

Knowing Your Child/Student Understands Their Rights and kNOws When to Say NO!

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Agenda

- ▣ Introduction
- ▣ **Conundrum:**
 - ▣ Parents want to know child is protected but teachers feel limited by:
 - ▣ Push to focus on subject specific to standardized tests
 - ▣ Not sure how to infuse topics into existing curriculum
 - ▣ Not sure of data to support including topic into school day
- ▣ **Knowing, Observing, Reporting**
- ▣ **Use Existing Resources**
- ▣ **Bridging the gap**
 - ▣ Safety from neglect and abuse education parallels existing Common Core and state standards
- ▣ **Strategies to infusing resources/curriculum into existing program**

Introduction



- ▶ Associate Professor
- ▶ Director of the Deaf Education Program at the University of North Florida.
- ▶ Research interests:
 - ▶ Literacy/technology and deafness
 - ▶ Inclusive learning environments for all children with disabilities.
- ▶ Teach in both Exceptional Student and Deaf Education
- ▶ Combined knowledge of ESE and DE provides a platform for providing pre-service teachers with better strategies to use with students who are Deaf with Disabilities (DWD; www.understandingdad.org)



Conundrum



- ▣ Parents want to know child is protected but teachers feel limited by:
 - ▣ Push to focus on subject specific to standardized tests
 - ▣ Not sure how to infuse topics into existing curriculum
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Impact of Hearing Loss



- ▶ A mild, unilateral (i.e., one ear) hearing loss can negatively impact a child's academic performance (Antia, 2010)
- ▶ Children who are either deaf or hard of hearing experience difficulty developing knowledge, communication skills, and self-advocacy strategies needed to prevent abuse and/or neglect.
- ▶ Teachers and parents must have the tools FIRST in order to equip their students/children with tools needed to defend themselves.



Child Abuse in Residential Schools

- ▣ Hawaii
<http://www.courthousenews.com/2011/08/15/Ringleaders.pdf>
- ▣ Several Listed:
<http://deafness.about.com/cs/educationgeneral/a/sexabuse.htm>
- ▣ North Carolina <http://www.alldeaf.com/deaf-education/79977-abuse-claims-n-c-school-deaf.html>

Know, Observe, Report

- **Understanding** the different types of Abuse:
 - Neglect
 - Physical
 - Sexual
 - Emotional/Psychological
- **Observing**
 - The child
 - Interactions with other children, adults, family
- **Reporting**
 - Not necessarily indictment but starting an investigation
- **Video**
 - [Abused kids: See it! Stop it!](#)



Arming you with TOOLS!

- ▣ [Safety Checklist](#)-O.U.R. Child Project-Hands & Voices

- ▣ Recognizing Child Abuse and Neglect: Signs and Symptoms.
 - <http://www.childwelfare.gov/pubs/factsheets/signs.cfm>

- ▣ Long-Term Consequences of Child Abuse and Neglect
 - http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

Resources

- ▶ “[Bright Spots](#),” i.e., respected and trusted individuals who participate in a community of learners to share, gather, and develop the knowledge, skills, and programs needed to increase **awareness**, enhance **communication**, and establish **programs** for the protection and success of our children.
- ▶ Publications:
 - ▶ Harold Johnson-[Protecting the Most Vulnerable from Abuse](#)
 - ▶ [Safety Checklist](#)
 - ▶ [Child Welfare Information Gateway](#)
- ▶ Utilize existing Curriculums
 - ▶ [Kidpower](#)
 - ▶ [Good Touch & Bad Touch](#), What's the Difference?
 - ▶ [Monique Burr Foundation](#)-Child Safety Matters.org
- ▶ *Hotline:
 - ▶ Childhelp **1-800-4-A-CHILD**

Bridging the Gap

- ▶ Examine your existing state standards:
 - ▶ Health Education
 - ▶ Physical Education
 - ▶ Science
 - ▶ Special Skills
 - ▶ DHH
 - ▶ Unique Skills
- ▶ Challenge teachers to see the connection between existing standards and child abuse/neglect prevention curricula and self-advocacy lessons
- ▶ If they resist adding goals to the IEP, encourage them to add content to their instruction that meets the standards and helps to protect our children/students.

