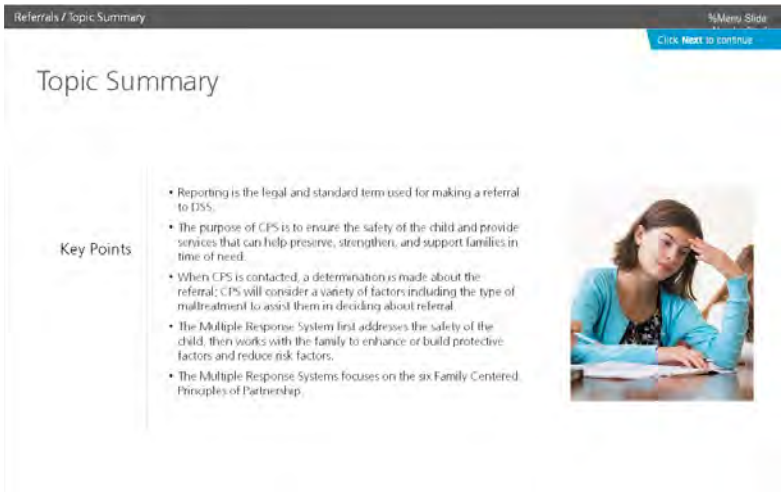
- Listening to what they have to say,
- Focusing on their strengths,
- Refraining from making hasty judgments,
- Sharing power with families as partners, and
- Remaining engaged with them in the process of partnership.

4.7 A Mother's Story

Notes:

In this video, a North Carolina mother shares her story.

4.8 Topic Summary

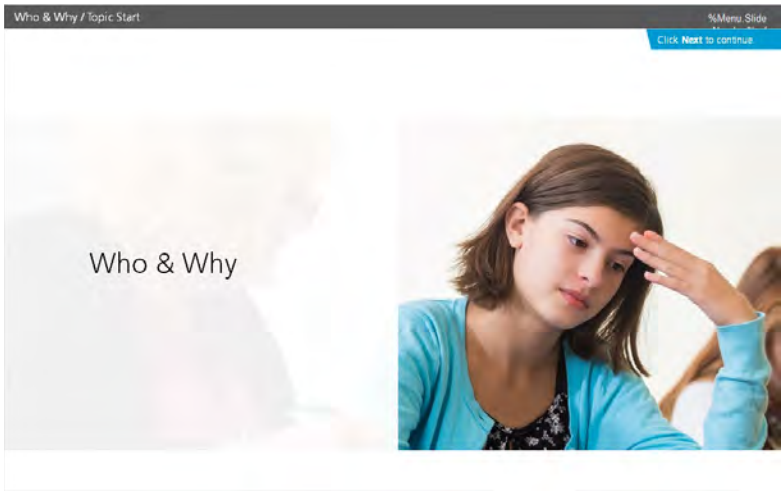


Notes:

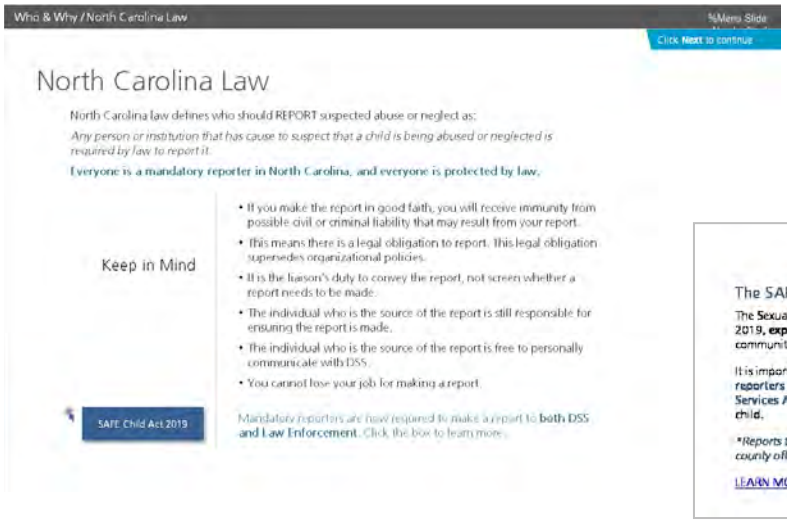
Here are some important points you learned about in this topic.

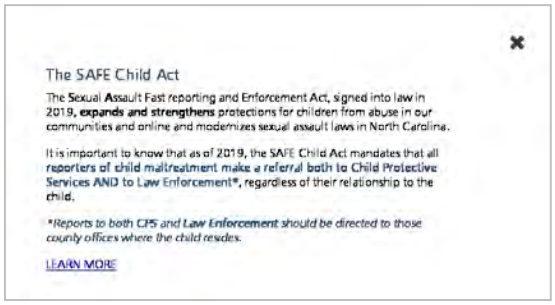
5. Who and Why

5.1 Who & Why - Topic Start



5.2 North Carolina Law



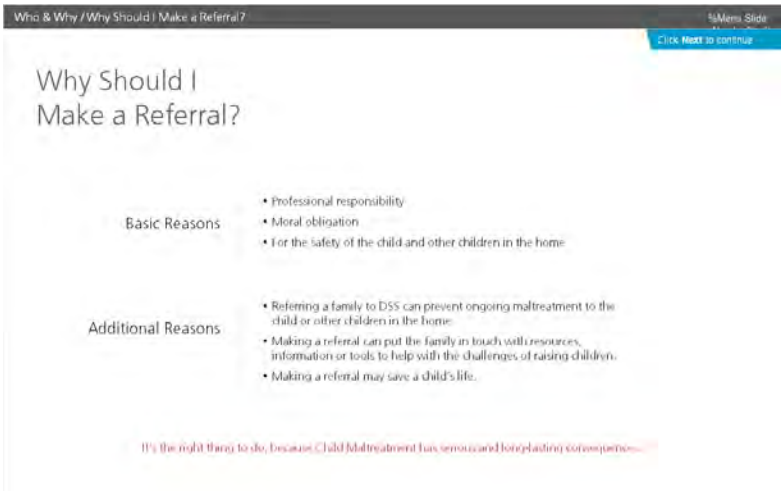


Notes:

North Carolina defines who should REPORT suspected abuse or neglect as: Any person or institution that has cause to suspect that a child is being abused or neglected is required by law to report it. This means that "**Everyone is a mandatory reporter in North Carolina, and everyone is protected by law**" from liability if they make a report in good faith.

It is acceptable to have organizational policies that include a designated liaison, for example a supervisor, administrator, social worker, nurse, or other designee who is responsible for making reports for your organization.

5.3 Why Should I Make a Referral?



Notes:

Some basic reasons for making a referral are:

- Professional responsibility
- Moral obligation
- For the safety of the child and other children in the home

In addition to those reasons, referring a family to DSS can prevent ongoing maltreatment to the child or other children in the home.

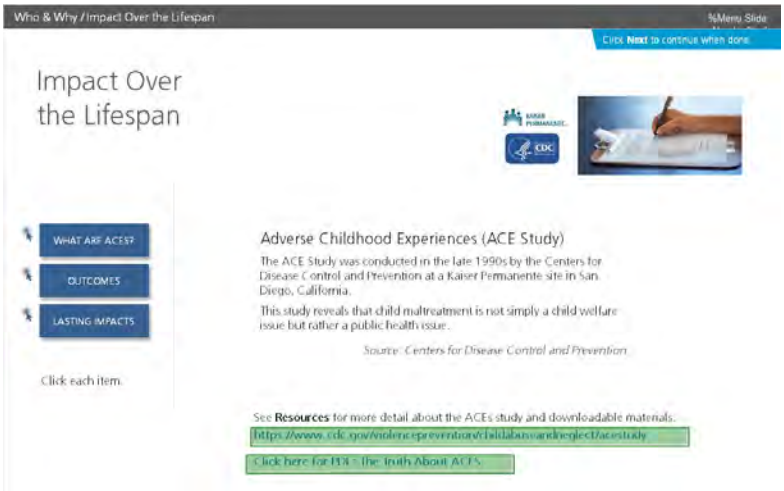
Making a referral can put the family in touch with resources, information or tools to help with the challenges of raising children.

Lastly, making a referral may save a child's life. It's the right thing to do, because Child Maltreatment has serious and long-lasting consequences.

