

Positive Futures Caring Together

Trainer Guide

Module 4

Understanding child abuse and neglect

Information for Trainers

Unit of competency

Modules 4 and 5 have been developed in accordance with the national unit of competency Identify and respond to children and young people at risk (CHCCHILD401A) and Work within a relevant legal and ethical framework (CHCCS400A).

Module 4 maps specifically to the following elements in these units:

CHCCHILD401A Element 1:	Identify and respond to children and young people at risk Implement work practices which support the protection of children and young people and
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CHCCS400A Element 4:	Work within a relevant legal and ethical framework Recognise and respond when client's <i>rights</i> and interests are not being protected.
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The unit of competency including performance criteria, range statement and evidence guide can be found at www.ntis.gov.au or if you do a search on Google using the unit code, e.g. CHCCHILD401A it will take you to the unit of competence.

Learning Outcomes

At the conclusion of this module, participants will be able to:

- Identify their own values and beliefs about child abuse and neglect
- Define and describe the indicators of child abuse and neglect
- Describe the impact of abuse and neglect on children and young people
- Demonstrate child-centred practice.

Assessment Tasks

- Reflection sheet (Assessment workbook or on-line facility)
- In-class participation (relate to in class activities e.g.: 4.2, 4.4, 4.5,)
- Understanding the indicators and effects of child abuse and neglect.

Recommended Reading*Essential*

- Learner Guide Module 4
- Chapter 11 of the *Children and Young People Act 2008*
- *Keeping children and young people safe* booklet produced by DHCS.

Desirable

SNAICC (2002), *Through young black eyes – A handbook to protect children from the impact of family violence and child abuse*, Canberra.

Australian Childhood Foundation, *Out of sight out of mind*, April 2006

Briggs, F and Hawkins, R, *Child Protection: A guide for teachers and child care professionals*, Allen and Unwin, Sydney, 1997.

*Positive Futures Caring Together***Delivery Schedule Module 4**

Training Time required: 3 hours
Break: 30 minutes
Total session time 3 and a half hours

Module 4 Understanding child abuse and neglect				
Trainer		Section	Time	PPT Slide
	4.1	Introduction	10 mins	1- 4
	4.2	What is abuse and neglect?	25 mins	5
	4.3	Why does child abuse happen	10 mins	6
	4.4	Focusing on the needs of children	30 mins	7- 8
		Break	30 mins	
	4.5	Understanding child abuse and neglect	105 mins	9 -10
		<ul style="list-style-type: none"> • Physical abuse • Sexual abuse • Emotional abuse • Neglect 	5 mins	
			20 mins	11 - 14
			30 mins	15 - 19
			25 mins	20 - 25
			25 mins	26 - 28
	4.6	Close	5 mins	29
		<ul style="list-style-type: none"> • Key thing learned • Assessment task 		

(This template can be photocopied and used by trainers)

*Positive Futures Caring Together***Materials and equipment required**

- Trainer guides
- Learner guides
- Power point presentation
- Data projector
- Laptop
- DVD "*Identifying and Responding to Children and Young People at Risk of Harm*"
- *Keeping Children & Young People Safe - a shared responsibility* (booklet)
- Parentlink Guide "Child Abuse and Neglect"
- *Children and Young People Act 2008*
- Attendance sheet
- In class participation checklist
- Participant evaluation forms
- Trainer feedback form
- Whiteboard markers
- Whiteboard
- Post it posters (stick on butcher's paper)
- Name tags
- Food/hospitality

Recommended room set-up

It is recommended that the room be set up in a 'horse shoe' shape with tables to allow participants to write in their Learner Guides

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Module 4 – Session Plan

(10 mins)	<p>4.1 Introduction</p> <p>Modules 4 and 5 will cover the topic of understanding child abuse and neglect and responding to concerns about children and young people who may be being abused or neglected.</p> <p>These modules are important for foster carers because:</p> <ul style="list-style-type: none"> ▪ It helps you to understand the needs of children and young people who have been abused and/or neglected who may come into your care ▪ It is important for you to know what groups in the community are mandated by law to report child abuse ▪ It is important for you to know what to do if a child or young person in your care discloses an experience of abuse or neglect.
<i>Input</i>	<p>Modules 4 and 5 will cover the topic of understanding child abuse and neglect and responding to concerns about children and young people who may be being abused or neglected.</p> <p>These modules are important for foster carers because:</p> <ul style="list-style-type: none"> ▪ It helps you to understand the needs of children and young people who have been abused and/or neglected who may come into your care ▪ It is important for you to know what groups in the community are mandated by law to report child abuse ▪ It is important for you to know what to do if a child or young person in your care discloses an experience of abuse or neglect.
<i>Input</i>	<p>Talking about child abuse can raise feelings and responses in us that may be upsetting. In particular, sexual abuse of children often leads to very strong reactions and responses in people. It is important to be aware of this and take care to look after yourselves during and after the session. Talk to presenters in the break or after the session if you feel you need to.</p>
<i>PPT</i>	<p>PPT 2 'Circle' diagram</p> <p>You can see how knowing how to recognise and respond to concerns about child abuse and neglect fits within this legal and ethical framework. Trainer to discuss these links (see background information in trainer notes)</p> <p>Overview of Module 4</p>
<i>PPT</i>	<p>PPT 3 Learning Outcomes PPT 4 Outline of module</p>
<i>Input</i>	<p>Assessment Task</p> <p>Your assessment task is based on all the activities and DVD's covered in the session today. We will be discussing the assessment task in detail at the end of the session</p>

Trainer Notes

4.1 Introduction***Aim of section***

The aim of this section is to introduce the module by giving an overview of the learning outcomes and session plan, and positioning Modules 4 and 5 within the Legal and Ethical Framework diagram ('circles').

