

DISCUSSION TOOLKIT
2

FACT
or
FICTION

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



What do **YOU**
know about child neglect?

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.

2 FACT or FICTION

Length of Prezi presentation:

38 frames or slides

Length of video:

9:47 minutes

Objectives

Participants will be able to discuss the following facts about preventing child neglect:

- Poverty can be a risk factor for child neglect. However, it is important to remember that most families living in poverty do not neglect their children.
- Child neglect is the most common form of child maltreatment.
- Child neglect has serious and long-term effects.
- Parents love their children, but may struggle on how to provide for their needs.
- Child neglect isn't just a family matter! It is a community and a societal matter as well. We all have the privilege and responsibility to help prevent child neglect.
- Child neglect crosses all cultural, economic, geographic, social, religious and ethnic boundaries.



Resources to support your learning

- **Questions for Reflection Journal**
- **Coloring Sheet**
- **Data Sources**
 - U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Youth, Children and Families, Children' Bureau. (2017) *Child Maltreatment 2015* – <https://www.acf.hhs.gov/sites/default/files/cb/cm2015.pdf>
- **Alliance Resources**
 - *Facts About Child Neglect* – http://ctfalliance.org/preventneglect/Neglect_Socio-Ecological-FINAL.pdf
 - Presentation Tools – Two PowerPoint presentations at <http://ctfalliance.org/neglect.htm>
 1. Comprehensive Slides – A complete presentation, including presenter notes, on preventing child neglect.
 2. Adjunct Slides – These slides allow you to customize your existing presentation, providing brief but critical information about the prevention of child neglect.
- **Child Welfare Information Gateway Resources**
 - Identification of Neglect – <https://www.childwelfare.gov/topics/can/identifying/neglect>
 - Definitions of Child Abuse and Neglect – <https://www.childwelfare.gov/topics/can/defining>
 - *What Is Child Abuse and Neglect? Recognizing the Signs and Symptoms* – <https://www.childwelfare.gov/pubs/factsheets/whatiscan>

Web links

- **National Alliance of Children's Trust and Prevention Funds (Alliance)** – The Prezi presentations, training videos, accompanying tools and resources for all four leaning 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 tools and resources for all four learning sequences are available on the CANTASD website at www.cantasd.org.

Application

The content of this learning sequence – **Fact or Fiction** – will give you much food for thought and generate a lot of discussion. Be sure to make this a safe place for those who might admit that they have heard others express some of the myths. Perhaps they themselves have wondered if a few of the myths might be accurate. Below are some additional ideas about how you might expand and enhance this opportunity for learning and growth.

For individuals viewing the learning sequence

- Complete the **Questions for Reflection Journal** for **Fact or Fiction**. Take time to consider each question thoughtfully.
- Use colored pencils or markers to create your own interpretation of the **Coloring Sheet** for **Fact or Fiction**. Display it in a prominent place and use it to remind yourself of the key ideas in this learning sequence.
- Choose several of the “myths” discussed in the training sequence. Do a “mini survey” with your colleagues, friends and family members to find out what they perceive as “fact” or “fiction.” Observe how many people have some myths about neglect. How do the thoughts and ideas in this learning sequence help you to dispel these myths?

For use in small groups

(groups of 6 or less – too small to split into two groups)

- Reflect on the content of **Fact or Fiction**. 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/her to complete the training sequence beforehand and consider how to best use the four **Questions for Discussion**.
- Provide each participant with a copy of the **Questions for Reflection Journal** and the **Coloring Sheet**.

Questions for discussion

- **Question #1:** Why do people hold these beliefs? (media, past experiences, stories they've heard)
- **Question #2:** How do we help them learn the facts?
- **Question #3:** Is there any specific action we can take toward making that change?
- **Question #4:** What is the impact on our families, our communities and our societies when people believe these myths?

Application continued

- 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 participants may 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 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 a prompt. Remind partners to actively listen, but not interrupt as their partner is sharing. After this you may choose to facilitate a short time of sharing back with the large group. You may choose from the following prompts, or plan for time to use both prompts:
 - Think of a time when you made an assumption that you later found to be incorrect.
 - Think of an example of societal or community neglect of children and their families.
- If there is time, process how participants' ideas may have shifted when they gained more information and found that their initial assumptions were not correct. The purpose of this exercise is to remind participants that we all make assumptions, some of which are not based in fact.

- Refer to the **Questions for Discussion**. Copy questions #1 to #3 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 #4 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.