5.4 Voices From the Field

Notes:

5.5 Impact Over the Lifespan



Notes:

The Adverse Childhood Experiences, or ACE Study, was conducted in the late 1990s by the Centers for Disease Control and Prevention at a Kaiser Permanente site in San Diego, California.

This study reveals that child maltreatment is not simply a child welfare issue but rather a public health issue.

Click each item to learn more.

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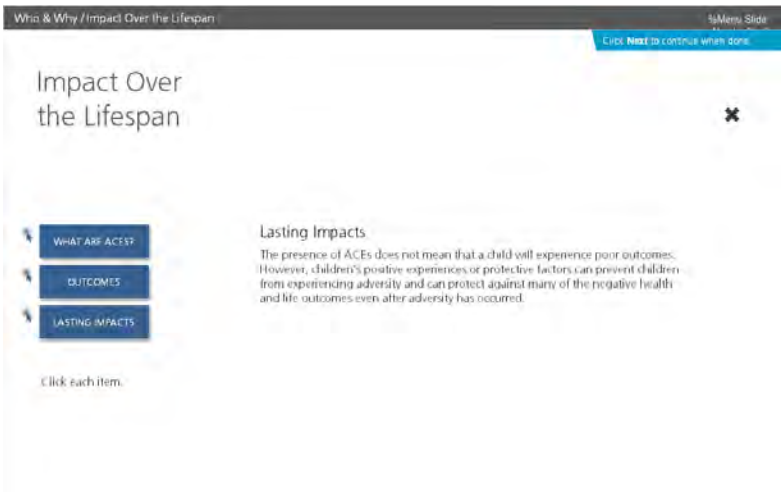
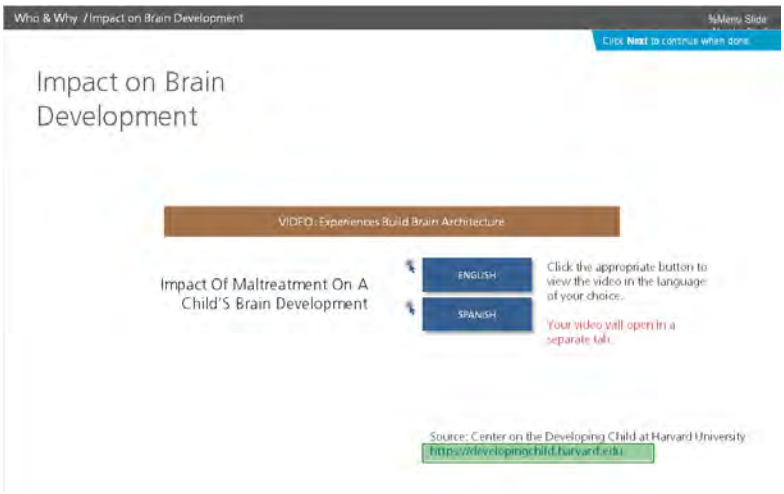


5.6 Impact on Brain Development



Notes:

Let's take a look at the impact of maltreatment on a child's brain development.

5.7 Impact on Attachment

Notes:

Over time, child maltreatment can lead to attachment disorders. Children experiencing attachment disorders may be difficult to manage in a group setting.

According to Evergreen Psychotherapy Center Attachment and Treatment and Training Institute, children with attachment disorder are at greater risk of the issues shown here.

5.8 Topic Summary

Notes:

Here are some important points you learned about in this topic.

---

6. Conclusion

6.1 Module Summary

Notes:

Here are some important points we covered in this module.

Module 5: Taking Action

1.1 Introduction

1.2 Welcome

Notes:

In this module, we will look at actions you can take as an adult who cares about the well-being of children and families.

First, we'll look at the referral process-who is involved and what each role does during the process, cultural considerations when reporting, and what to do if you disagree with the outcome.

Then we'll look at how to overcome barriers that may prevent you or others from referring families to DSS.

Finally, we'll look at action we can take to help prevent child maltreatment in the first place.

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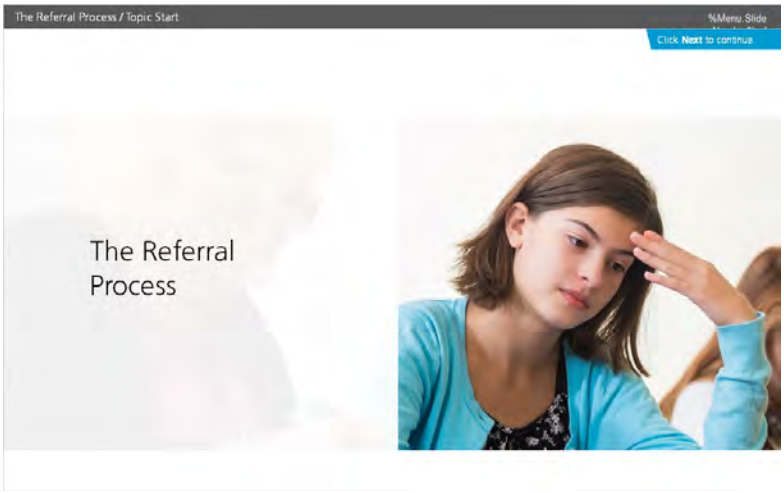
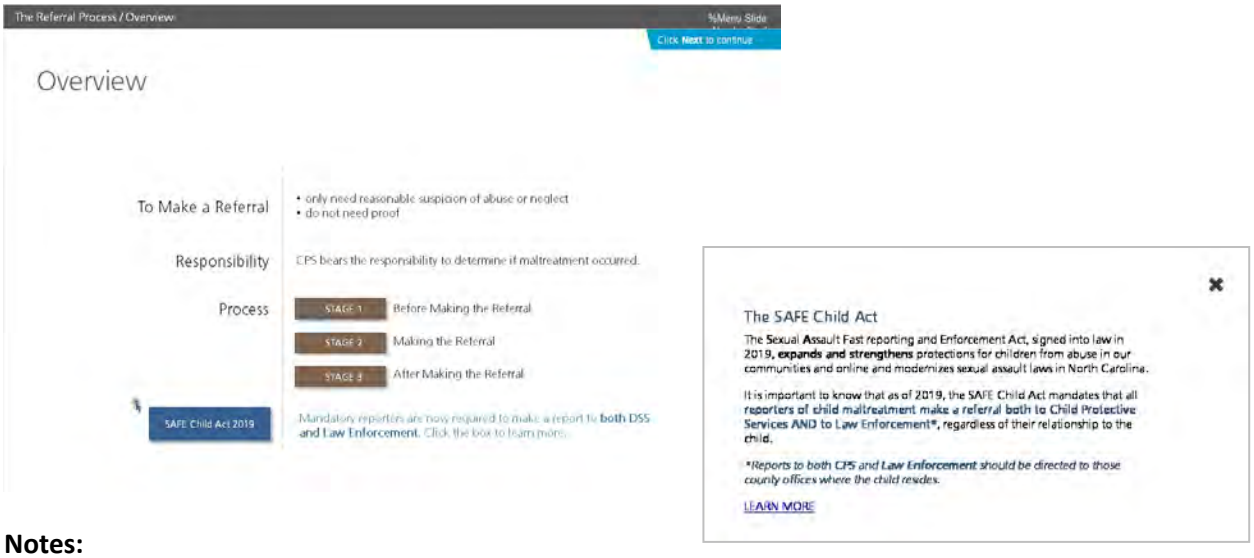
2. The Referral Process

2.1 The Referral Process - Start



2.2 Overview



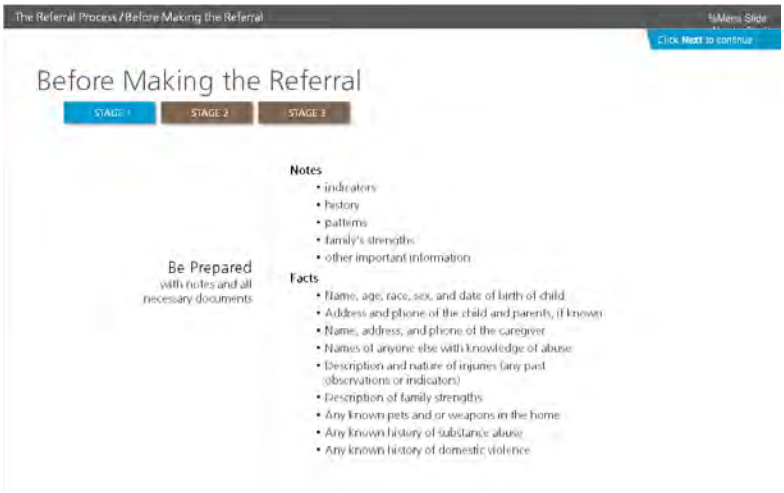
Notes:

All you need to make a referral is reasonable suspicion of abuse or neglect. You do not need proof. CPS bears the responsibility to determine if maltreatment occurred.

