

Child Development and Early Trauma & Child Abuse Reporting

PRESENTED BY

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Child Guidance Services



Child Guidance has been serving families of Oklahoma for 70 years. Our mission is to prevent child abuse, promote optimal development, behavior and interactions for children and protect their families' future success.

OSDH Child Guidance Service 405-271-4477

Oklahoma County Child Guidance 405-271-5700 option 5

What stresses you out as a parent?

- ▶ Drug/alcohol abuse in family
- ▶ Domestic/child abuse in family
- ▶ Mental Health Challenges & Trauma
- ▶ Money/economy
- ▶ Too much (well meaning) family/friend advice
- ▶ No support group
- ▶ Lack of experience, education
- ▶ Lack of resources
- ▶ Single Parenting
- ▶ Age (teen parents)
- ▶ Parenting a child with special needs



7 Challenging Areas of Parenting



(As described in Barton Schmitt's 1987 article, *The 7 Deadly Sins of Childhood*)

- ❖ Colic
- ❖ Trained Night Crying
- ❖ Separation Anxiety
- ❖ Normal Exploratory Behavior
- ❖ Normal Negativism
- ❖ Picky Eating
- ❖ Toileting

What Most Babies Do By 4 Months

- ▶ Smiles spontaneously, especially at people
- ▶ Likes to play with people and may cry when playing stops
- ▶ Copies some movements and facial expressions, like smiling or frowning
- ▶ Begins to babble with expressions and copies sounds he hears
- ▶ Has different cries to show hunger, pain or being tired
- ▶ Follows moving person or things with eyes, turns head to sound
- ▶ Reaches for toy with one hand, grasps and shakes toy, swipes at dangling toy
- ▶ Recognizes familiar people/things
- ▶ When lying on tummy, pushes up to elbows
- ▶ May be able to roll from tummy to back



What Most Babies Do By 9 Months

- ▶ Makes a lot of different sounds (mamama, bababa)
- ▶ Plays peek-a-boo
- ▶ Points to things using fingers
- ▶ Picks up small items like cereal o's between thumb and index finger (pincer grasp)
- ▶ Pulls to stand
- ▶ Stands, holding on
- ▶ Sits without support
- ▶ Crawls
- ▶ May be fearful of strangers
- ▶ May become clingy with familiar adults



What Most Children Do By 1 Year

- ▶ Uses simple gestures, shakes head "no-no" or waves "bye-bye"
- ▶ Says mama and dada and exclamations like "uh oh!"
- ▶ Tries to say words you say, copies gestures
- ▶ Understands/follows simple directions
- ▶ Cries when mom or dad leaves (separation anxiety)
- ▶ Explores things by banging, shaking, throwing
- ▶ Pulls to stand, walks holding on to furniture ("cruising")
- ▶ May take a few steps without holding on
- ▶ Helps with dressing by putting arm or leg out
- ▶ Is shy or nervous with strangers



What Most Children Do By 2 Years

- ▶ More independent
- ▶ 2-4 word sentences
- ▶ Points to things or pictures when they are named
- ▶ Names items in picture book
- ▶ Builds tower of 4 or more blocks
- ▶ Begins to sort by shape and color
- ▶ Kicks a ball
- ▶ Begins to run
- ▶ Climbs onto and down from furniture without help
- ▶ Walks up and down stairs holding on
- ▶ Knows the names of familiar people and body parts
- ▶ Gets excited to play with peers, may hit or push



What Most Children Do By 3 Years

- ▶ Shows concern for crying friend
- ▶ Shows affection without prompting
- ▶ Dresses and undresses self
- ▶ Follows directions with 2-3 steps
- ▶ Takes turns in play/games
- ▶ Completes 3-4 piece puzzle
- ▶ Builds tower of 6 blocks
- ▶ Says "I", "me", "we", and "you" and some plurals (shoes, dogs, cats)
- ▶ Pedals a tricycle
- ▶ Imaginary play with dolls, animals, people
- ▶ May get upset with changes in routine