Health Education ▾

Grade: K ▾

Strand **HE.K.C:** Health Literacy Concepts ▾

Strand **HE.K.P:** Health Literacy Promotion ▾

Strand **HE.K.B:** Health Literacy Responsible Behavior ▾

Idea 3 **HE.K.B.3:** Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Idea 4 **HE.K.B.4:** Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Idea 5 **HE.K.B.5:** Decision Making - Demonstrate the ability to use decision-making skills to enhance health. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Grade: 1 ▾

Strand **HE.1.C:** Health Literacy Concepts ▾

Idea 1 **HE.1.C.1:** Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Idea 2 **HE.1.C.2:** Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Strand **HE.1.P:** Health Literacy Promotion ▾

Strand **HE.1.B:** Health Literacy Responsible Behavior ▾

Grade: 2 ▾

Strand **HE.2.C:** Health Literacy Concepts ▾

Strand **HE.2.P:** Health Literacy Promotion ▾

Idea 7 **HE.2.P.7:** Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Idea 8 **HE.2.P.8:** Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Physical Education Standards- Florida

Physical Education ▾

Grade: K ▾

Grade: 1 ▾

Grade: 2 ▾

Grade: 3 ▾

Strand **PE.3.C:** Cognitive Abilities ▾

Strand **PE.3.L:** Lifetime Fitness ▾

Strand **PE.3.M:** Movement Competency ▾

Strand **PE.3.R:** Responsible Behaviors and Values ▾

Idea 5 **PE.3.R.5:** Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Idea 6 **PE.3.R.6:** Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction. [read more](#)

Date Adopted or Last Revised: 02/14 ▾

Science Standards-Florida

Science ▾

Grade: K ▾

Grade: 1 ▾

Body of Knowledge **SC.1.E:** Earth and Space Science ▾

Body of Knowledge **SC.1.L:** Life Science ▾

Big Idea / Supporting Idea 14 **SC.1.L.14:** Organization and Development of Living Organisms [read more](#)
Date Adopted or Last Revised: 02/08 ▾

Big Idea / Supporting Idea 16 **SC.1.L.16:** Heredity and Reproduction [read more](#)
Date Adopted or Last Revised: 02/08 ▾

Big Idea / Supporting Idea 17 **SC.1.L.17:** Interdependence [read more](#)
Date Adopted or Last Revised: 02/08 ▾

Body of Knowledge **SC.1.N:** Nature of Science ▾

Body of Knowledge **SC.1.P:** Physical Science ▾

Grade: 2 ▾

Grade: K2 ▾

Grade: 3 ▾

Grade: 4 ▾

Body of Knowledge **SC.4.E:** Earth and Space Science ▾

Body of Knowledge **SC.4.L:** Life Science ▾

Big Idea / Supporting Idea 16 **SC.4.L.16:** Heredity and Reproduction [read more](#)
Date Adopted or Last Revised: 02/08 ▾

Big Idea / Supporting Idea 17 **SC.4.L.17:** Interdependence [read more](#)
Date Adopted or Last Revised: 02/08 ▾

Body of Knowledge **SC.4.N:** Nature of Science ▾

Body of Knowledge **SC.4.P:** Physical Science ▾

Grade: 5

Special Skills DHH- Florida Standards

Special Skills ▾

Grade: PK12 ▾

Domain **SP.PK12.DH:** Deaf and Hard of Hearing

Idea 1 **SP.PK12.DH.1:** Deaf Culture and Heritage [read more](#)

Date Adopted or Last Revised: 02/14

Idea 2 **SP.PK12.DH.2:** Learning Supports [read more](#)

Date Adopted or Last Revised: 02/14

Idea 3 **SP.PK12.DH.3:** Knowledge of Own Hearing Loss [read more](#)

Date Adopted or Last Revised: 02/14

Idea 4 **SP.PK12.DH.4:** Acquisition, Comprehension, and Use of Language [read more](#)

Date Adopted or Last Revised: 02/14

Idea 5 **SP.PK12.DH.5:** Personal and Interpersonal Communication Skills [read more](#)

Date Adopted or Last Revised: 02/14

Idea 6 **SP.PK12.DH.6:** Self-Determination and Self-Advocacy [read more](#)