We'll look at the process in 3 stages--Before Making the Referral, Making the Referral, and After Making the Referral.

We will look at what each role is doing at each stage.

2.3 Before Making the Referral

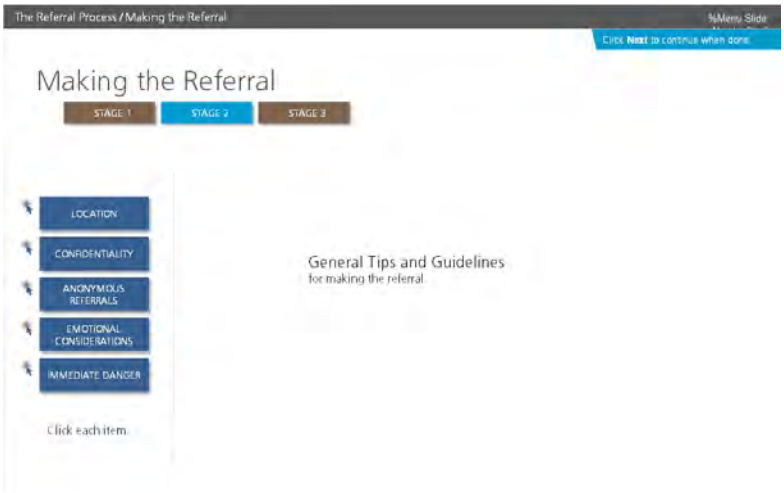


Notes:

When you are ready to make a referral, be sure to have your notes and all necessary documents, such as indicators, history, patterns, family's strengths, and other important information in front of you. Be certain that you are in a quiet room without distractions and that you have the following information written down.

Keep in mind that you do not have to know the answer to all these questions to make a referral. This Checklist is designed as a guide to assist in preparing for the questions that the intake worker will ask when you call.

2.4 Making the Referral



Notes: Here are some general tips and guidelines for making the referral. Read through each one and then click Continue when you are done.

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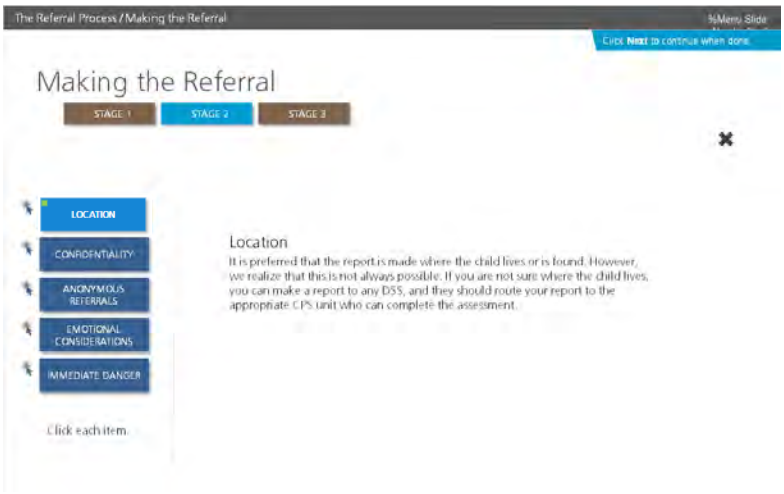

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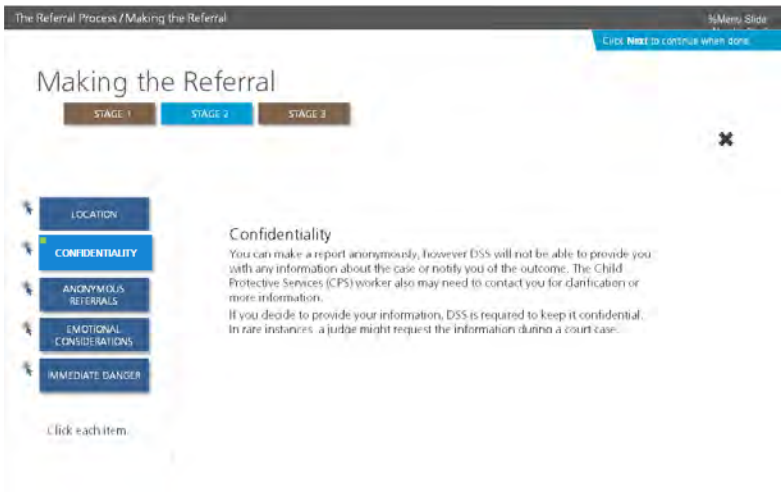

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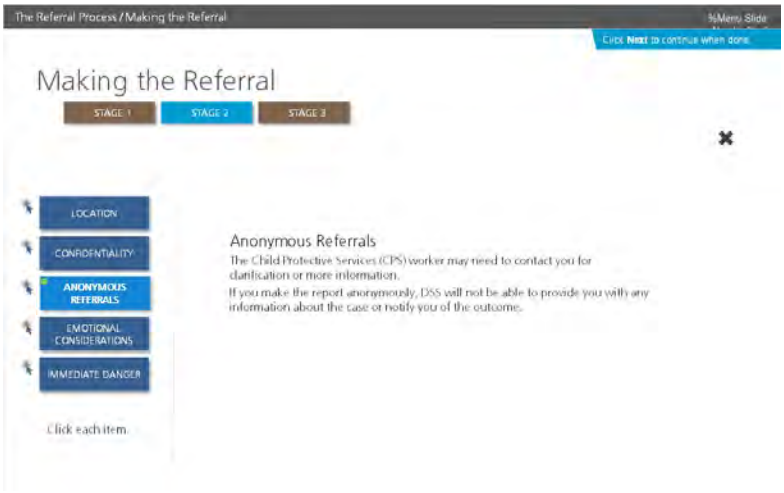

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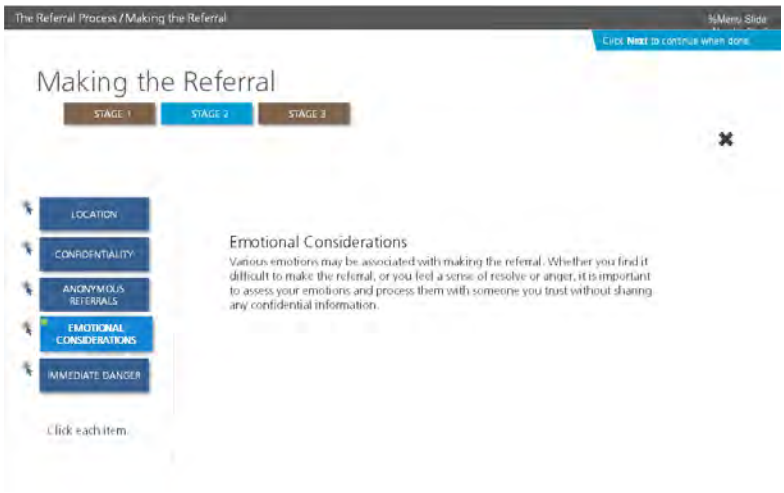

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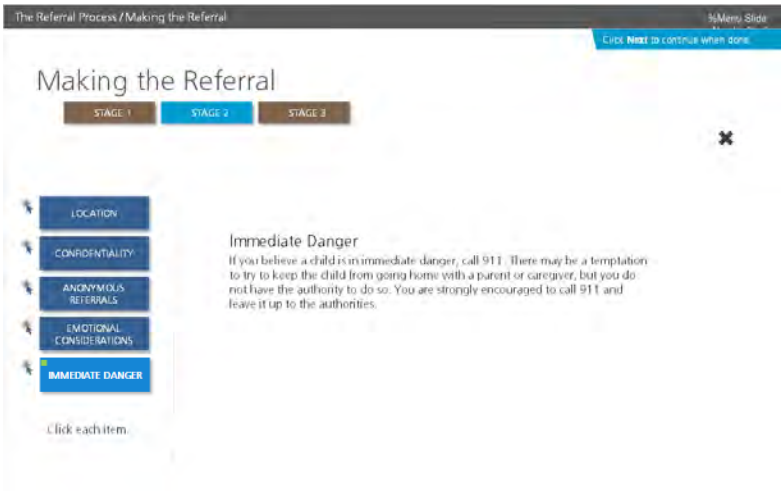

2.5 Notifying the Family

Notes:

Notifying parents is something that may be covered in your agency's organizational policies. If your organization has a policy about discussing referrals with families, it may relieve you of making that decision. This decision is not always black and white and can be difficult to make.