Background information – context of foster care

It is vitally important for foster carers to have an awareness and understanding of the nature of child abuse and neglect so that they are able to respond appropriately to the needs of children and young people in their care who may have been abused or neglected.

Positioning Modules 4 and 5 within the 'circle' diagram emphasises the importance of foster carers developing understanding of the legal, policy and ethical obligations of everyone on the care team to children and young people in foster care.

By explaining the links to the 'circle' diagram trainers can remind participants that a key area of the UN Convention on the Rights of the Child, relates to the safety and protection of children; that the *Children and Young People Act 2008* governs how certain people must respond to concerns about children; and that the laws and policies that they learned about in Modules 1 and 2, guide Care and Protection Services, foster carers and other agencies in how to respond to concerns about abuse and neglect of children and young people.

Although foster carers in the ACT are not mandated by laws to report concerns about child abuse and neglect to Care and Protection Services, they are bound by the policies of their foster care agency which will require them to discuss any concerns with their agency worker. If a foster carer resides in NSW, the *Children and Young Persons (Care and Protection) Act 1998* is the law that will apply to them in relation to reporting child abuse and neglect. Under this law foster carers are mandated to report child abuse and neglect. Agency policies prefer that foster carers discuss their concerns with their agency worker prior to making a report.

Facilitation options

This section uses PowerPoint slides to keep this section brief by focusing on making links to previous modules and giving an overview of what will be covered in the module.

Reference to Learner Guide

Trainers can refer to pages 3-4 of the Learner Guide, Module 4 for an overview of the Learning Outcomes and the Introduction to the Module.

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(25 mins)	4.2 What is child abuse and neglect?
<i>Input</i>	<p>Before we start talking about definitions of child abuse and neglect it is useful to think about our own values and beliefs about child abuse and neglect and how these beliefs may differ from those of other people.</p> <p>Whether or not we see a situation as child abuse or neglect will determine how we respond to that situation.</p>
<i>Activity</i>	<ul style="list-style-type: none"> ▪ Read through the scenarios on page 5 of Learner Guide and rate where on the 6 point scale you think each situation falls. That is, '1' represents little effect on the child or young person and '6' represents severe abuse or neglect. ▪ In small groups discuss your responses to the activity, observing differences in 'ratings'. ▪ As a large group discuss the responses. Ask for show of hands to demonstrate the range of responses.
<i>PPT</i>	<p><i>"Tell me about your 'thinking' behind why you ranked it in that way?"</i></p> <p>Summarise discussion using the following PPT:</p> <p>PPT 5 Community Attitudes</p>

Trainer Notes

4.2 What is child abuse and neglect?

Aim of section

The aim of this section is to encourage participants to explore the range of different attitudes and beliefs that exist in relation to child abuse and neglect, to discuss the origins of these attitudes and beliefs and how they change over time.

Background information – context of foster care

There is a wide range of attitudes and beliefs about child abuse and neglect in the broader community and it is therefore reasonable to expect that some of these attitudes will be reflected in the training groups with foster carers. Whether or not a person perceives a situation with a child or young person to be abuse or neglect will determine how they respond to that situation. It is therefore important for the outcomes of this module, to explore the different attitudes and beliefs participants come with to the training.

Group discussion about the scenarios used in the Activity will assist trainers to provide **initial** clarification and information about current definitions of child abuse and neglect, setting the scene for Modules 4 and 5.

Facilitation options

It is important that this Activity be facilitated in a way **that does not put people 'on the spot' or make them feel judged in any way**. Participants should do their initial 'rankings' for each scenario individually. The discussion about the 'rankings' in the Activity should be focused on exploring where these beliefs may have come from by asking a question like "*tell me about your thinking behind why you ranked it that way*". By asking this question trainers can demonstrate that it is not unusual for individuals to have differing attitudes and beliefs about the issue of child abuse and neglect. The discussion can be summed up using the points raised in PowerPoint 5.

Reference to Learner Guide

Trainers can refer to pages 5-7 of the Learner Guide for the Activity and the factors that influence how we perceive and define child abuse and neglect.

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<p>(10 mins)</p> <p><i>Input</i></p> <p><i>PPT</i></p> <p><i>Learner Guide</i></p> <p><i>Input</i></p>	<p>4.3 Why does child abuse happen?</p> <p>There are a number of factors (often interrelated) that increase the risk of a child or young person being abused and/or neglected.</p> <p>Child abuse and neglect are complex problems with no single cause.</p> <p>Parenting can be a very challenging and stressful role. Experiencing a range of other issues and problems can make this role even more stressful.</p> <p>PPT 6 Risk factors</p> <p>Refer participants to this diagram on page 8 of the Learner Guide.</p> <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> ▪ There are a range of complex risk factors that may lead to child abuse and/or neglect. ▪ A parent may not be intentionally harming their child but may lack the capacity to parent their child. ▪ All these factors may impact on a parent's capacity to parent their children effectively. ▪ We have to think about the impact on the child if this situation continued without any intervention or support.
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Trainer Notes

4.3 Why does child abuse happen?

Aim of this section

The aim of this section highlights the complexity of the issue of child abuse and neglect by giving a brief overview of the broad range of interrelated risk factors that may lead to abuse and/or neglect of children and young people.

Background information – context of foster care

Child abuse and neglect is an emotive issue that often results in feelings of dismay, anger and shock in people who do not work in the field of child protection.