What Most Children Do By 4 Years

- ▶ Engages in make-believe play, plays house
- ▶ Tells stories/ knows songs by memory
- ▶ Names colors, shapes, some numbers, counting
- ▶ Draws picture of person with 2-4 body parts
- ▶ Uses scissors
- ▶ Starts to copy some capital letters
- ▶ May catch a bounced ball
- ▶ Prefers playing with other children, rather than alone
- ▶ Hops/stands on 1 foot for 2 seconds
- ▶ Tells first and last name
- ▶ Often can't tell what's real and what's make-believe

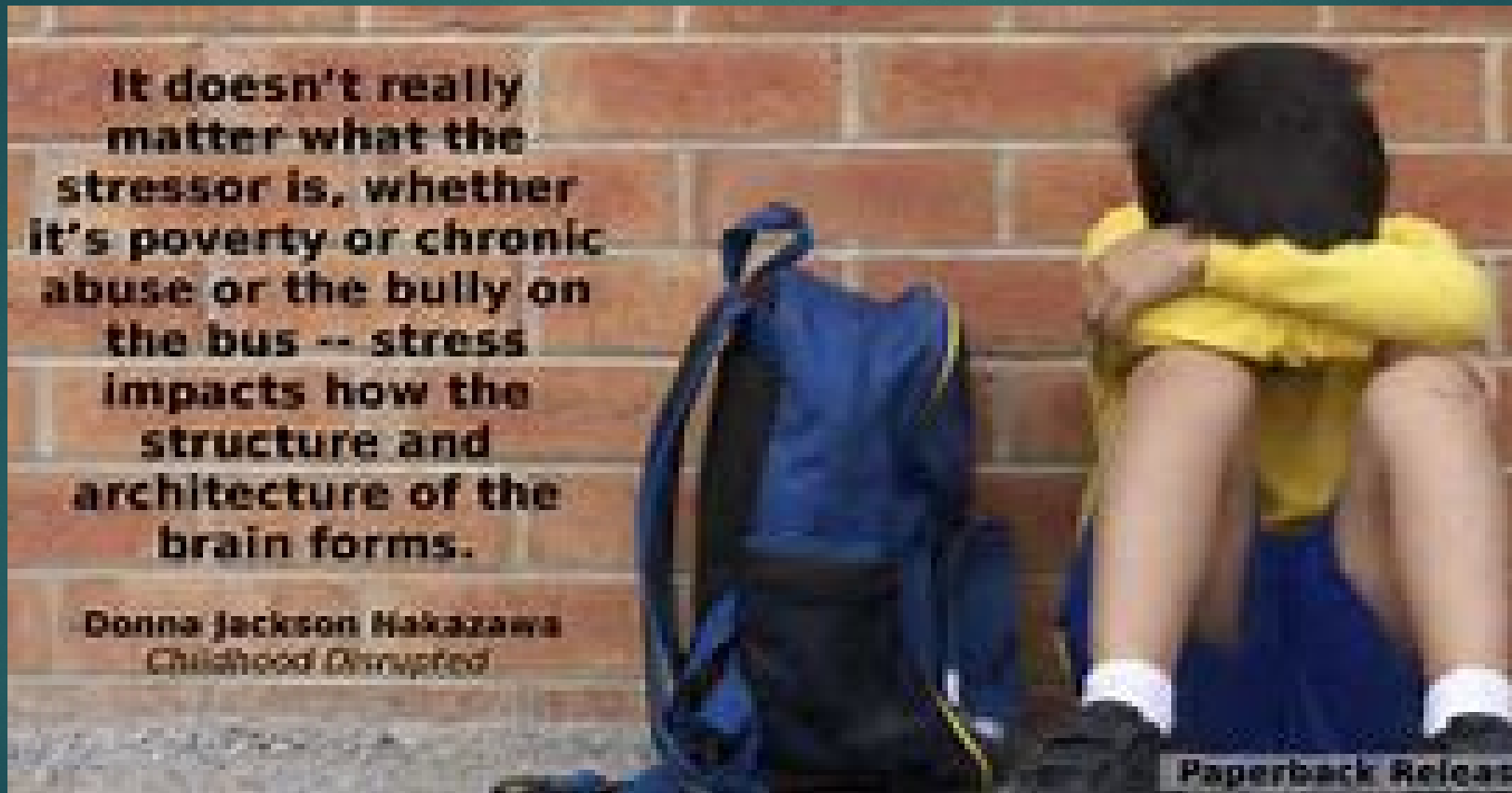


What Most Children Do By 5 Years

- ▶ Wants to be like his friends
- ▶ Is aware of gender
- ▶ Speaks very clearly, tells stories using full sentences
- ▶ Says name and address
- ▶ Draws a person with 6+ body parts
- ▶ Count 10 or more things
- ▶ Copies triangle and other geometric shapes
- ▶ Prints some letters and numbers
- ▶ Hops, may be able to skip
- ▶ Uses the toilet on his own
- ▶ Swings and climbs
- ▶ Can be demanding , sometimes very cooperative



Dr. Robert Block, former president of the American Academy of Pediatrics, has been widely quoted as saying, “Adverse childhood experiences are the single greatest unaddressed public health threat facing our nation today.”



How Abuse/Neglect Impacts Brain Development



Bruce Perry, MD, PhD, Senior Fellow of the Child Trauma Academy, a not-for profit organization based in Houston, TX and author with Maia Szalavitz of *The Boy Who Was Raised As A Dog*, a bestselling book based on his years of work with maltreated children.

"Adversity faced in childhood is very different than adversity faced as an adult."

Brian F. Martin



Early stress and adversity:

Obvious Risk Factors:

- ▶ Abuse & Neglect
- ▶ Trauma (witnessing domestic violence, natural disasters, auto accidents, loss of a parent through death or incarceration)

Less Obvious Risk Factors:

- ▶ Difficult pregnancy (Mom was stressed, exposure to drugs/alcohol)
- ▶ Difficult/traumatic birth (prolonged labor, hypoxic episodes, neurological insult)