Here are a set of factors to consider when determining if you should notify the family.

Click each item.

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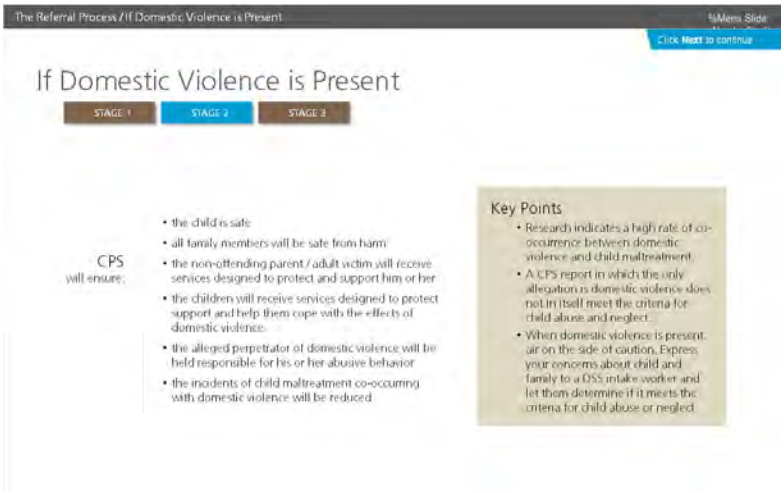
2.6 If Domestic Violence is Present



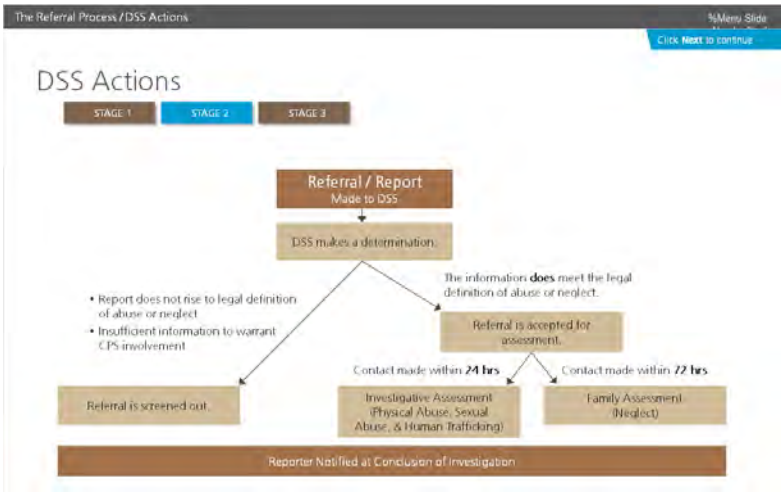
Notes:

When domestic violence is present in the home, the goal of Child Protective Services is to ensure the child and family is safe.

Research has shown that there is a high rate of co-occurrence between domestic violence and child maltreatment. However, a CPS report in which the only allegation is domestic violence does not in itself meet the criteria for child abuse and neglect.

When domestic violence is present, it is best to air on the side of caution. Express your concerns about child and family to a DSS intake worker, and allow them to determine if it meets the criteria for child abuse or neglect.

2.7 DSS Actions



Notes:

When a referral is received at DSS, Child Protective Services will determine if the referral warrants further investigation.

If your report is screened in, or accepted, by Child Protective Services for further investigation, the investigation begins no later than:

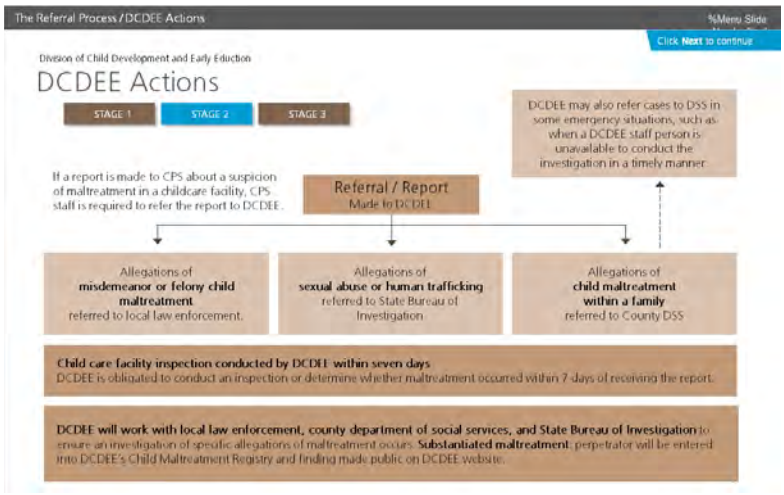
- 24 hours after Child Protective Services has received your report of suspected physical abuse, sexual abuse, or human trafficking
- 72 hours after Child Protective Services has received your report of suspected neglect

DSS will screen the referral out if it does not meet the legal definition of abuse, neglect, or there is insufficient information to warrant an investigation.

At the conclusion of the investigation DSS will send the reporter written notification of the outcome of the decision, unless the report was made anonymously.

Anonymous reporters will not be notified of the outcome.

2.8 DCDEE Actions

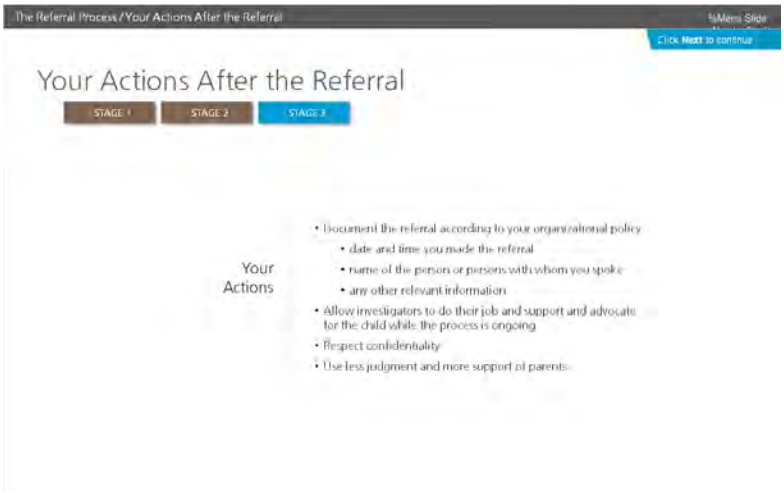


Notes:

If a person suspects maltreatment in a childcare facility, the law mandates a report be made directly to the Department of Health & Human Services, Division of Child Development and Early Education, also known as DCDEE. DCDEE investigates all allegations of Child Maltreatment that occur within childcare.

The chart shows the process that occurs when a report is made to DCDEE.