An explanation and discussion of the range of potential and complex risk factors that may lead to a child being abused and/or neglected aims to assist foster carers to develop an understanding of the background and experiences of children and young people who may have been abused or neglected.

It also allows foster carers to begin to develop a knowledge and understanding of the issues facing birth families. This understanding will help them to relate effectively, either directly or indirectly, with the child or young person's birth family.

Facilitation options

This section is to be kept brief using the PowerPoint slide to guide discussion. Whilst it is important for participants to have an understanding of why child abuse happens, the module quickly re-focuses on the impact of abuse and neglect on children, consistent with the principle of child-centred practice.

Reference to Learner Guide

Trainers can refer participants to page 8 of the Learner Guide for the diagram depicting interrelated factors that increase the risk of a child being abused or neglected.

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(30 mins)	4.4 Focusing on the needs of children
<i>Input</i>	Whilst it is important to understand the reasons why child abuse and neglect may happen, we are now going to focus on the needs of children and young people and the impact of abuse and neglect on their lives
<i>Activity</i>	<i>“What do children need to grow up to be healthy and happy?” (Activity page 9 Learner Guide)</i>
<i>PPT</i>	PPT 7 Assessing Children’s Needs
<i>Input</i>	You can see from this diagram that the things that impact on a child’s development and the quality of a child’s life are complex and interconnected. They are also factors that often extend beyond the one to one relationships within the family for example, income, employment, housing and community connectedness.

Trainer Notes

4.4 Focusing on the needs of children

Aim of section

The aim of this section is to re-focus participants on the needs of children and young people by encouraging them to look holistically at what children need to grow and thrive, and to emphasise a child-centred approach to caring for children and young people.

Background information – context of foster care

The diagram on page 10 of the Learner Guide, the *UK Framework for the Assessment of Children in need and their Families*, is a model used by Care and Protection Services to assess the needs of children and young people.

A holistic assessment that looks at parenting capacity, a child's developmental needs as well as family and environmental factors, provides comprehensive information to Care and Protection Services about the needs of a particular child or young person. This information informs the development of intervention strategies aimed at protecting the child or young person, as well as assisting in the promotion of their health, welfare and development. It is useful for trainers to point out that the seven areas identified as key developmental needs for children and young people will be explored in more depth in Module 8.

Facilitation options

The first Activity question on **page 9** is to be discussed as a large group.

Expected responses from Activity

(i) To grow up healthy and happy a child needs security, love, affection, good nutrition, sense of belonging, self-esteem, positive relationships with family and significant others, housing, clothing, sleep, routine, consistency, education, opportunities, hobbies, creativity, someone who is "crazy" about them etc.

Reference to Learner Guide

Trainers can refer to pages 8-11 for the Activities and the "UK Framework for assessing children's needs."

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<p><i>Activity</i></p> <p><i>PPT</i></p>	<p>Focusing on the needs of children (cont'd)</p> <p>Refer participants to the Activity on page 11 of the Learner Guide.</p> <p>PPT 8 Activity questions</p> <p>Let's think about Amy again.</p> <ul style="list-style-type: none"> ▪ In 3 small groups, (3 pieces of butcher's paper around the walls) each group will look at one of the three headings written around the Assessing Children's Needs triangle. ▪ Discuss Amy's situation in relation to one of the 3 headings on the triangle. ▪ Discuss how Amy's needs may not be met in relation to your category of 'need' as a result of her family circumstances. ▪ You may need to make some assumptions about how Mandy and Eric's circumstances are impacting on Amy. ▪ Each small group to feedback their responses. <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> ▪ If Amy came into your care it would be important for you to have an understanding of how her circumstances may have impacted on her development. ▪ Understanding Amy's developmental or behavioural issues will help you as a carer to better meet her needs.
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Trainer Notes

Focusing on the needs of children (cont'd)***Facilitation options***

The instructions for the Activity appear on PowerPoint 8 and page 11 of the Learner Guide. The Activity is designed to be completed using 3 small groups, each taking one component of the “framework” and applying it to Amy’s situation. If the group is small, or of time is short, the Activity can be completed with the whole group.

Expected responses from Activities

(ii) **Family/environmental factors**; low income, unemployment, isolation from mainstream community due to mental illness and drug use.

Parenting capacity; Mandy’s mental illness, Eric’s drug addiction, Eric’s lack of concern and engagement, physical health problems resulting from drug abuse, poor diet, lack of patience and empathy for needs of a 28 month old due to own issues, boundaries may be lacking at times, inconsistent discipline, no real routine etc.

Child’s developmental needs; Amy would be active and curious, placing demands on Eric and Mandy’s parenting skills, inconsistent childcare and stimulation at home, may become more attention seeking if not having her needs met, placing more stress on parents, disruption to parent/child relationship, formation of attachment

Reference to Learner Guide

Trainers can refer to pages 8-11 of the Learner Guide, Module 4, for the Activities and the “UK Framework for assessing children’s needs.”

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(105 mins)	4.5 Understanding child abuse and neglect
<i>Input</i> (5 mins)	<p>So far we have looked at our values and beliefs about child abuse and neglect, the factors that increase the risk of abuse and neglect for children and the importance of being child-centred by focusing on the needs of children.</p> <p>The experience of abuse and neglect will impact on whether or not a child's needs are met and will have a significant impact on their development.</p>
<i>PPT</i>	PPT 9 Quote from Australian Childhood Foundation
<i>Learner Guide</i>	<p>The impact of the abuse will depend on a number of factors. Briefly read through the factors listed on page 12 of the Learner Guide.</p>
<i>Input</i>	<p>We will move on now to look in more detail at the main types of child abuse found in our community.</p> <p>Child abuse and neglect are broadly defined in Sections 342 and 343 of the <i>Children and Young People Act 2008</i>.</p>
<i>PPT</i>	PPT 10 Types of child abuse
<i>Input</i>	<p>Having an understanding of the different types of abuse and neglect and the impact on children will assist you to:</p> <ul style="list-style-type: none"> ▪ Identify indicators of abuse and neglect, ▪ To respond appropriately to children and young people who may be at risk. ▪ Provide care that meets the needs of children and young people who may have been abused and/or neglected.

