Explore the Basics

Let’s talk about...

PREVENTING CHILD NEGLECT

...and how YOU can make a difference

Children’s Bureau

C A N T A S D

NATIONAL ALLIANCE OF CHILDREN’S TRUST & PREVENTION FUNDS
Child neglect is the most prevalent form of child maltreatment, with serious and long-term consequences. It is also the least clearly defined, understood and publicly recognized.

About the Training Sections
The sections of the training will be referred to as learning sequences because the content is presented in a spiral learning approach that continually builds on the previous structure and adds detail and new concepts in a progressive manner. The four learning sequences are a resource that will facilitate reflection, learning and action – focused on the idea that child neglect is preventable.

Objectives
Be able to:
- Name multiple types of child neglect.
- Define child neglect.
- Reflect and consider:
  - What is acceptable or “good enough” parenting.
  - How culture may impact our perception of child neglect.

Explore the Basics
Length of Prezi presentation: 30 frames or slides
Length of video: 5:04 minutes

Web Links
- National Alliance of Children’s Trust and Prevention Funds (Alliance) – The Prezi presentations, training videos, accompanying tools and resources for all four learning sequences are available on the Alliance website at:
  www.cfalliance.org/neglect/training

- The National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD) – The training videos, accompanying tools and resources for all four learning sequences are available on the CANTASD website at:
  www.cantasd.org

Resources to Support Your Learning
- Questions for Reflection Journal
- Coloring Sheet
- Alliance Resources:

SOCIETY
COMMUNITY
FAMILY
INDIVIDUAL
Neighborhood
Relationship
Caregiver/Child
Application

The content of this learning sequence—Explore the Basics—is designed for participants to have a basic understanding of child neglect. Because there is often a universal misunderstanding of what constitutes child neglect, it is important to spend time on this section to develop realistic ways in which it can be prevented— at all socio-ecological levels.

For individuals Viewing the Learning Sequence

- Complete the Questions for Reflection Journal for Explore the Basics. Take time to consider each question thoughtfully.
- Using colored pencils or markers, create your own interpretation of the Coloring Sheet for Explore the Basics. Display it in a prominent place and use it to remind yourself of the key ideas in this learning sequence.
- As a way of gauging where people fall in their knowledge of child neglect, ask family, friends and colleagues how they would define child neglect. How close are most of them to the definition used in this sequence? If their answers are not similar to the one used here, what might that indicate to you?

For Use in Small Groups (groups of 6 or less – too small to split into two groups)

- Reflect on the content of Explore the Basics. You may choose a facilitator to introduce the Questions for Discussion to stimulate your small group discussion. Anyone can facilitate the discussion. To help prepare the facilitator, encourage him or her to complete the training sequence beforehand and consider how to best use the three Questions for Discussion.
- Provide each participants with a copy of the Questions for Reflection Journal and the Coloring Sheet.
- The Questions for Reflection Journal contains additional questions. Encourage participants to find time in the next week to reflect and journal on these additional questions. There are also blank pages in the journal, where you might encourage participants to jot down some of the key points from your discussion.
- Provide colored pencils/markers for the small group. Encourage group members to complete the Coloring Sheet as they participate in and listen to the discussion. Ask them to take the Coloring Sheet with them and display it in a prominent place to remind them of the key ideas in this learning sequence.

For Use in Large Groups

(such as a classroom, workshop or conference setting where the room arrangement will allow you to divide into smaller groups)

- Arrange the meeting room to accommodate 4–6 participants per table.
- Provide an experienced facilitator to guide the small and full group participation. It is important that facilitators have completed the learning sequence beforehand and have reviewed the tools and resources necessary to effectively guide the discussion.
- Provide each table with individual copies of the Questions for Reflection Journal and the Coloring Sheet.
- Provide colored pencils or markers for each table. Encourage all participants to complete their Coloring Sheet as they participate in and listen to the discussion. Ask them to take the Coloring Sheet with them and display it in a prominent place to remind them of the key ideas in this learning sequence.
- Facilitator asks participants to choose a partner. Each partner takes two minutes to share based on the prompt below. Remind partners to actively listen, but not interrupt as their partner is sharing. Provide the following prompt:
  - If child neglect is, indeed, the most prevalent form of child maltreatment and can cause such serious damages to children, why do you think it is so “hidden”? If there is time, process some of the answers participants shared. The purpose of this exercise is to help participants focus on a problem they might otherwise not realize is such a serious problem.

