

PREPARING PRE-SERVICE TEACHERS  
IN DEAF EDUCATION TO  
**OBSERVE, UNDERSTAND, & RESPOND**  
TO CHILD ABUSE AND NEGLECT  
(CA/N)

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Presentation Adapted with Permission from  
Dr. Harold A. Johnson/Professor  
Michigan State University

# Agenda

- ▣ Announcements
- ▣ Two presentations
  
- ▣ Child Abuse & Neglect
- ▣ Social & Cognitive Factors
  - Not easy
  - Emotional
  - Ignoring only increases the problem

# Impact of Hearing Loss

- ▣ While even a mild, unilateral (i.e., one ear) hearing loss can negatively impact a child's academic performance (Antia, 2010), the **327,000 children** who are either deaf, or experience a lot of trouble hearing, experience **GREAT** difficulty in developing the knowledge, communication strategies and self advocacy skills needed to prevent, or stop the maltreatment they experience.

- ▣ **Parents** of children who are d/hh and the **professionals** who work with them are largely **unaware** of the fact that children with disabilities experience maltreatment at a rate that is **3x greater than that of their nondisabled peers** (Marge, 2003; Sullivan, & Knutson, 2000).
- ▣ This lack of awareness **increases the risk** for maltreatment, while simultaneously reducing the availability and efficacy of maltreatment services and programs.

DHH Child  
Learning  
Language

Parent Learning  
to Communicate

Child  
Susceptible  
Limited  
ability to Self-  
Advocate

# Investigation

- ▣ The investigation examined the extent to which parents and professionals who work with children who are deaf/hard of hearing (d/hh) are informed and prepared to recognize and respond to possible incidences of child abuse and/or neglect CA/N.

# Demographic Data

- 322 respondents to a 2008 survey:
  - **Most** (60%) were between the **ages of 35-54**.
  - **Most** (80%) had **greater than** a B.A./B.S. degree.
  - **Most** (90%) were **female**
  - **Most** (88%) were **professionals**
  - **Most** (82%) were **hearing**
  - **Most** (70%) had **11+ years of experience** in interacting with individuals who were d/hh
  - **Most** (82%) had **daily interactions** with individuals who were d/hh
  - A **majority** (51%) **used speech & sign** in those interactions, with the rest using speech (25%), or sign (18%)

# Findings

- ▣ Training re. CA/N:
  - **Majority** (64%) had formal training re. CA/N, but only in a **minority** (29%) of cases, was the training specific to children who were d/hh



- ▣ A **majority** (58%) indicated they were only somewhat, or **not confident** in their knowledge regarding **how to respond to a child who is d/hh and possible the victim of CA/N**
- ▣ **Finally, a majority** (88%) of the respondents expressed a **desire to learn more** about the prevention and recognition of CA/N as experienced by children who were d/hh.

# We are starting EARLY!

- ▣ What are the different kinds of Abuse:
  - Neglect
  - Physical
  - Sexual
  - Emotional/Psychological
- ▣ Understanding, Observing, Reporting
- ▣ Video
  - Some graphic parts-option to leave and return
  - Cover eyes warning?
  - Abused kids: See it! Stop it!

# Child Abuse in Residential Schools

- ▣ Hawaii

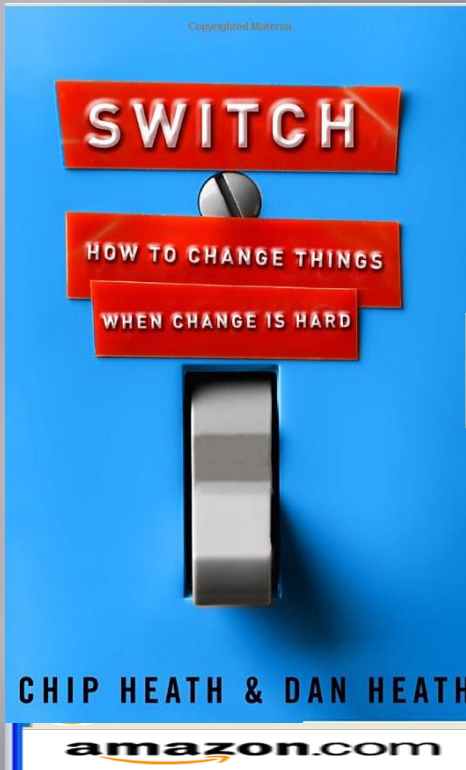
<http://www.courthousenews.com/2011/08/15/Ringleaders.pdf>