Trainer Notes

4.5 Understanding child abuse and neglect

Aim of section

The aim of this section is to highlight the impact of abuse and neglect on the development of children and young people and to introduce the legal basis for the different categories of child abuse and maltreatment

Background information – context of foster care

Sections 342 and 343 of the *Children and Young People Act 2008* provide a definition of child abuse as meaning physical, sexual or emotional abuse, including psychological abuse that is occurring as a result of exposure to domestic violence. It is important to point out that years of research in each of these areas of child maltreatment has provided valuable information and guidance for people working with children and young people, as well as for educating the wider community about the issue of child protection.

It is important that foster carers are equipped with information about the nature and impact of child abuse and neglect as greater numbers of children and young people are entering care with complex physical, developmental and mental health issues. These children and young people often have many unmet medical needs, as a result of being subjected to abuse and neglect.

Facilitation options

PowerPoint slides are used to provide brief points for discussion about the different types of child abuse and neglect. These categories of child abuse and neglect will be 'unpacked' in more detail in the remainder of Module 4.

Trainers can also advise participants that they will be learning more about child abuse and neglect and its impact on social, emotional and physical development (including brain development) in Module 9.

Reference to Learner Guide

Trainers can refer to page 12 of the Learner Guide, Module 4, for information about the impact of abuse and neglect on children and young people.

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<p>(20 mins)</p> <p><i>Input</i></p> <p><i>Activity</i></p> <p><i>PPT</i></p>	<p>Physical abuse (non-accidental physical injury)</p> <p>Children will often acquire bruises and other injuries throughout their childhood as a result of accidents such as falling off monkey bars, falling off a bike or having an overly enthusiastic wrestle with their siblings.</p> <p>What we are concerned about when we talk about physical abuse are those injuries that are inflicted non-accidentally by a parent or caregiver.</p> <p>Ask participants to turn to the Activity on page 15 of the Learner Guide.</p> <p>PPT 11 <i>“If you saw a physical injury on a child, what would lead you to think it was non-accidental?”</i></p> <p><i>“Why might a child give you an explanation for an injury that is not consistent with the injury?”</i></p>
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Trainer Notes

Physical abuse (non-accidental physical injury)***Aim of section***

The aim of this section is to provide further information and clarification around identifying signs of physical abuse or non-accidental physical injury and understanding the impact of physical abuse on the development of children and young people.

Background information – Context of foster care

There has been ongoing debate in Australia about whether to outlaw the physical punishment of children. There are many views in the community about whether the physical punishment of children is appropriate and when physical punishment crosses the line into physical abuse. This diversity of opinion will be reflected in any group of prospective foster carers.

Facilitation options

This section is facilitated using a combination of discussion questions, PowerPoint slides and reference to the booklet *Keeping children and young people safe*. It aims to draw on the knowledge participants bring to the group about physical abuse of children, making the section as interactive as possible.

Expected responses to Activity

(i) Non-accidental injuries may be injuries around the head, strap or hand marks, types of breaks/fractures, chronic bruising of differing colours, position of the body such as the trunk, burns/scalds, particularly down the back, cigarette burns, finger tip bruising etc.

(ii) A child may not be honest about how they sustained the injury to protect their parent, because they are scared of retribution, scared they may be 'removed' from home, scared that people will think they deserved it, guilt, shame, loyalty etc.

Reference to Learner Guide

Trainers can refer to pages 14-16 of the Learner Guide, for more information about non-accidental physical injury and physical abuse of children and young people. Trainers can refer participants to page 5 of the *Keeping Children and Young People Safe* booklet for information about possible indicators of physical abuse both in the child or young person or caregiver. Chapter 6 of Freda Briggs book *Child Protection* provides useful information about the indicators and effects of physical abuse on children.

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	Physical abuse (non-accidental physical injury cont'd)
<i>PPT</i>	PPT 12 Non-accidental physical injury
<i>Handout</i>	You can find a list of indicators of physical abuse on page 5 of <i>Keeping Children and Young People Safe</i>
<i>PPT</i>	PPT 13 Physical punishment or physical abuse
<i>PPT</i>	PPT 14 Foster carers & physical punishment
<i>Input</i>	<p>It is important for foster carers to know that they are not permitted to use physical punishment to discipline children and young people in foster care.</p> <p>Check with your agency about their policy in relation to discipline, for guidance about what you can and can't do. They will also be able to provide you with support and advice on other strategies to deal with any behaviour that you may find challenging.</p> <p>You will learn more about responding to behaviour of children and young people in Module 9.</p>

Trainer Notes

Physical abuse (non-accidental physical injury cont'd)***Facilitation options***

This section is facilitated using a combination of PowerPoint slides and reference to the booklet *Keeping children and young people safe*.

Background information – context of foster care

It is important for foster carers to develop an understanding of how Care and Protection Services identify and respond to reports of physical abuse by providing some broad guidelines around how assessments and judgements are made and where the threshold for intervention may be.

It is vitally important to focus participants on thinking about the impact of physical abuse on children and young people, particularly if it is of a severe and chronic nature.

