

DISCUSSION TOOLKIT
1

Explore
the
Basics

Let's talk
about...
**PREVENTING
CHILD NEGLECT**



...and how **YOU**
can make a difference

 NATIONAL ALLIANCE 
~of~
CHILDREN'S TRUST & PREVENTION
FUNDS

Introduction to the series

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 form of abuse.

The Preventing Child Neglect learning sequences are intended to raise public awareness and understanding of child maltreatment, its causes, protective factors that help shield children and families, and manageable steps that each of us can take to help reduce the likelihood of child neglect. As the name suggests, the learning sequences are designed to be viewed serially, with each of the four segments building on previous content and adding detail and new concepts.

The training is intended for use with multiple audiences. It can be used with those in the general public, students, parents, caregivers and practitioners that serve children and families in various capacities.

Each of the four learning sequences includes:

- A dynamic visual presentation that explores the topic and incorporates parent voices
- A robust discussion toolkit that provides:
 - Learning objectives
 - Guidance for working through the learning sequence individually or in a small, medium or large group settings
 - A reflection journal with questions to consider
 - A coloring sheet to engage learners, reinforce key messages and serve as a colorful reminder once the learning sequence has been completed
 - Links to additional resources

Child neglect is **PREVENTABLE**. Taking steps together – within our families, our communities and as members of our society – we can realize our common goal of supportive and thriving communities, strong and stable families and safe and healthy children.

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.

1 Explore the Basics

*Length of Prezi presentation:
30 frames or slides*

Length of video: 5:04 minutes

Objectives

Be able to:

- Name multiple types of child neglect.
- Define child neglect.
- Reflect and consider:
 - What is acceptable parenting?
 - How culture may impact our perception of child neglect.

Resources to support your learning

- **Questions for Reflection Journal**
- **Coloring Sheet**
- **Alliance Resources**
 - *Child Neglect: The Basics and Beyond (Short Version)* – <http://ctfalliance.org/preventneglect/CN%20Basics%20Short.pdf>
 - *Communicating About Child Neglect Prevention* – http://ctfalliance.org/preventneglect/Neglect_Communication-FINAL.pdf
- **Child Welfare Information Gateway Resources**
 - Child Abuse and Neglect – <https://www.childwelfare.gov/topics/can>
 - Identification of Neglect – <https://www.childwelfare.gov/topics/can/identifying/neglect>

Web links

- **National Alliance of Children's Trust and Prevention Funds (Alliance)** – The Prezi presentations, training videos, discussion toolkits and resources for all four learning sequences are available on the Alliance website at www.ctfalliance.org/neglect/training.
- **The National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD)** – The training videos, accompanying discussion toolkits and resources for all four learning sequences are available on the CANTASD website at www.cantasd.org.

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.
- Use colored pencils or markers to 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 participant 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 polling instrument 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.
- 4. As soon as you close your poll, you will be able to see your participants’ responses to the questions.
- Some sample polling questions are listed below. Feel free to create your own 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 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?

Questions for Reflection Journal

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?