2.9 Your Actions After the Referral



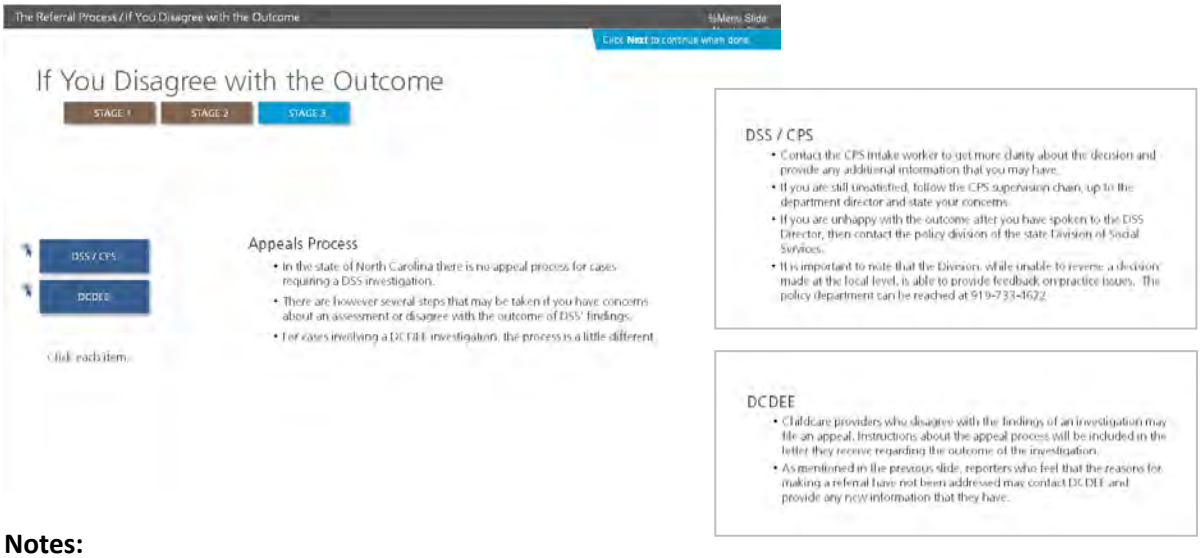
Notes:

After you have made the referral, document the referral according to your agency's policies.

However, let the investigators do their job without interference. When you make the report, you can let the intake worker know what you are willing to do to help the family. For example, are you willing to participate in child and family team meetings or act as an advocate for the family?

While you are waiting for the disposition of the case, respect the confidentiality of the parents, and try not to be judgmental. Remember that good parents are made, not born, and we can help in that process.

2.10 If You Disagree with the Outcome



Notes:

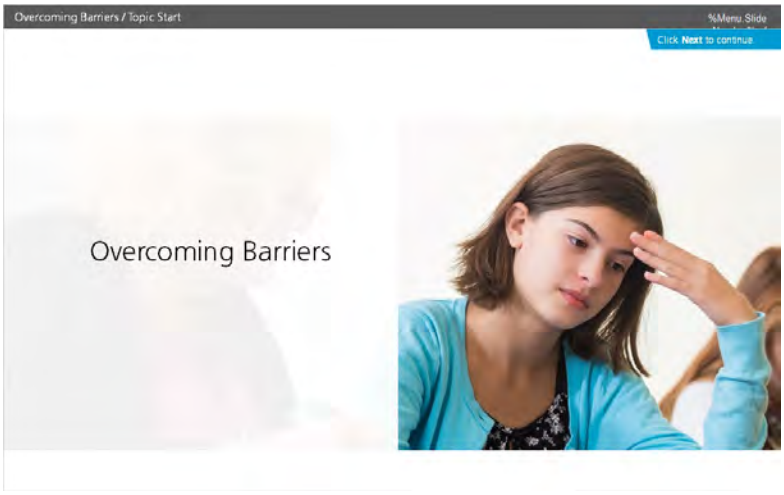
In the state of North Carolina there is no appeal process for cases requiring a DSS investigation. There are however several steps that may be taken if you have concerns about an assessment or disagree with the outcome of DSS' findings.

For cases involving a DCDEE investigation, the process is a little different.

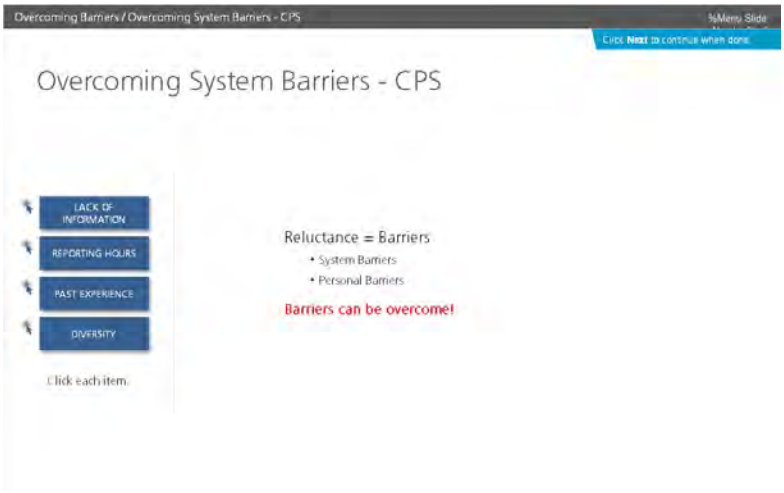
Click each item to learn more.

3. Overcoming Barriers

3.1 Legal Rights and Resources - Topic Start



3.2 Overcoming System Barriers - CPS



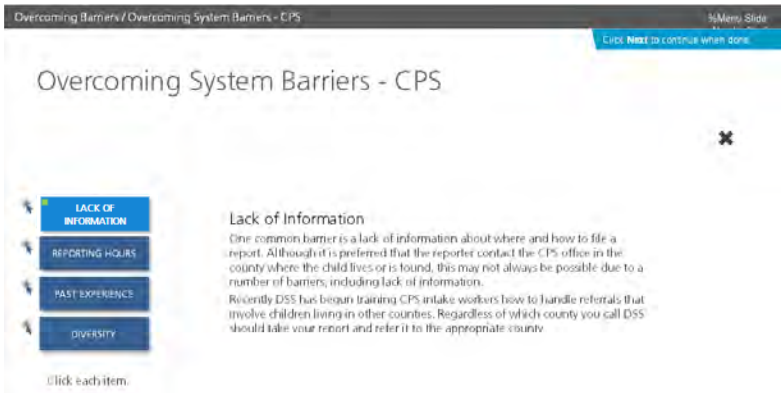
Notes:

We have looked at the process for making a referral, but some people may be reluctant to make a report for various reasons-we call these barriers. Some of these barriers may be related to the “system” and some may be personal.

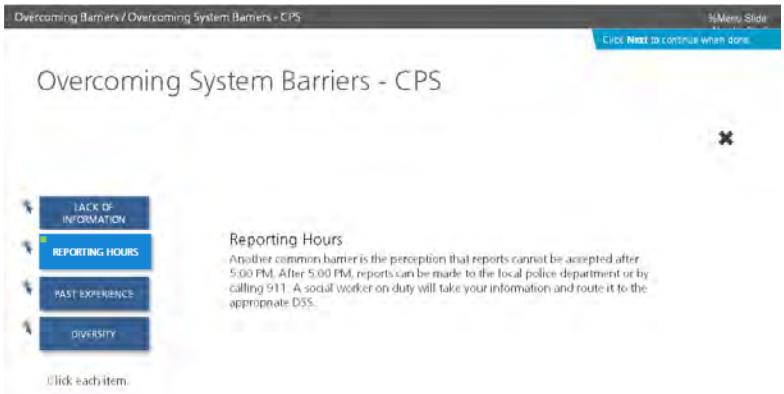
These barriers can, however, be overcome. Let’s start with system barriers.

Click each item to learn more.

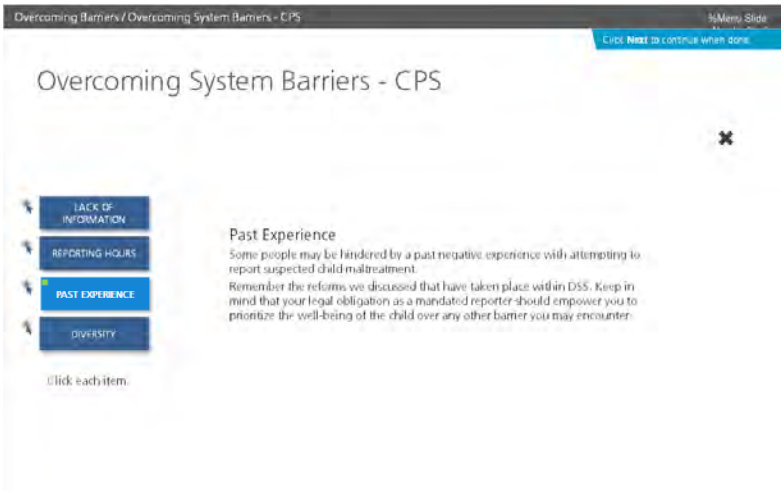
one (Slide Layer)



two (Slide Layer)



three (Slide Layer)