Reference to Learner Guide

Trainers can refer to pages 14-16 of the Learner Guide, Module 4, for more information about non-accidental physical injury and physical abuse of children and young people.

Trainers can refer participants to page 5 of the *Keeping Children and Young People Safe* booklet for information about possible indicators of physical abuse both in the child or young person or caregiver. Chapter 6 of Freda Briggs book *Child Protection* provides useful information about the indicators and effects of physical abuse on children.

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<p><i>Input</i></p> <p><i>Discussion</i></p> <p><i>Learner Guide</i></p> <p><i>Input</i></p>	<p>Impact of physical abuse</p> <p>Research shows us that physical abuse not only has physical consequences for children but can also have significant emotional and behavioural effects on children.</p> <p>Let's think back to the situation of David that we discussed earlier in the session. (Learner Guide, page 5)</p> <p><i>"If this situation were to continue, how do you think David might feel and behave?"</i></p> <p>See page 16 of your Learner Guide for some of the effects of physical abuse.</p> <p><i>Suggested summary of key points:</i></p> <ul style="list-style-type: none"> ▪ Physical abuse doesn't just leave physical scars. ▪ Children and young people often express a range of feelings and frustrations through their behaviour. ▪ Children may be left feeling responsible for the actions of others. This can impact significantly on their image of themselves.
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Trainer Notes

Impact of physical abuse***Expected responses from activity/discussion***

David may feel angry, worthless, frightened, guilty, responsible, unloved, unwanted, have low self-esteem and self-confidence, embarrassed with peers at school, self-conscious about injuries, secretive etc.

These feelings may come out in his behaviour including, aggression, violence, withdrawal, sadness, depression, apathy, lack of empathy for others, poor concentration and performance at school, disrupted attachments, poor social relationships with peers and teachers.

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(30 mins)	Sexual Abuse
<i>Input</i>	<p>As we said at the beginning of this module, talking about child abuse can raise feelings and responses in us that may be upsetting. Sexual abuse of children often leads to even stronger reactions and responses in people so it is important to be aware of this and take care to look after yourself during and after the session.</p> <p>Sexual abuse is often a misunderstood form of abuse. Unlike other types of abuse it is very insidious and often hard to identify. Even when children do disclose sexual abuse, unfortunately they are sometimes not believed and therefore the situation for that child or young person does not change.</p> <p>In recent years the issue of child sexual abuse has been discussed more openly in the media and the public domain in general. Let's talk about what you already might know about child sexual abuse.</p>
<i>Activity/PPT</i>	<p>PPT 15 Sexual abuse</p> <p><i>"Tell us what you know about child sexual abuse"?</i></p> <p><i>"What might alert you to suspect that a child is being sexually abused?"</i></p>
<i>PPT</i>	<p>PPT 16 Definition of sexual abuse PPT 17 Types of sexual abuse</p>
<i>Learner Guide</i>	<p>See Page 7 of <i>Keeping Children and Young People Safe</i> to talk briefly through the indicators of child sexual abuse.</p>

Trainer Notes

Sexual Abuse***Aim of section***

The aim of this section is to provide further information, and clarification around the dynamics of sexual abuse, recognising signs of sexual abuse and understanding the impact of sexual abuse on the development of children and young people.

Background information – context of foster care

Child sexual abuse is still a significant, hidden, social problem. The nature of child sexual abuse means that it is often misunderstood, emotive and surrounded by fear.

It is important for foster carers to be aware of both the nature and impact of sexual abuse to enable them to better meet the needs of children and young people in their care. Furthermore, providing carers with the knowledge to recognise, prevent and respond appropriately to child sexual abuse will assist in ensuring the safety of children or young people in their care. Often vulnerable children and young people may be targeted, and it is not uncommon for children and young people who have been subjected to chronic emotional abuse and neglect to be targeted by child sex offenders.

Facilitation options

This section is facilitated using a combination of discussion, PowerPoint slides, DVD and reference to the booklet *Keeping children and young people safe*. It aims to draw on the knowledge participants bring to the group about sexual abuse of children, making the section as interactive as possible. The purpose of the DVD is to demonstrate the dynamics of the “grooming process” and to emphasise the strategies used by perpetrators to engage children in secretive sexual activity.

It is important for trainers to acknowledge that there are potential fears that adults might experience around issues of child sexual abuse, and that the topic of sexual abuse may be an emotionally difficult one for participants. It would also be helpful for trainers to be familiar with **Resource 16 on page 29** of the Learner Guide regarding myths and facts surrounding child sexual abuse.

Expected responses to Activity

What do you know about child sexual abuse? Participants may respond with both myths and facts in regard to child sexual abuse (see facilitator notes above).

What might alert you to suspect that a child is being sexually abused? Sexualised behaviour and language, a disclosure, sudden change in behaviour (withdrawal or acting out in another way), fear of spending time with someone, self-harm, running away, physical injuries.

Reference to Learner Guide

Trainers can refer to pages 16-18 for introductory information on sexual abuse. The Activity questions appear on page 17 of the Learner Guide.

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<i>Input</i>	<p>“The Grooming Process”</p> <p>Child sexual abuse often follows a pattern with different phases. Research involving sexual perpetrators has provided an insight into the strategies and techniques used by them to engage children and young people in sexual activity and to maintain the secrecy surrounding the sexual abuse. This process is often referred to as the “grooming process”.</p> <p>This process is planned and pre-mediated where a child is identified and targeted. It involves gradually desensitising the child so that abuse can be maintained and continued.</p> <p>In general, grooming can involve:</p> <ul style="list-style-type: none"> ▪ Isolating the child from significant supporting adults, including mothers ▪ Gaining trust of adults around the child ▪ Progressively invasive touching ▪ Tricking children into trusting including using bribes or threats.
<i>PPT</i>	PPT 18 Progression of sexual abuse
<i>Learner Guide</i>	See page 19 of the Learner Guide for a summary and description of each phase of the grooming process and talk through briefly.