- ▶ Early hospitalizations (painful procedures, lack of comforting, nurturing touch)



Adverse Childhood Experiences in Oklahoma

U.S. Value: 20.5%

Healthiest State: California: 14.8%

Least-healthy State: Oklahoma: 28.5% (Oklahoma is 50th out of 50)

Percentage of children ages 0-17 who experienced 2 or more of the following:

- ▶ Economic hardship
- ▶ Parental divorce or separation
- ▶ Living with someone with an alcohol or drug problem
- ▶ Neighborhood violence (victim or witness)
- ▶ Living with someone who was mentally ill, suicidal, or severely depressed
- ▶ Parent who served jail time
- ▶ Being treated/judged unfairly due to race/ethnicity
- ▶ Death of parent

America's Health Rankings.org, Accessed 2020

Characteristics of Traumatized Children



Infants

- ▶ Difficult to soothe
- ▶ Resistant to touch
- ▶ Sleep problems
- ▶ Feeding issues
- ▶ Dull, listless appearance
- ▶ Lack of eye contact
- ▶ Rocking
- ▶ Head banging
- ▶ Sudden lack of motor control
- ▶ Tantrums
- ▶ Lack of play

Characteristics of Traumatized Children

Toddlers

- ▶ Language delay
- ▶ Alternately fearful and aggressive
- ▶ Excessively negative or oppositional
- ▶ Withdrawal
- ▶ Random and erratic play
- ▶ Difficulty with separation
- ▶ Refuse to be comforted when hurt



Characteristics of Traumatized Children

Three- to Five-Year-Olds

- ▶ Precocious self-care
- ▶ Indiscriminate attachment
- ▶ Inability to Play
- ▶ Unusually controlling
- ▶ Seemingly random acts of aggression
- ▶ Visceral reactions to frustration
- ▶ Gorges or hoards food
- ▶ Difficulty with transitions
- ▶ Memory problems
- ▶ Hypervigilant
- ▶ Misinterpret facial expressions and body language
- ▶ Developmental delay



"The challenging behaviors of traumatized children are driven by fear - not by rebellion and defiance. Scared children do scary things because they are afraid, not because they are trying to get on the last nerve of those who care for and teach them."