Date Adopted or Last Revised: 02/14

Domain **SP.PK12.SA:** Speech and Auditory Training

Domain **SP.PK12.TP:** Therapies

Domain **SP.PK12.US:** Unique Skills

Domain **SP.PK12.VI:** Visual Impairment

Unique Skills-Florida Standards

Domain SP.PK12.US: Unique Skills	▼
Idea 1 SP.PK12.US.1: Learning Skills and Strategies read more Date Adopted or Last Revised: 02/14	▼
Idea 10 SP.PK12.US.10: Task Completion read more Date Adopted or Last Revised: 02/14	▼
Idea 11 SP.PK12.US.11: Functioning within Settings read more Date Adopted or Last Revised: 02/14	▼
Idea 12 SP.PK12.US.12: Foundational Skills for Orientation and Mobility read more Date Adopted or Last Revised: 02/14	▼
Idea 13 SP.PK12.US.13: Environmental Orienting Techniques read more Date Adopted or Last Revised: 02/14	▼
Idea 14 SP.PK12.US.14: Personal Orienting Techniques read more Date Adopted or Last Revised: 02/14	▼
Idea 15 SP.PK12.US.15: Independent Travel Skills read more Date Adopted or Last Revised: 02/14	▼
Idea 16 SP.PK12.US.16: Spatial Awareness and Directions read more Date Adopted or Last Revised: 02/14	▼
Idea 17 SP.PK12.US.17: Route Travel read more Date Adopted or Last Revised: 02/14	▼
Idea 18 SP.PK12.US.18: Soliciting and Declining Assistance read more Date Adopted or Last Revised: 02/14	▼
Idea 19 SP.PK12.US.19: Self-Regulation read more Date Adopted or Last Revised: 02/14	▼
Idea 2 SP.PK12.US.2: Task Management read more Date Adopted or Last Revised: 02/14	▼
Idea 20 SP.PK12.US.20: Interpersonal Relationships read more Date Adopted or Last Revised: 02/14	▼
Idea 21 SP.PK12.US.21: Relationships Across Settings read more Date Adopted or Last Revised: 02/14	▼
Idea 22 SP.PK12.US.22: Social Skills and Strategies read more Date Adopted or Last Revised: 02/14	▼

Unique Skills Continued

Idea 3 **SP.PK12.US.3:** Self-Determination and Self-Management [read more](#)
Date Adopted or Last Revised: 02/14

Idea 4 **SP.PK12.US.4:** Listening [read more](#)
Date Adopted or Last Revised: 02/14

Idea 5 **SP.PK12.US.5:** Speaking [read more](#)
Date Adopted or Last Revised: 02/14

Idea 7 **SP.PK12.US.7:** Communication Systems [read more](#)
Date Adopted or Last Revised: 02/14

Idea 8 **SP.PK12.US.8:** Self-Care Skills [read more](#)
Date Adopted or Last Revised: 02/14

Idea 9 **SP.PK12.US.9:** Community Participation [read more](#)
Date Adopted or Last Revised: 02/14



Common Core Standards (CCS)

- ▶ Many states have adopted the Common Core Standards (CCS)
- ▶ CCS has a main focus of English Language Arts (ELA)/Literacy and Mathematics
- ▶ Targeting the CCS ELA standards will help convince teachers that child abuse and neglect prevention curricula as well as self-advocacy lessons can build upon existing standards they are required to teach
- ▶ Look at the following examples in the next few slides

CCS-Grade 1-Language

Knowledge of Language:

CCSS.ELA-LITERACY.L.1.3

(L.1.3 begins in grade 2)

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

CCSS.ELA-LITERACY.L.1.4.A

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.1.4.B

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-LITERACY.L.1.4.C

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

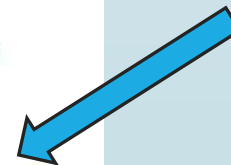
CCSS.ELA-LITERACY.L.1.5.B

Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).

Real-life connections between words such as “safe”, “appropriate”, and “touch”



CCS-Grade 1- Speaking & Listening

CCSS.ELA-LITERACY.SL.1.1

CCSS.ELA-LITERACY.SL.1.2

CCSS.ELA-LITERACY.SL.1.3

CCSS.ELA-LITERACY.SL.1.4

CCSS.ELA-LITERACY.SL.1.5

CCSS.ELA-LITERACY.SL.1.6

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

Speaking & Listening

Introduction

Kindergarten

► Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Introduction for 6-12

Grade 6

Grade 7

Grade 8

Grade 9-10

Grade 11-12

Language

Standard 10: Range, Quality, & Complexity

Our students need to develop good communication skills to be able to express what they feel and experience with accuracy and consistency.



CCS-Grade 3- Language

CCSS.ELA-LITERACY.L.3.5

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.3.5.A

Distinguish the literal and nonliteral meanings of words and phrases (*take steps*).

CCSS.ELA-LITERACY.L.3.5.B

Identify real-life connections between words and their use (e.g., *de* who are *friendly* or *helpful*).

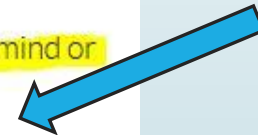
CCSS.ELA-LITERACY.L.3.5.C

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Good language skills will help our students advocate for themselves, and better understand when a person is trying to engage them in unsafe and harmful acts.



CCS-Grade 4- Speaking & Listening

CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)

These standards can be met while presenting curricula that help students understand how to protect themselves from abuse and neglect.

Again, the better communication skills our students have, the more they can protect and advocate for themselves.



Conclusion



- Together we can make a difference.
- Provide evidence that our students/children struggle with language, thus need all the support they can get to build communication skills.
- Better communication skills will lead to more opportunities for them to advocate for their safety.
- Teachers can infuse child abuse and neglect as well as self-advocacy curricula into their existing academic program.
- The curricula meets the standards, show them the connection!
- Use your resources, I'm here for you!



Thank You & Contact Information

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