Trainer Notes

'The Grooming Process'***Background information - context of foster care***

Due to the complex nature of child sexual abuse, it is surrounded by many myths, which often make it more difficult for children and young people to be believed when they accidentally or intentionally disclose. Furthermore, individuals still contend with shame, which also makes disclosing experiences of sexual abuse difficult. Research by the Australian Childhood Foundation (2006) revealed that 31% of respondents stated that they would not believe children's stories about being abused.

Recent Australian statistics (Australian Institute of Criminology, 2004) tells us that 1 in 4 girls and one in 7 boys are sexually abused. Furthermore, in most instances of child sexual abuse, the abuser is known to the child or young person or their family (parent, step-parent, family friend).

Research also informs us that due to the nature of sexual abuse, only about 3% of children will disclose their abuse. The stigma surrounding male sexual abuse and male stereotypes adds another layer of difficulty for boys disclosing sexual abuse and for people to believe their disclosures.

The Child Wise (www.childwise.net) and Australian Childhood Foundation (www.childhood.org.au) websites can be accessed by trainers for further information. For more information about the sexual abuse of boys, trainers can refer to the conference paper by Dr Freda Briggs, 'The challenge of protecting boys from sexual abuse' (2007) at <http://www.aic.gov.au/conferences/2007RegionalComSafety/briggs.html>

Reference to Learner Guide

Trainers can refer to pages 18-20 of the Learner Guide for information on the grooming process. The Activity questions appear on page 20 of the Learner Guide, Module 4.

Positive Futures Caring Together

<p><i>Input</i></p>	<p>“The Grooming Process” (cont’d)</p> <p>We are now going to watch a short DVD about child sexual abuse where a little boy called Stevie is being abused by his uncle. We would like you to watch for aspects of the grooming process.</p> <p>Emphasise that the film may evoke emotional responses for participants and that it is OK to leave the room if they feel it necessary.</p> <p>Following the DVD check in with participants about their feelings and reactions</p>
<p><i>DVD</i></p>	<p>Show DVD “Tell a friend” (Part 1)</p>
<p><i>Activity/PPT</i></p>	<p>PPT 19 Activity</p> <p><i>“What strategies did Uncle Alan use to engage Stevie in sexual activity?”</i></p> <p><i>“Why do you think it was difficult for Stevie to tell his mum what was happening?”</i></p>
<p><i>Input</i></p>	<p><i>Suggested summary of key points from video</i></p> <ul style="list-style-type: none"> ▪ Sexual abuse is a planned process involving specific strategies to gain trust and keep secrets. ▪ The secrecy surrounding sexual abuse makes it hard for children and young people to tell anyone. ▪ The positive attention given to the child or young person increases the sense of confusion for the child about what is happening to them.

Trainer Notes

'The Grooming Process' (continued)***Expected responses from Activity***

What strategies did Uncle Alan use to engage Stevie in sexual activity?

Bribing, providing Stevie with 'special' attention and gifts, threats of withdrawal of attention and emotionally manipulative behaviour, developing secrets with Stevie, putting himself in a position where Stevie's mother becomes more dependent on him and his assistance with the children.

Why do you think it is difficult for Stevie to tell his mother what is happening?

Feelings of shame and guilt, self blame, fear of not being believed, fear of being 'in trouble', feelings of embarrassment, feeling 'dirty', fear of repercussion, Mother's perceived relationship with Uncle Alan (one of dependence).

Facilitation options

The DVD about Stevie is one which participants may find quite emotive. As noted in the session plan on **page 28** of this Trainer Guide, it is important for trainers to advise participants of the content of the DVD (Stevie's story), to provide participants with an 'out' (and to follow-up with participants who may leave the room) and the opportunity to debrief following the DVD.

The suggested summary of key points can be used to sum up discussion following the Activity questions.

Reference to Learner Guide

Trainers can refer to pages 18-20 of the Learner Guide for information on the grooming process. The Activity questions appear on page 20 of the Learner Guide, Module 4.

Positive Futures Caring Together

<i>Discussion</i>	<i>"If this situation were to continue, how do you think Stevie might feel and behave?"</i>
<i>Learner Guide</i>	<p>See page 21 of Learner Guide for more information about the impact of sexual abuse.</p> <p>Refer participants to Resource 16 on page 29 of Learner Guide relating to Myths and Facts about child sexual abuse. Encourage them to read through this at home.</p>
<i>Input</i>	<p>Again acknowledge the disturbing nature of child sexual abuse.</p> <p>Emphasise that while strong emotional reactions to this topic are quite normal, very strong reactions that that you might find overwhelming may indicate a need to talk things through with an experienced person such as a counsellor.</p> <p>As a foster carer it is important to be aware of your own emotional responses to issues that may affect the children and young people in your care and to be able to discuss these with your agency worker.</p>

Trainer Notes

Expected responses to discussion

Stevie may feel fear, guilty, ashamed, embarrassed, angry, worthless, powerless, isolated, sadness/depression, responsible for the abuse, low self-esteem and self-confidence.

These feelings may come out in his behaviour including, aggression and/or withdrawal, apathy, poor concentration and performance at school, poor social relationships, blurred boundaries, nightmares and disrupted sleep patterns, self injury, flashbacks, trauma response.

Reference to Learner Guide

Information about the impact of sexual abuse can be found on **page 21** of the Learner Guide, Module 4.