"Understanding that aggression is the language of fear profoundly changes how adults view and respond to children's maladaptive behavior. An aggressive child is a scared child."



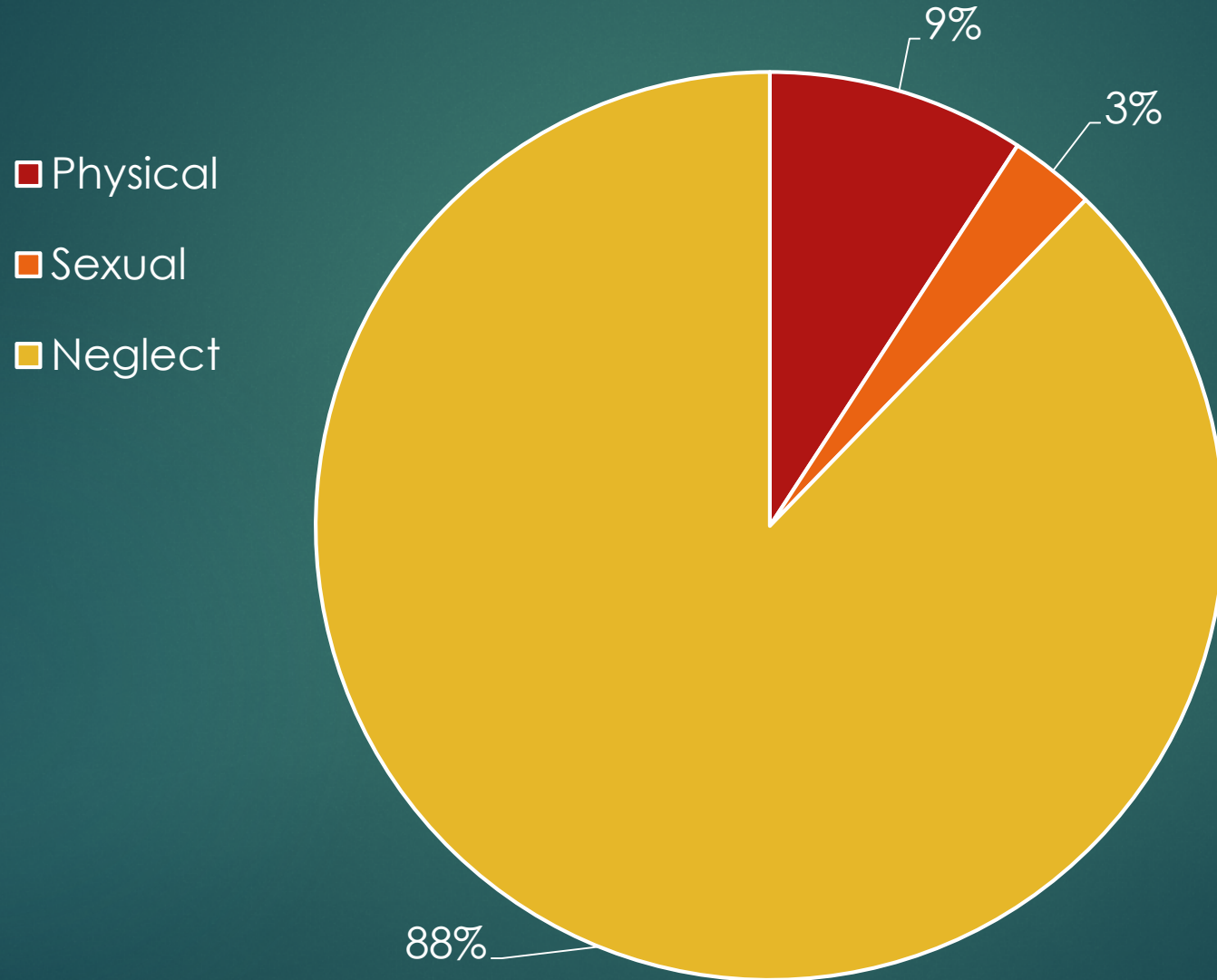
Barbara Sorrels, Ed.D., in *Reaching and Teaching Children Exposed to Trauma*

Mandatory Reporting in Oklahoma



"Abuse" means harm or threatened harm to the health, safety or welfare of a child by a person responsible for the child's health, safety, or welfare of the child.