Questions for Discussion

- Question #1: Which form of child neglect do you feel is most common?
- Question #2: Culture plays a prominent role in all of our lives. How might it impact child neglect?
- Question #3: Do you believe that child neglect can actually be prevented? If yes, what would that entail? If not, why not?
Application continued

- Refer to the Questions for Discussion. Copy Questions #1 and #2 on index cards. Place one card on each table. Depending on the number of tables and time allotted for this exercise, facilitator should give adequate time for extended conversations to develop.
- Leader introduces Question #3 to the full group and encourages discussion as a way to summarize the content of this learning sequence.
- Adapt above steps to your choice of a “café” model. To learn more about the World Café approach, visit http://www.theworldcafe.com. To use the Community Café approach visit http://thecommunitycafe.org. You may also download a guide for hosting a Community Café from the National Alliance of Children’s Trust and Prevention Funds at http://ctfalliance.org/images/pdfs/CafeGuide.pdf.
- The Questions for Reflection Journal contains additional questions. Encourage participants to find time in the next week to reflect and journal on these additional questions. There are also blank pages in the journal, where you might encourage participants to jot down some of the key points from your discussion.

For Use in Large Conference Groups (such as a classroom, workshop or conference setting where you are unable to break participants into working groups)

In large conference or classroom settings where the space is configured into a lecture hall, you will not be able to effectively divide participants into working groups. It is critical to find ways to engage participants in interactive ways when possible.

- Consider using a survey method that can be facilitated with mobile phone texting to introduce some interactivity. There are multiple polling services, and you may already have access or familiarity with a preferred application. One example of a polling service is www.polleverywhere.com. You can use the service free of charge if there are fewer than 50 participants. Visit this or other polling services to learn more. The process usually follows some simple steps:
  1. As the facilitator or presenter, you create a poll on your selected polling service.
  2. When you are ready to share your polling question, activate the poll.
  3. Your participants will see the polling question and on the same slide will see the texting instructions to join the poll. After they join the poll in this manner, they can continue to respond to additional polls during your presentation.

- Some sample survey questions are listed below. Feel free to create your own polling questions.
  - Do you believe most people could accurately define “child neglect”? Y/N
  - Which form of child neglect do you think is most prevalent?
    a. Physical neglect
    b. Medical neglect
    c. Educational neglect
    d. Emotional neglect
  - Who should decide what is acceptable and what is not when determining the criteria for child neglect?
    a. The parents
    b. The police
    c. Social services
    d. State policy
  - Do you think child neglect extends well beyond being a “family issue”? Y/N
  - Do you think cultural beliefs that may put children at risk can actually be changed? Y/N

- If polling technology is not available, view the Prezi or video. Afterwards, initiate a discussion by asking the audience the following questions and others you may have in mind:
  - Do you think you can now accurately define child neglect?
  - Can you name multiple types of child neglect?
  - How does culture impact how people perceive child neglect?

- Wrap up the discussion by referring to the parent discussion in the video. One of the parents says, “It takes a village to raise a child – and whatever that village is for each individual.” In other words, we all have different “villages” to protect our children from neglect. Ask the group to share what might constitute a village for their family or the families with whom they work.

- The Questions for Reflection Journal contains additional questions. Encourage participants to find time in the next week to reflect and journal on those questions. There are also blank pages in the journal, where for participants to jot down some of the key points from your discussion. You might also ask participants to take the Coloring Sheet with them and use to reflect on the key ideas in this learning sequence.
Questions for Reflection Journal

Why do you think neglect is "often hidden and misunderstood"?

Think of an example for each form of child neglect?
- Physical:
- Emotional:
- Medical:
- Educational:
- Other:

What does it mean to "take care of a child"?

- How does culture fit into this description?

- What other factors influence how we take care of our children?

Who should decide "what's acceptable and what is not"?

- Again, how does culture play out in this question?

- How do these decisions vary from state to state? And should they vary?
Think of an example of how “these failures occur at different levels”?

- How do individuals fail their children?

- How do families fail their children?

- How do communities fail their children?

- How does our society fail its children?

In the video, one of the parents says, “It takes a village to raise a child - and whatever that village is for each individual.” In other words, we all have different “villages” to protect our children from neglect. What might constitute a village for your family and other families you know or work with?
Reflection Journal
Child neglect is a serious and pervasive issue. Let’s explore the basics.

**Child neglect is**

- a failure to meet children’s **BASIC NEEDS**
- and that failure places children in **HARM’S WAY**.

When we all work together, child neglect is **PREVENTABLE**.
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These learning sequences and corresponding materials were developed by a team at the National Alliance of Children’s Trust and Prevention Funds. They are based on the Alliance’s Neglect: It’s More Than A Family Matter research initiative and on interviews with parents about their perspectives on what can be done to prevent child neglect.