



Speak Up to Protect Kids What a Parent Can Do

Presented by,
Dr. Maria McColgan,
Director,
Child Protection Program,
St. Christopher's Hospital for Children
Pediatric Advisor,
Prevent Child Abuse PA



Today's Speakers

Kim Kober

Senior Policy and Parent
Advocacy Associate


NACCRRRA

Dr. Maria McColgan,

Director,
Child Protection Program
St. Christopher's Hospital for
Children


Pediatric Advisor,
Prevent Child Abuse PA

NACCRRA



[Contact Us](#) | [Community](#) | [Career Center](#) | [Create Content](#)
[Ads](#) | [Site Index](#)

[Home](#) | [About Us](#) | [About Child Care](#) | [News](#) | [Programs & Services](#) | [Public Policy](#) | [Conferences](#) | [Publications](#) | [Storefront](#)



National Association of Child Care Resource & Referral Agencies Our Nation's Leading Voice for Child Care

Our mission is to promote national policies and partnerships to advance the development and learning of all children and to provide vision, leadership, and support to community Child Care Resources & Referral.

[PARENTS](#) | [PROVIDERS](#) | [MILITARY FAMILIES](#) | [MEMBERSHIP](#)

NACCRRA News

January 25, 2012 | REPORT
NACCRRA Supports Legislation Introduced by U.S. Representative Gwen Moore to Require Comprehensive Background Checks for Child Care Providers

January 19, 2012 | REPORT
NACCRRA Celebrates 25 Years as the Nation's Leading Voice for Child Care

January 1, 2012 | REPORT
Let's Move! Child Care and State Challenge

November 15, 2011 | REPORT
NACCRRA Executive Director Linda K. Smith Named Deputy Assistant Secretary and Inter-departmental Liaison for Early Childhood Education at the Administration for Children and Families


October 30, 2011 | REPORT
NACCRRA, Every Child Matters Education Fund and Voices for America's Children Release State Budget Cuts: America's Kids Pay the Price: 2011 Update

October 2, 2011 | REPORT
NACCRRA Releases Promoting Healthy Practices in Child Care Centers

[More News »](#)

NACCRRA's National Policy Symposium

March 6-10, 2012
[Register Here](#)



NACCRRA's Child Care Aware Training Academy

Online Training for Child Care providers and CCR&R professionals

[Take Action](#)

[Donate to NACCRRA](#)

[Advertise With Us](#)

Find Child Care

Find Your Local CCR&R by searching here. Please enter your zip code.

[Search](#)

Contact us
1515 N. Courthouse Rd. 11th fl. Arlington, VA 22201

[Child Care Aware® »](#)

www.NACCRRA.org

Child Care Aware® and Parent Network



www.childcareaware.org
www.CCAParentNetwork.org



Speak Up to Protect Kids



WHAT A PARENT CAN DO

Maria D. McColgan, MD, FAAP
Director, Child Protection Program
St. Christopher's Hospital for Children

Pediatric Advisor, Prevent Child Abuse PA
February 29, 2012



Prevent Child Abuse
Pennsylvania



Goals

- Know the effects of stress on the developing brain
- Identify types of toxic stress
- Know your role in preventing child abuse
- Reassess and improve your parenting practices



Agenda

- What kind of parent do I want to be?
- The Effects of Toxic Stress on the Developing Brain
- Prevention
- Protective Factors
- What you can do...



Messages for Parents

Every parent is doing the best they can

Think about the kind of parent you want to be

Parenting is a process and every child is unique

Violence---spanking, slapping, hurting---is never the answer



What kind of parent do I want to be?

- Just like my parents
- Completely different than my parents
- Somewhere in between
- Other role models?



Parenting Style

● Popularized in 1970s by Baumrind

- Authoritative – Warm and receptive, yet firm and consistent, willing to compromise.
- Authoritarian – Cold restrictive, controlling. Strict regulation of rules, obedience without questions.
- Permissive/Indulgent – Exceptionally loving and accepting without limitations.
- Permissive/Neglectful – Lack of parental control and uninvolved in child's life.

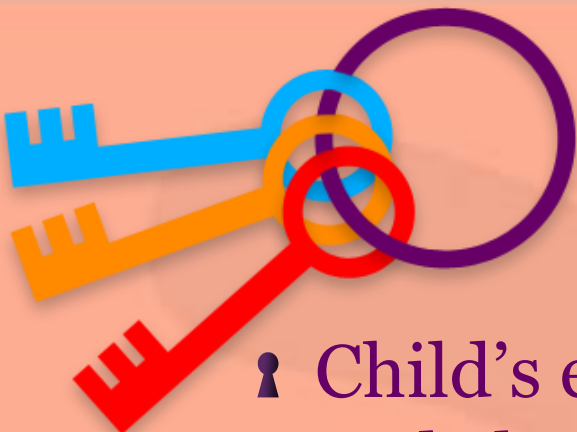


The Developing Brain

The Amazing Brain

100 Billion Neurons

Waiting to connect....