Substantiated Child Abuse and Neglect By Category 2021 (N= 22,490)



Mandatory Reporting in Oklahoma

- ❖ Title 10A - Children
- ❖ Chapter 71 – Oklahoma Child Abuse Reporting and Prevention Act
- ❖ Cite – 10A O.S. § 1-2-101



Mandatory Reporting in Oklahoma

- ❖ Original Statute 1965
- ❖ Multiple amendments
- ❖ Latest version 5/21/2019



Mandatory Reporting in Oklahoma

WHO is a mandated reporter? Is it Teachers, Healthcare Providers, Neighbors, family?

Oklahoma Law says: Every person having reason to believe that a child under the age of eighteen (18) is a victim of abuse or neglect shall report the matter promptly to the Oklahoma Department of Human Services.



Under Oklahoma Law

- ▶ **Sexual abuse** includes but is not limited to rape, incest, and lewd or indecent acts or proposals made to a child, as defined by law, by a person responsible for the health, safety, or welfare of the child.
- ▶ **Sexual Exploitation** includes but is not limited to allowing, permitting, encouraging, or forcing a child to engage in prostitution or lewd, obscene, or pornographic acts or depicting of a child in those acts by a person responsible for the health, safety and welfare of the child.

Under Oklahoma Law

- ▶ **Physical Abuse** means an injury resulting from punching, beating, kicking, biting, burning, or otherwise harming a child. Even though the injury is not an accident, the primary caretaker may not have intended to hurt the child.
- ▶ **Psychological Neglect** - the consistent failure of a parent or caretaker to provide a child with appropriate support, attention, and affection.
- ▶ **Psychological Abuse** - a chronic pattern of behaviors such as belittling, humiliating, and ridiculing a child.

Under Oklahoma Law

Neglect means:

a. the failure or omission to provide any of the following:

- ▶ (1) adequate nurturance and affection, food, clothing, shelter, sanitation, hygiene, or appropriate education,
- ▶ (2) medical, dental, or behavioral health care,
- ▶ (3) supervision or appropriate caretakers, or
- ▶ (4) special care made necessary by the physical or mental condition of the child,

b. the failure or omission to protect a child from exposure to any of the following:

- ▶ (1) the use, possession, sale, or manufacture of illegal drugs,
- ▶ (2) illegal activities, or
- ▶ (3) sexual acts or materials that are not age- appropriate, or

c. abandonment

Reporting Suspected Child Abuse or Neglect

- ▶ A report should be made when you know or have reason to believe that a child or adolescent has been abused or neglected or is in danger of being abused.
- ▶ A report of suspected abuse is only a request for an investigation.
- ▶ Reporting is an *individual* responsibility
- ▶ Retaliation by employer will be liable
- ▶ No privilege or contract exempts reporting

NEGLECT Indicators

Physical

- Eating disorders
- Sleep disturbances
- Wetting or soiling by school-age child
- Speech disorders
- Failure to thrive
- Developmental lags
- Asthma, severe allergies, or ulcers

Behavioral

- Begging or stealing food
- Falling asleep in school, lethargic
- Poor school attendance, frequent tardiness
- Chronic hunger
- Dull, apathetic appearance

FAILURE TO THRIVE

Definition



Failure to thrive (FTT) is a condition in which children show a marked retardation or cessation of growth.

FTT can result from:

- ▶ A medical condition
- ▶ Environmental factors or
- ▶ Combination of medical and environmental factors



What Information Do I Report?

- ▶ The names, addresses and whereabouts of the child and the child's parents
- ▶ The child's age and basic demographics
- ▶ The nature and extent of the suspected abuse or neglect
- ▶ The identity of the person responsible, if known
- ▶ Your identity?

What happens when I report?

- Screened out
- Assessment
- Investigation

Notes -

- ▶ The law requires DHS to keep the identity of reporters private from those who are the subject of the report
- ▶ Reporters may receive a letter from DHS informing them of the disposition of the investigation or assessment



When Parents and Children are Having Trouble in Public There are things you can do and say to help.