- ▣ 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>

**What can we do to increase  
our knowledge base,  
prevention, and services  
concerning children with  
disabilities, abuse, and  
neglect?**



Elephant: emotional response

Ryder: conceptual understanding

Path: clear action steps



The presence of a disability significantly increases the risk of CA/N.

1. Share what we know = wiki based

**Author's Corner**

2. Identify, link, and support existing experts

**Bright Spots**

3. Establish an online "Community of Learners" concerning CA/N & Children w/ Disabilities

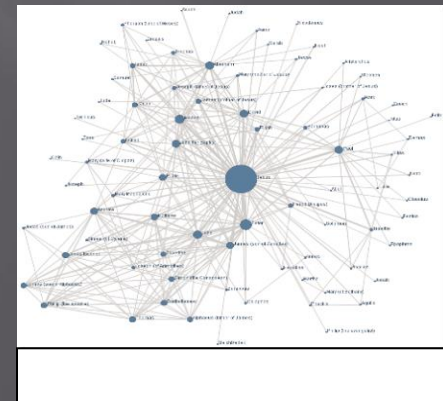
Dr. Johnson is creating a wiki that would bring Professionals together to collaborate and work toward Increasing awareness and reducing the cases of CA/N.

Wiki

# Bright Spots Project

- The identification of 100 community leaders to serve as “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.

[BACK](#)



# Arming you with TOOLS!

- ▣ See Handouts
  
- ▣ 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](http://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm)

# Resource:

## Definitions of Child Abuse & Neglect

- 11th Commandment video (captioned & described by Described & Captioned Media) Critical Resources  
<http://www.youtube.com/watch?v=7icgPX88Q6Q> “11 Commandment” w/ [captioned & described](#)
- [Do?Tell!](#) DVD w/ ASL & Spanish
- What is Child Abuse and Neglect?
  - <http://www.childwelfare.gov/pubs/factsheets/whatiscan.cfm>
- Preventing Child Abuse and Neglect.
  - <http://www.childwelfare.gov/pubs/factsheets/preventingcan.cfm>



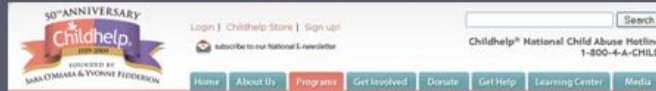
# Resources/Tools

- ▣ <http://www.childwelfare.gov/edtoolkit/browse.html> free resources for educators
- ▣ Advocacy Services for Abused Deaf Women and Children ([DOVE](#))
- ▣ Child Abuse & Neglect Community of Learners for Children with Disabilities ([wiki](#))
- ▣ [ChildHelp](#) Deaf & Hard of Hearing Children Helpline:  
**1-800-222-4453**
- ▣ Deaf Education Web Site ([Deafed](#))
- ▣ Described and Captioned Media Programs ([DCMP](#))
- ▣ Sorenson Video Relay Services ([VRS](#))

# Role Play

- ▣ In groups of 3 you will be assigned a type of abuse:
  - Neglect, Physical, Sexual, Emotional
- ▣ What might this abuse look like in the classroom?
  - Provide examples
- ▣ Think of scenario (5 min),
- ▣ Act it out (3 min)
- ▣ As a class, we discuss how to O.U.R. (5 min)
  - OBSERVE
  - UNDERSTAND
  - RESPOND

# Observe, Understand, Respond CA/N



<http://www.childhelp.org/>



<http://www.dcmp.org/>



<http://www.dcmp.org/FlashLanding/SecureFlash.aspx?G=31653>

**Deaf & Hard of Hearing Children Helpline: 1-800-222-4453**

# Thank You & Contact Information

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