Application continued

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 have adequate knowledge about child neglect? Y/N
 - Where do you feel most people get their information about child neglect?
 - a. From their family experiences
 - b. From schools
 - c. From radio, TV and newspapers
 - d. From social media
 - Did you know that almost 75% of all referrals to child welfare systems relate to child neglect? Y/N
 - Do you think child neglect extends beyond being a “family issue”? Y/N
 - Do you think cultural beliefs are responsible for many of the child neglect cases? Y/N
 - Which of all the myths discussed today, do you feel is most common to the average person?
 - a. Poor people neglect their children more than those who are not poor.
 - b. Neglect occurs less frequently than other forms of child maltreatment.
 - c. Some cultures are more neglectful of their children than others.
 - d. Parents who neglect their children don't really love them.
 - e. We can't really prevent neglect.
- If polling technology is not available after each myth is discussed, stop the Prezi or video and discuss by asking the audience the following questions:
 - Where do you think this myth originated?
 - How many of you think this is a prevailing myth?
 - Why do you think that is so?
 - What supports it?
- Ask participants to take a moment and write down on a piece of paper that will not be collected but will be used to help generate conversation:
 - Who do they think most often holds that belief?
 - How can they “bust” that myth based on what they know?
- 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 display it in a prominent place to remind them of the key ideas in this learning sequence.

Questions for Reflection Journal

What leads to so many incorrect assumptions about child neglect?

- Lack of knowledge
- Discomfort in talking about it
- Previous misinformation

Why is it that many people think poverty is such a primary factor in neglect?

What is Sandra telling us in her video about sending her son to school on the bus?

Questions for Reflection Journal

Were you surprised to find that neglect is the most prevalent of all forms of child maltreatment? Do you think most people would also be surprised? Why do you think that is the case?

Why might social withdrawal and limited peer interactions be a result of child neglect?

What is your reaction to Sherry and Toni's statements about really loving their children? Is it hard to understand, if that is the case, why they neglected them?

Reflection Journal

Is there a connection here to the definition we gave last time about “failing to care for their children”? Does the definition fit if people still love their children?

One of the most common assumptions is that neglect will be prevented if people just “do a better job of parenting their children.” What does that mean?

- What is a better job?

- How does culture impact that statement?

- How does our own history of parenting fit in here?

- Is it always possible for any of us to improve our parenting?

Let's base our prevention efforts on

ABUSE

More than
75%
of all cases in the
United States

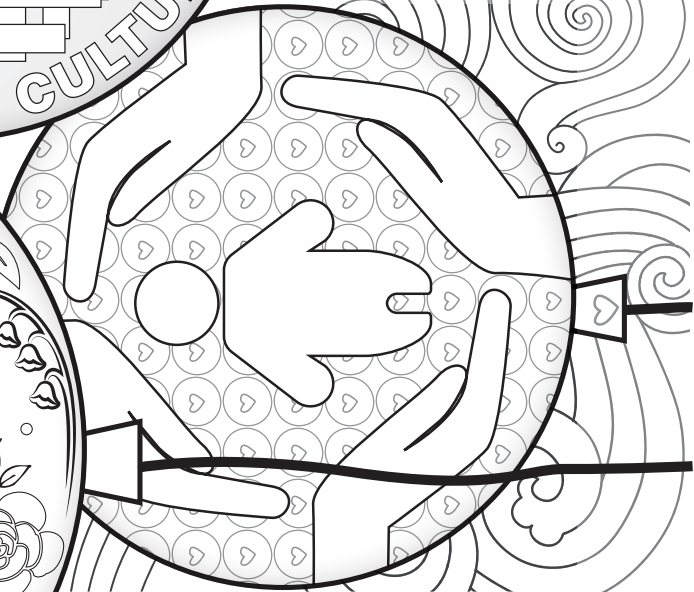
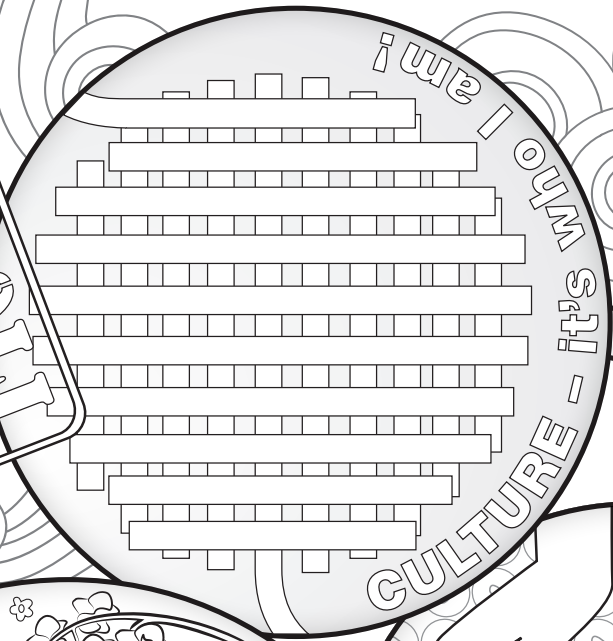
NEGLECT



FACT

not
FICITION

CULTURE - it's
WHO I AM
i we I om



What do I know?

What do I think?

Am I doing enough?

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Support for this training was provided by the Office on Child Abuse and Neglect, Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, through the National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD), Contract #HHSP233201400025C, in partnership with the National Alliance of Children's Trust and Prevention Funds.



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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.