NOTE: This section would be helpful to participants when doing assessment for this module.

Positive Futures Caring Together

<p>(25 mins)</p> <p><i>Input</i></p> <p><i>PPT</i></p> <p><i>Learner Guide</i></p> <p><i>PPT</i></p>	<p>Emotional Abuse</p> <p>The different types of abuse we have talked about so far all have an element of emotional abuse as well. However, emotional abuse can occur on its own and can have a significant impact on a child or young person's development.</p> <p>PPT 20 Definition of emotional abuse PPT 21 Types of emotional abuse</p> <p>Briefly refer to the indicators of emotional abuse on page 9 of <i>Keeping Children and Young People Safe</i> booklet.</p> <p>Note the importance of observing indicators in the caregiver to get a fuller picture of what might be happening for a child.</p> <p>Many parents with emotionally troubled children for instance would usually show concern about their child and seek help. Parents of emotionally neglected or abused children usually see the child as the problem and often will not follow up on assistance when offered.</p> <p>PPT 22 Definition of emotional abuse and domestic violence in <i>Children and Young People Act 2008</i></p> <p>PPT 23 Cycle of violence</p> <ul style="list-style-type: none"> ▪ This cycle highlights the dynamics of domestic violence and family violence. ▪ It is important to note that domestic and family violence doesn't always follow this cycle in that there may be continuous violence. ▪ However, it is a common pattern and it is important to be aware that this cycle may represent life for many children and young people and indicate the complexity of the relationship that a child or young person may have with the perpetrator of the abuse.
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Trainer Notes

Emotional Abuse***Aim of section***

The aim of this section is to provide further information, and clarification around the issue of emotional abuse, particularly emotional abuse that is the result of domestic violence. This section also aims to promote an awareness and understanding of the impact of emotional abuse on the development of children and young people.

Background information – context of foster care

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Emotional abuse is a form of abuse which is often minimised, however the effects of which can cause significant harm. It is more than verbal abuse – it is an attack on the child's emotional and social development, and is a basic threat to healthy human development. Furthermore, acts by caregivers such as habitual scapegoating, belittling or rejecting treatment, may often be difficult to prove, and therefore make it difficult for Care and Protection Services to intervene.

Many children and young people entering foster care may have experienced emotional abuse in conjunction with other forms of abuse. It is important for foster carers to realise that the impact of chronic emotional abuse can be devastating to the physical, intellectual and emotional development of the child or young person.

Facilitation options

This section is facilitated using a combination of discussion, PowerPoint slides, DVD and references to the booklet *Keeping children and young people safe*.

Reference to Learner Guide

Trainers can refer to the information on emotional abuse on pages 22-23 of the Learner Guide Module 4.

Positive Futures Caring Together

<i>Input</i>	We are now going to watch a DVD about the impact of domestic violence on children and young people.
<i>DVD</i>	Show DVD: "What about the kids?"
<i>PPT</i>	PPT 24 Activity questions Check in with participants about their feelings/reactions to the DVD.
<i>Activity</i>	<i>"What was the impact on the children both short term and long term?"</i> <i>"How was the violence affecting the mother's ability to parent?"</i> <i>"What might prevent the mother from leaving the situation?"</i>
<i>PPT</i>	PPT 25 How children experience domestic violence
<i>Learner Guide</i>	See Resource 17 on page 32 of Learner Guide about the impact of domestic violence on children and young people. Encourage participants to read through this at home.
<i>Input</i>	You can see from our discussion about emotional abuse that even though there are no "cuts or bruises" the impact on the child or young person can be just as devastating as other forms of abuse and may impact on many aspects of a child or young person's life as they grow up.

Trainer Notes

Emotional abuse (cont'd)***Background information – context of foster care***

Historically domestic violence and child abuse were viewed quite separately. Since the late 1980s, a growing body of research has demonstrated that children and young people's exposure to domestic violence has consequences for the child or young person's psychosocial development in both the short and long term. Research exploring the effects of domestic violence has indicated that children and young people living with domestic violence have much higher rates of depression, anxiety, trauma symptoms and behavioural and cognitive problems compared to their peers. (Devaney, J, 2008 *Chronic child abuse and domestic violence: children and families with long-term and complex needs*, Child and Family Social Work, 13, pp443-453)

Facilitation options

The purpose of the DVD 'What about the kids?' is to demonstrate the dynamics of domestic violence and to highlight the effects of living with violence on the well-being of children and young people. It is important for trainers to acknowledge the emotive content of the DVD, and that participants may find it difficult to view. Trainers are encouraged to follow-up with individual participants where appropriate. The group should also be provided with the opportunity to express their thoughts, feelings and responses to the DVD.

It is important to explore all activity questions in relation to the video to provide participants with an opportunity to explore and understand the nature of domestic violence and its impact on the children and the mother's ability to parent.

Expected responses to Activity***Impact on the children both short and long term?***

(Short term), isolation from peers and community, fear, parenting of younger child by older child, withdrawal from mother, anger towards mother, anxiety and concern about mother's well-being, feeling unsafe in an unpredictable household, feelings of helplessness and hopelessness. (Long term) possible low self-esteem, possible aggressive behaviour, possible depression and anxiety.

Impact on the mother's ability to parent?

Inability to keep children safe, inability to provide safe, nurturing care for children, inability to provide consistency and stability.

What might prevent the mother from leaving the situation?

Financial dependence on abuser, threats from abuser, lack of self-esteem as a result of abuse, lack of support, fear of being killed.

Reference to Learner Guide

Trainers can refer to pages 23-24 of the Learner Guide for the information on emotional abuse and domestic violence. The Activity questions can be found on page 24 of the Learner Guide, Module 4.