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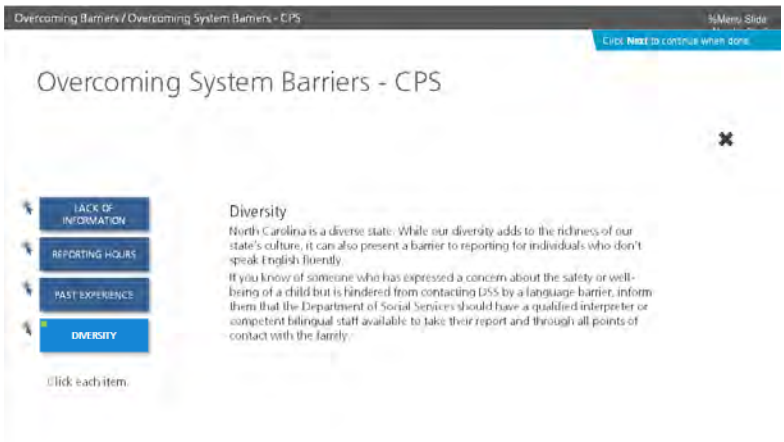
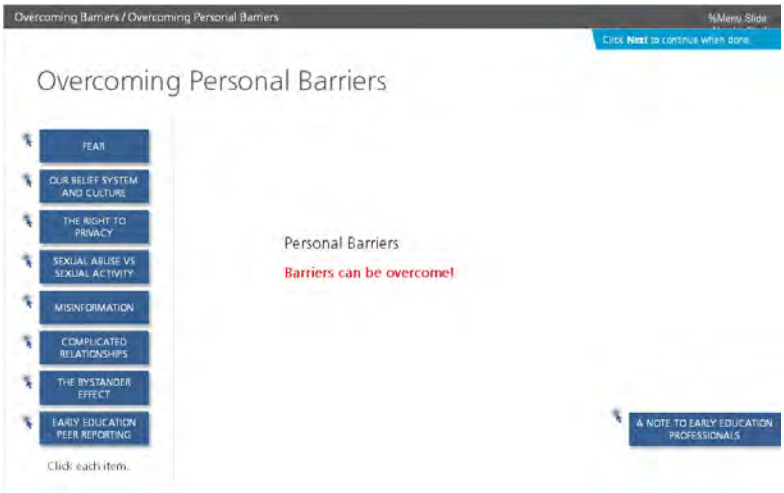


3.3 Overcoming Personal Barriers

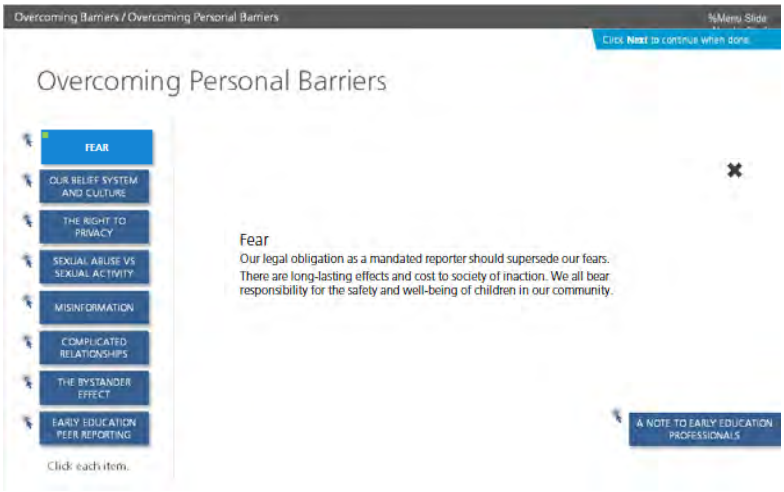


Notes:

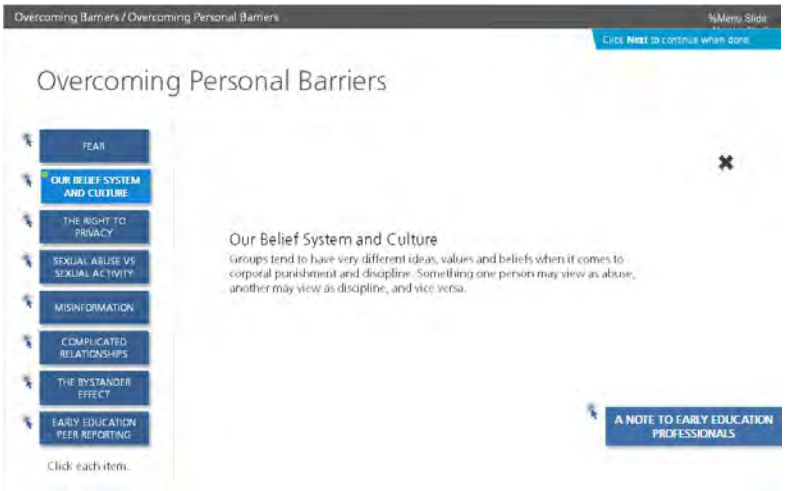
Here are some personal barriers that prevent people from referring families to DSS.

Click each item to learn more.

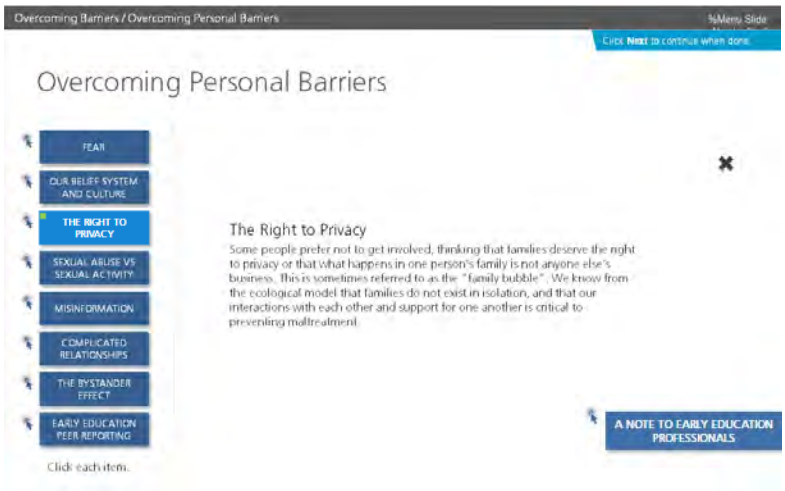
one (Slide Layer)



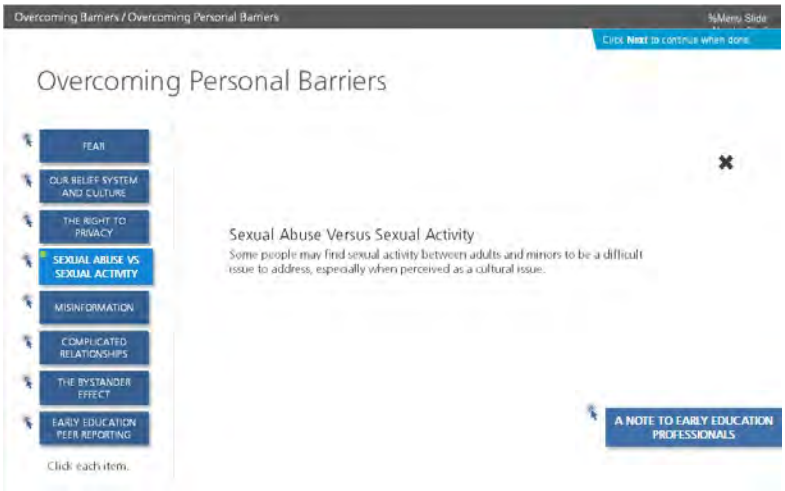
two (Slide Layer)



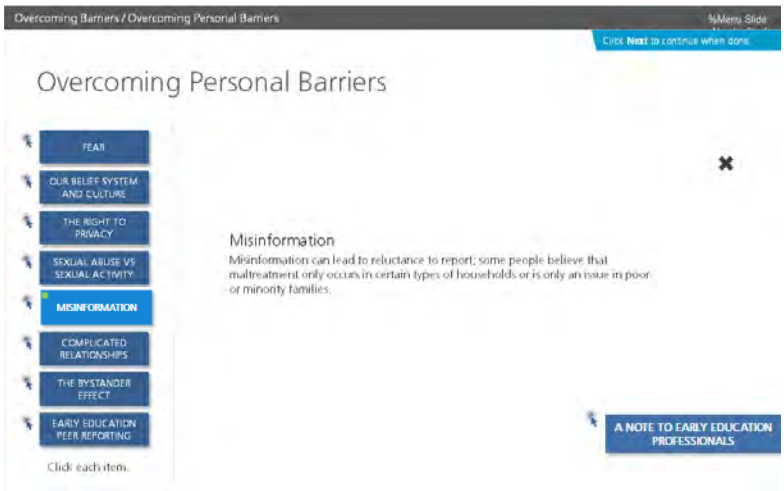
three (Slide Layer)