It is not helpful to criticize parents or give them harsh looks. Being critical or outwardly bothered may make a parent angrier and could make the situation worse for the child.

If a child calls for help, PAY ATTENTION!

If a child is in danger, offer assistance. For example, if the child is left unattended in a grocery cart, stand by the child until the parent returns.

If you are concerned about the physical safety of the child, the police need to be called. The Oklahoma Department of Human Services has a toll free, 24 hour hotline for reporting child abuse: 1-800-522-3511.

If you have some authority over the parent, use some of the positive suggestions on the next slide and say, "This is a safe environment for children. We do not spank here." To avoid embarrassing the parent (they might take it out later on the child,) talk to them in private.

Some positive suggestions that might help parents and children in public



- ▶ ~ Try to empathize with the parent by saying something like, “My kids used to act like that.” Or, “I’m so glad I didn’t have to bring my kids today.”
- ▶ ~ Focus on the positive. Say something like, “What beautiful curly hair he has!”
- ▶ ~ Offer your help by saying, “Children can wear you out, can’t they? Is there anything I can do to help?”
- ▶ ~ If you know the parent, offer to watch the child while the parent takes a break.
- ▶ ~ Try to distract the child’s attention by talking to him/her, playing peek-a-boo, or some other little game.
- ▶ ~ Say things to the child such as, “I know, all this stuff @ the check-out makes me want some!” or, “Mommy’s almost finished. She’s putting the milk in the bag so you can have some milk at home.”

With each of these suggestions, be sure to listen. Often that can be most helpful rather than giving advice or trying to step in to solve a problem. Being a good listener can help the parent solve the problem and help the parent and child calm down.

Creating Calming Spaces can help children cope

- ▶ Provide a Daily Routine
- ▶ Offer Choices
- ▶ Use Positive Guidance Techniques
- ▶ Be Available and Supportive
- ▶ Have Fun
- ▶ Offer a “Calm Down” Space
- ▶ Take Care of Yourself



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Drain

Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a "ssshhh" sound and release all your muscles, draining out the stress.



S.T.A.R.

Smile, **T**ake a deep breath **A**nd **R**elax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.



Pretzel

Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.



Balloon

Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a "pbpbpbpb" sound.

Becky Bailey consciousdiscipline.com

Connection Requires Four Critical Elements:

Eye Contact



Get down on the child's level to achieve **eye contact** for a brief moment. When eyes meet, a wireless connection is created between the orbital frontal areas of the prefrontal lobes. From this connection, we download inner states into one another. The eyes contain nerve projections that lead directly to key brain structures for empathy and matching emotions. As soon as you have eye contact, download calm. "There you are. You're safe. Breathe with me. You can handle this." "Mirror neurons ensure the moment someone sees an emotion on your face, they will at once sense the same feeling within themselves."
- Daniel Stern

Presence



Being present in the moment means your mind and body are in the same place. Your mind is free from chatter. You are still enough to see the beauty in the child. Presence is about acceptance as we join together to share the same moment. The present moment is where joy lies. Relax into it.

Touch



Touch is the only sense we cannot live without. The skin and brain are made up of the same embryonic tissue. The skin is the outside layer of the brain. Touch creates a hormone that is essential to neural functioning and learning. If we want smart, happy kids, then we need to provide more appropriate, caring touch.

Playfulness



Playfulness helps build bonds and creates a biochemistry in the brain for dopamine. Dopamine says, "Pay attention, stay focused." Playful situations strengthen the dopamine system, increase attention spans and boost social development.





OKDHS Centralized Hotline 1-800-522-3511

Remember!!

A report of suspected child abuse
or neglect is a responsible attempt
to protect a child.

It could save their life.

Call Child Guidance! 405-271-5700 option 5

- ▶ Call anytime with parenting/caregiving questions.
 - ▶ Make a no cost appointment.
 - ▶ Pass it on!
 - ▶ Like us on Facebook!



Oklahoma Child Abuse Prevention
Oklahoma County Child Guidance