Positive Futures Caring Together

(25 mins)	Neglect
<i>Input</i>	Now we are going to look at neglect as a type of child maltreatment. Neglect is generally considered to be an act of "omission" – that is, it involves a parent NOT meeting a child or young person's needs in a range of ways.
<i>DVD</i>	Show the DVD "Annie's story" Check in with participants about their feelings/reactions to the DVD
<i>PPT</i>	PPT 26 Activity questions
<i>Activity</i>	<p><i>"What concerns do you have for Annie?"</i></p> <p><i>"What indicators is the teacher observing that are making her concerned about Annie?"</i></p>
<i>PPT</i>	<p>PPT 27 Definition of neglect PPT 28 Types of neglect</p> <p>Ask participants to give examples of what they think might come under each category of neglect.</p>
<i>Handout</i>	Briefly read through indicators of neglect on page 11 of the <i>Keeping Children and Young People Safe</i> booklet.
<i>Learner guide</i>	<p>Briefly read through page 27 of Learner Guide for the impact of neglect on children and young people.</p> <p><i>Suggested summary of key points</i></p> <ul style="list-style-type: none"> ▪ Recent research has shown that chronic neglect can have a far greater impact on children than we first thought. Now a growing body of research documenting the impact of neglect on the development of children, particularly the impact of neglect on brain development. ▪ Neglect often accompanies other forms of abuse and may be an indicator of other abuse happening for that child.

Trainer Notes

Neglect***Aim of section***

The aim of this section is to provide further information, and clarification around the issue of neglect, and to promote an awareness and understanding of the impact of neglect on the development of children and young people.

Background information – context of foster care

On a world scale, neglect accounts for the most prevalent form of child abuse, accounting for 60% of all child abuse (WHO 1999). Until recently, neglect as a form of abuse against children and young people and its impact has been minimised. Current research tells us that the impact of neglect is far more harmful than previously thought. Neglect is related to poor emotional, psychological, social and physical outcomes, including profound implications on the child's developing brain, failure to thrive and in some cases, death.

It is important for foster carers to have an understanding of both the nature of neglect and the impact of chronic neglect on the development of children and young people to be able to understand the resulting developmental issues and needs of children and young people entering their care.

Facilitation options

This section is facilitated using a combination of discussion, PowerPoint slides, DVD and references to the booklet *Keeping children and young people safe*. The purpose of the DVD is to raise awareness of indicators of neglect and to highlight the effects of neglect on the well-being of children and young people. Once again, trainers should acknowledge the content of the video and that participants may find it emotive.

Expected responses to Activity

Concerns for Annie: Arriving to holiday program unattended (here she would need to be 'signed in') and no-one picks her up, no food for lunch or anything else, 'smells' and rejected by peers, little interaction with peers, shows little 'affect', seems "sad all the time".

Indicators observed by teacher: withdrawal from peers, shows little 'affect', seems "sad all the time", (see above responses also).

Reference to Learner Guide

Trainers can refer to pages 25 - 27 for information on types of neglect and the impact of neglect on children and young people. The Activity questions appear on page 26 of the Learner Guide, Module 4.

Positive Futures Caring Together

(5 mins)	4.6 Close
<i>Input</i>	Explanation of assessment tasks
	Briefly explain the Assessment Tasks for Module 4, particularly the written task, by referring to Assessment Workbook 1.
	(NB: The DVD's used in the session are referred to in the Assessment Tasks).
<i>Input</i>	Tonight's module has provided you with an overview of child abuse and neglect and we recognise that it has been an intense 3 hours. It is important to acknowledge this and take what ever steps you need to take care of yourself. Ask participants to do something they enjoy during the week that will help them to "take care" of themselves.
<i>Discussion</i> <i>PPT</i>	PPT 29 <i>"What are some key things that you have learned from this session about being a foster carer?"</i>
<i>Input</i>	Link learning from this module to Module 5. Explain that we will be talking about how to respond to concerns about a child or young person being abused or neglected. Remind participants about the assessment tasks: <ul style="list-style-type: none"> ▪ Refer participants to instructions for completing reflection sheets before completing this task. ▪ Talk through the written assessment task on indicators and impact of child abuse and neglect. ▪ Encourage participants to complete each task as they work through the modules. Handout evaluation sheets for this module.

Trainer Notes

4.6 Close***Aim of this section***

The aim of this section is to summarise the key messages from the module and to provide further explanation and clarification of the assessment tasks for Module 4.

Background information – context of foster care

It is helpful for participants to leave the training session with some key take home messages, a clear understanding of the requirements of the assessment tasks, and to have a brief overview of what will follow in the next module.

Participants are encouraged to complete the reflection sheets before they leave the training session while their thoughts and feelings about what they have learned is uppermost in their minds. However, many participants will choose to complete the reflection sheets at home.

In order to gain feedback about the training and contribute to the continuous improvement of the program it is important for all participants to complete an evaluation form. Again, many participants will choose to complete this at home and return it at the following training session.

Facilitation options

Trainers can ask participants to report one or two key things that they learned from the training session. This method will encourage participants to reflect on their own learning and will provide feedback for the trainers as to whether the key messages from the module have been well communicated.

It is important to get at least one response from every participant.

An alternative method would be to read through the 'take home messages' from the Learner Guide at the end of the module.

Reference to Learner Guide

Trainers can refer to page 28 of the Learner Guide for a summary of take home messages. Trainers can refer to the Assessment Workbook Part 1 in order to talk through the assessment tasks, particularly the written task on "Understanding the indicators and effects of child abuse and neglect".