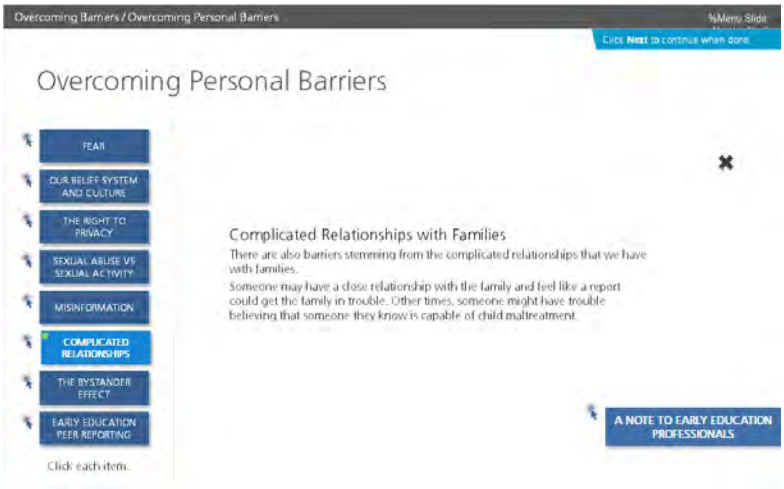
four (Slide Layer)



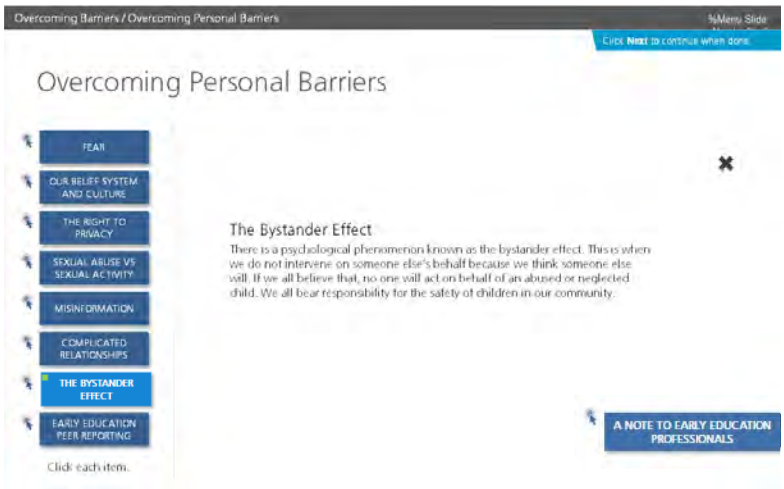
five (Slide Layer)



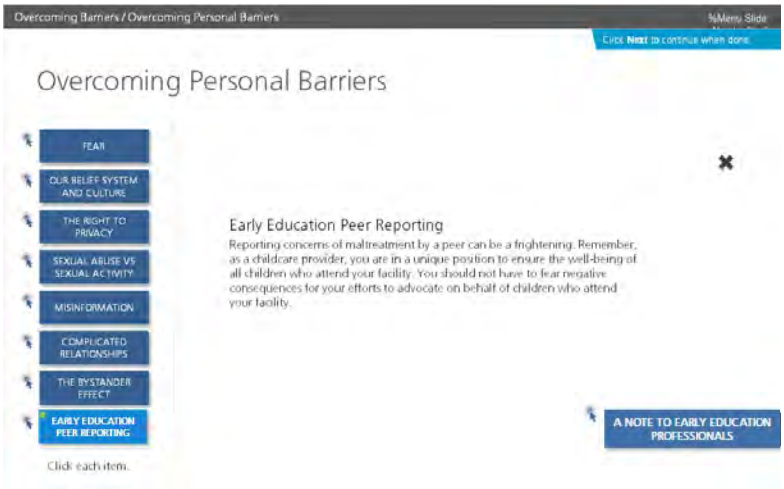
six (Slide Layer)



seven (Slide Layer)



eight (Slide Layer)



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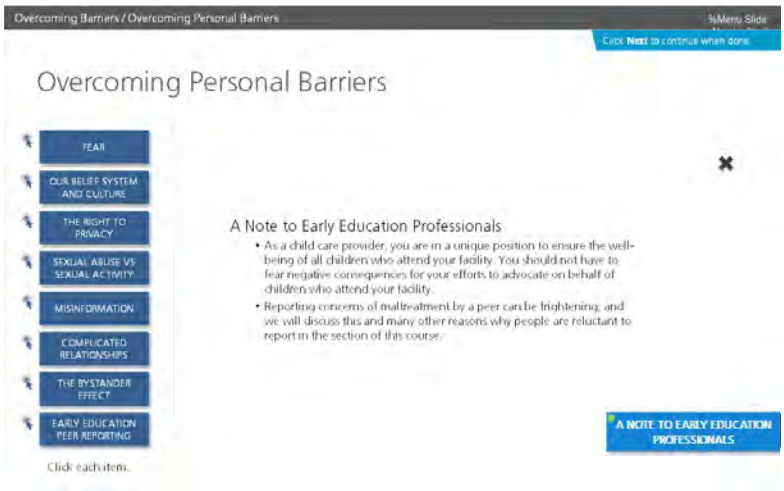
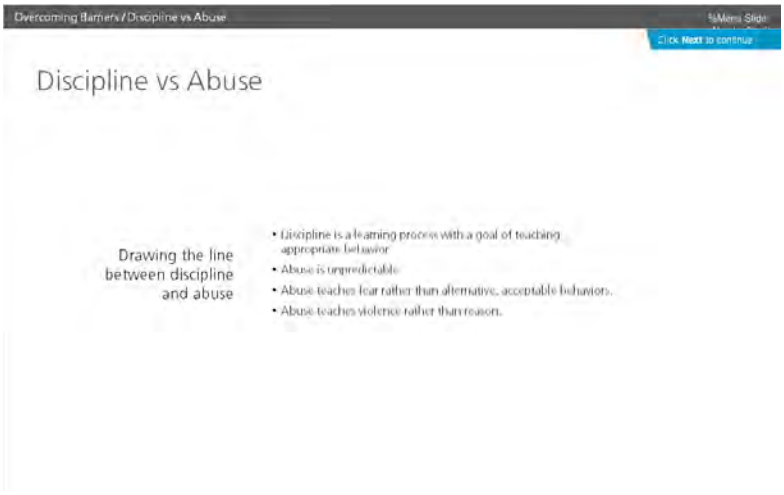


3.4 Discipline vs Abuse



Notes:

Professionals and parents may both struggle with drawing a line between what is discipline and what is abuse.

- Keep in mind that discipline is consistent and is part of a learning process with the goal of teaching appropriate behavior.
- Abuse is unpredictable and has no clear boundaries as to what will trigger it.
- Abuse teaches fear rather than an acceptable alternative to the child's behaviors.
- Abuse teaches violence rather than reason.

Abuse is not only damaging to the child-it is also ineffective in changing a child's behavior. When a parent continues to struggle with a child's behavior, there is risk of increasingly severe punishments.

3.5 Personal Bias

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Notes:

Which of these families do you think would be most likely to incur child maltreatment?

Would it be this family? Would it be this family?