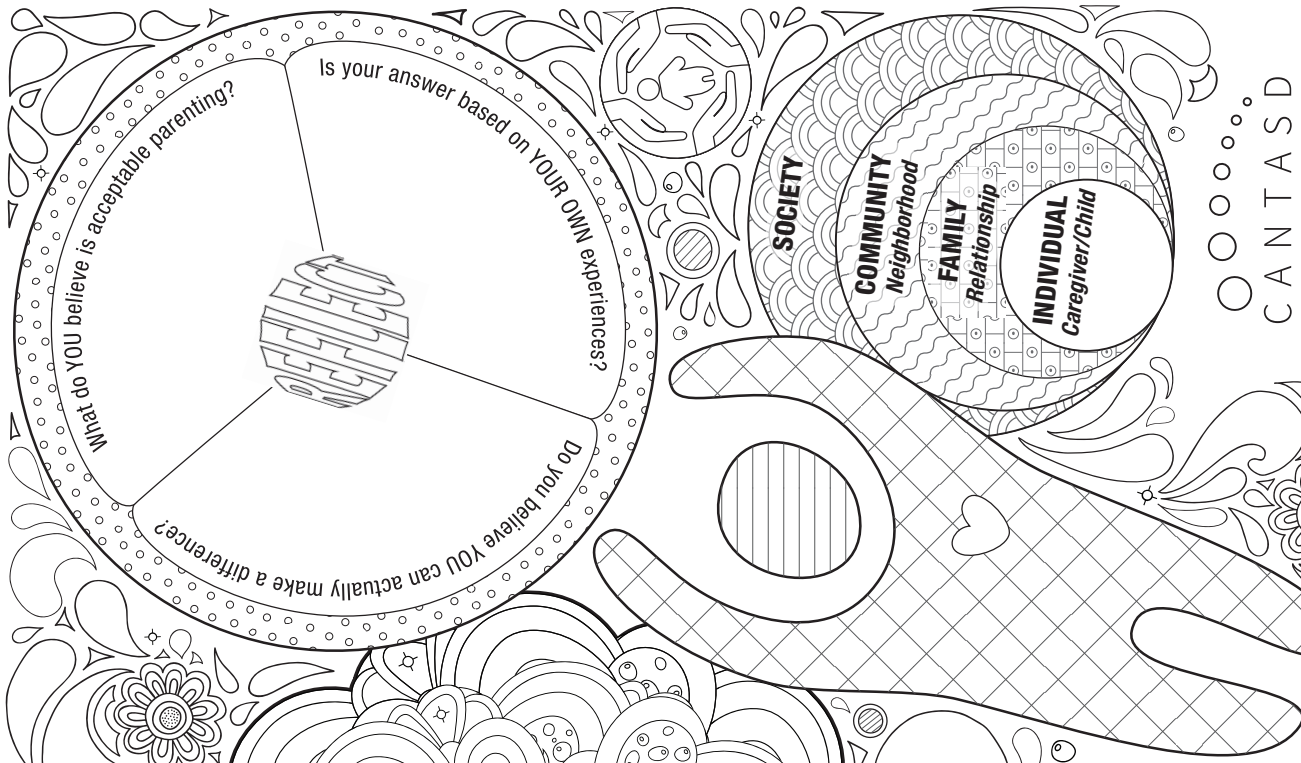
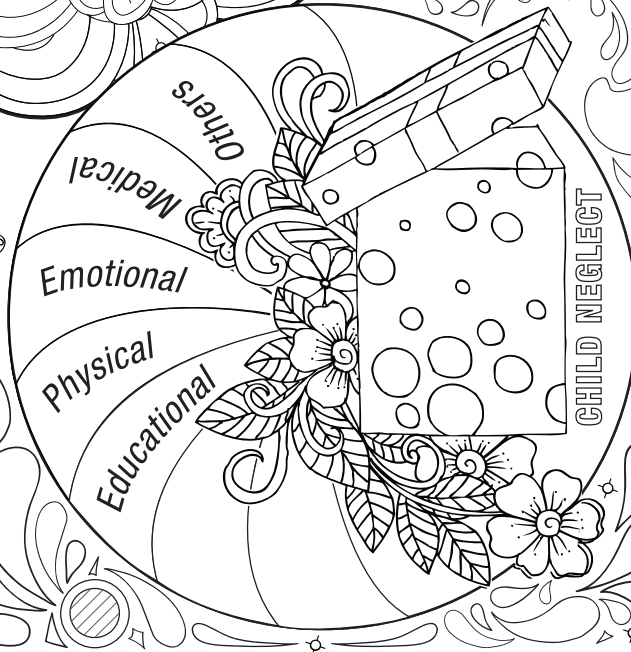
In the video, one of the parents says, “It takes a village to raise a child – and whatever that village is for each individual.” In other words, we all have different “villages” to protect our children from neglect. What might constitute a village for your family and other families you know or work with?

This image shows a single page from a spiral-bound notebook. The page is white and features horizontal light blue lines for writing. On the left side, there is a green spiral binding. At the top center of the page, the words "Reflection Journal" are printed in an orange, sans-serif font. The page is otherwise blank, with no handwriting or other markings.

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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.



SOCIETY

COMMUNITY
Neighborhood

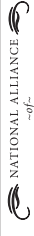
FAMILY
Relationship

INDIVIDUAL
Caregiver/Child



CANTASD

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When we all work together, child neglect is

PREVENTABLE



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www.ctfalliance.org

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Than A Family Matter research initiative
and on interviews with parents about
their perspectives on what can
be done to prevent child
neglect.