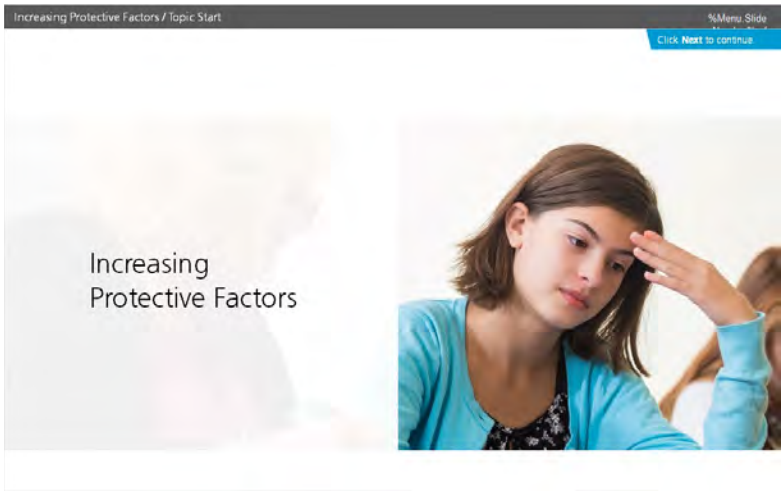
It can occur in a family, regardless of their race or ethnicity.

It can occur in a family, regardless of their religion. It can occur in any family structure.

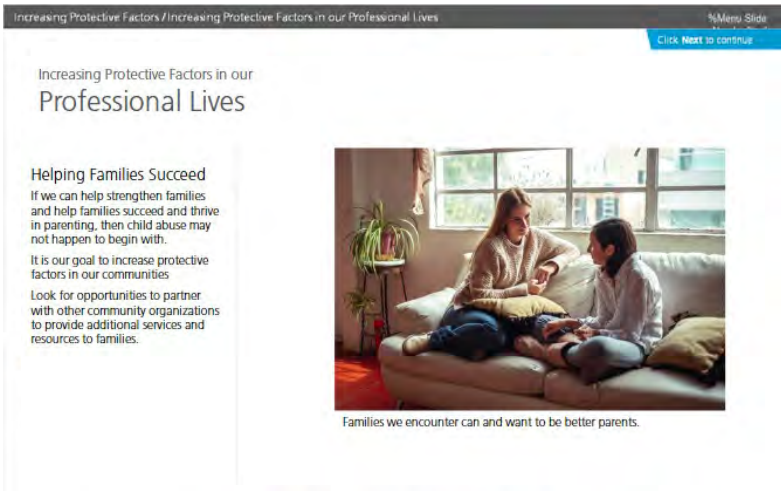
Child maltreatment cuts across all segments of our society.

4. Increasing Protective Factors

4.1 Increasing Protective Factors - Topic Start



4.2 Increasing Protective Factors in our Professional Lives



Notes:

So far in this module, we have been looking at the actions that you can take when you suspect child maltreatment.

However, we would like to restate how important it is to do all we can to help prevent child maltreatment from happening to begin with.

At the beginning of the training we discussed risk and protective factors. As adults who care about the well-being of children and families it is our goal to increase protective factors in our communities.

Here are a few simple ways to increase protective factors for the parents we interact with in our agencies.

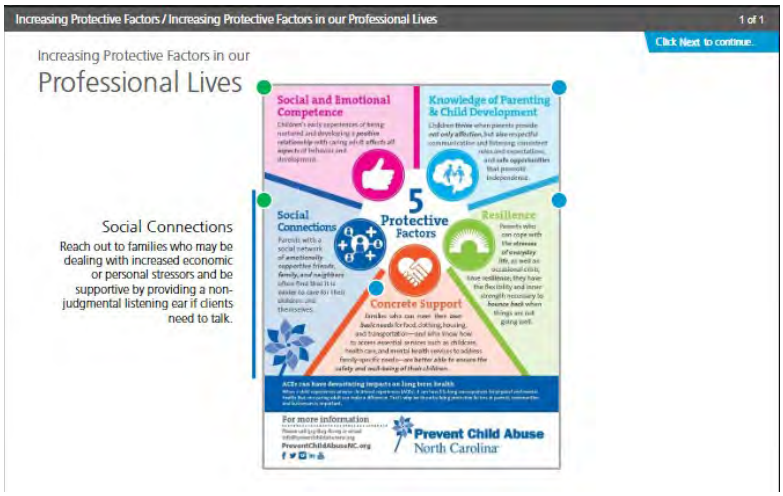
Click each item to learn more.

Knowledge of Parenting & Child Development (Slide Layer)

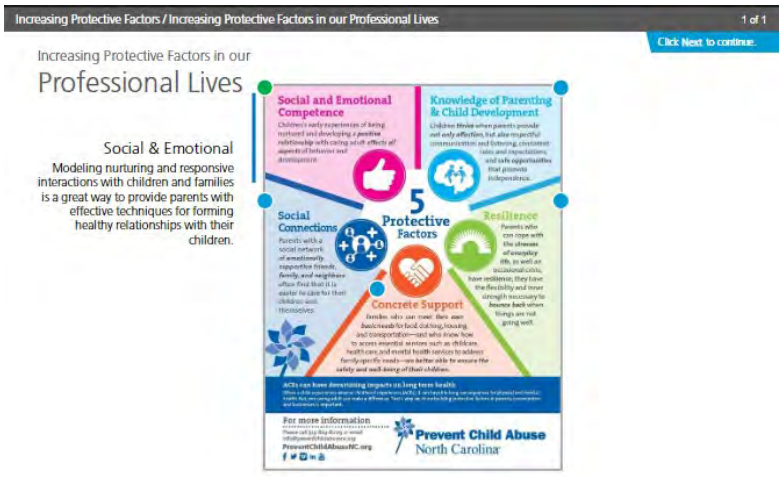
Parental Resilence (Slide Layer)

Concrete Support in Times of Need (Slide Layer)

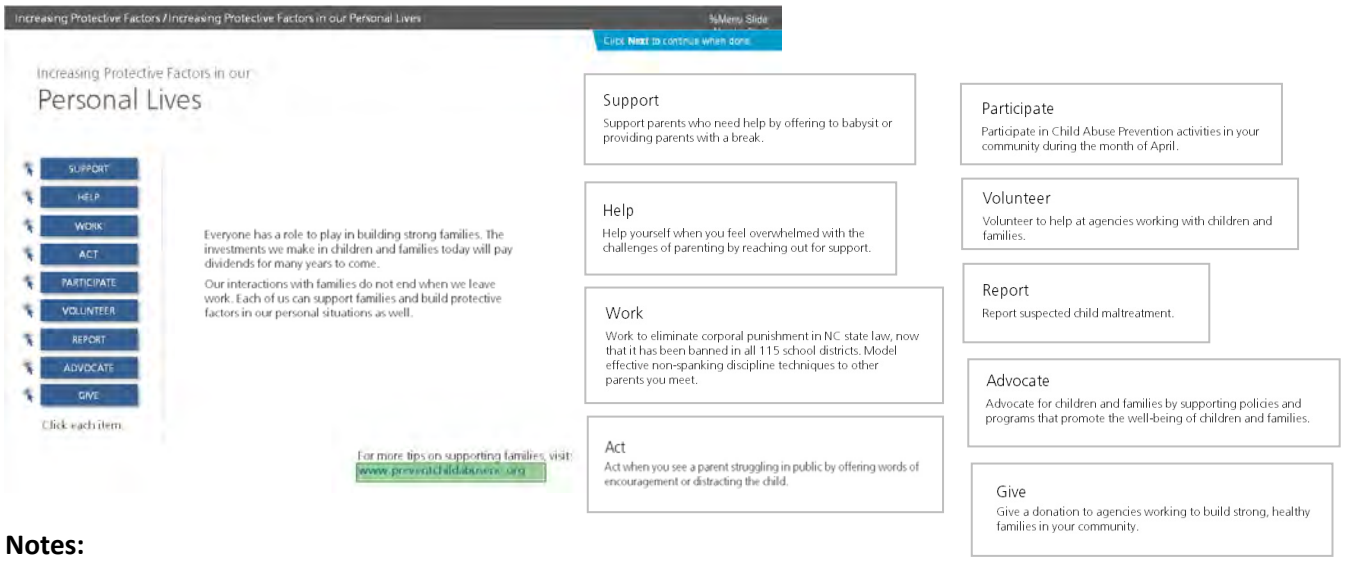
Social Connections (Slide Layer)



Social and Emotional Competence of Children (Slide Layer)



4.3 Increasing Protective Factors in our Personal Lives



Notes:

Everyone has a role to play in building strong families. The investments we make in children and families today will pay dividends for many years to come.

Our interactions with families do not end when we leave work. Each of us can support families and build protective factors in our personal situations as well.

Here are some ways to support families.

5. Conclusion

5.1 Module Summary

Notes: Here are some important points we covered in this module.