Key Points

- ❖ Child's environment and experiences shape early brain development
- ❖ Brain prioritizes survival first
- ❖ Early positive experiences strengthen development
- ❖ Adverse Childhood Experiences, such as exposure to violence, can cause changes in brain development and function



Adverse Childhood Experiences Study

- Adverse childhood experiences lead to increased risk of:
 - Unhealthy behaviors
 - Violence or re-victimization
 - Physical and mental health problems
 - Disability
 - Premature death
- ACE's disrupt neurodevelopment

www.acestudy.org



Levels of Stress

Positive Stress

Moderate, short-lived stress responses that are normal part of life and healthy development. A child can learn to manage and control these experiences with support of caring adults in context of safe, warm, and positive relationships.

Tolerable Stress

Stress responses that could affect brain architecture but generally occur for briefer periods which allow brain to recover and thereby reverse potentially harmful effects.

Toxic Stress

Strong, frequent or prolonged activation of body's stress management system. Stressful events that are chronic, uncontrollable, and/or experienced without child having access to support from caring adults.

Toxic Developmental Stressors

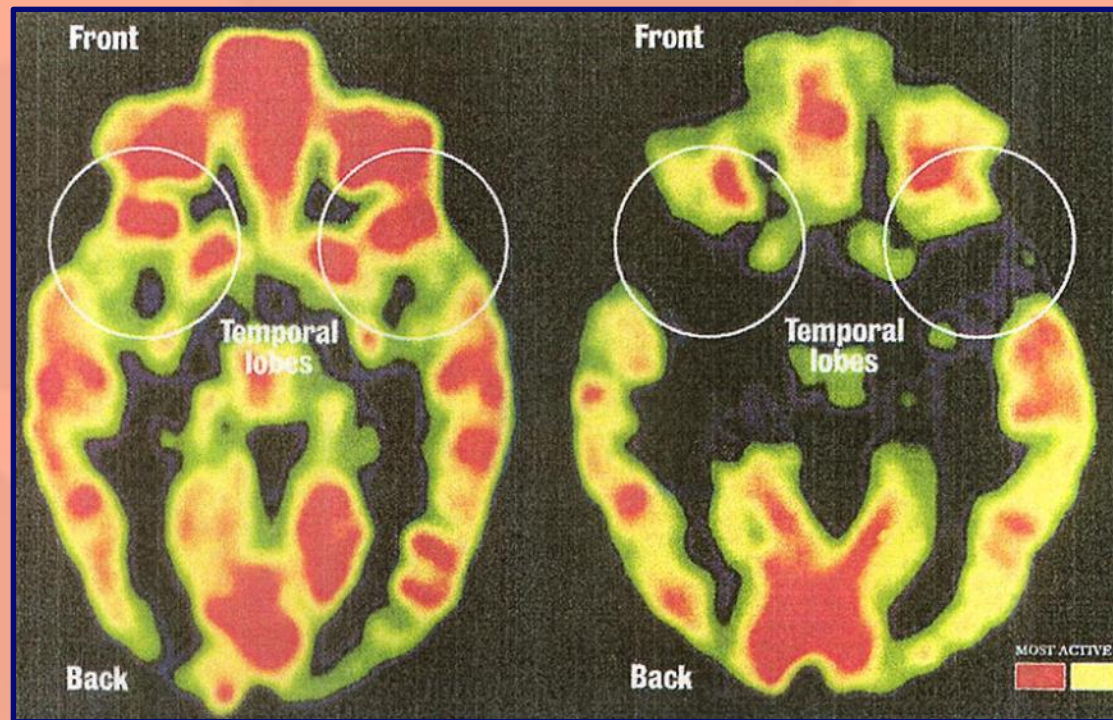
Child abuse and neglect

Exposure to domestic violence

Physical punishment

Toxic Stress Can Affect Brain Development

- Organizational changes
- Brain chemistry imbalances
- Structural changes



Healthy Child

Severe Emotional Neglect



National Data

- 1 out of 4 children exposed to at least one form of family violence during childhood
 - 6.6% exposed to domestic violence in past year
- 7 to 15.5 million are exposed to domestic violence each year

Finkelhor et al, 2009; McDonald et al, 2006



Physical Punishment

Percentage	Age of Child	Frequency/Time	Reference
17% of mothers spanked	6- to 13- month old infants	Previous week	Combs-Orme & Cain, 2008
26% of mothers spanked	3-year-olds	>2 times in previous month	Taylor et al, 2010
35% of parents physically punished	4- to 5-year olds	Past week	NLSY, 2002
80% of children have been physically punished	By time they reach 5 th grade	Lifetime	Gershoff & Bitensky, 2007

Behavioral, Mental, and Social Problems Associated with Traumatic Brain Development

- Hypervigilance - “Always on the ready”
- Persistent physiological hyperarousal & hyperactivity
- More impulsive, aggressive behaviors
- Less able to tolerate stress
- Increased risk of physical and mental health problems

Kuelbs, 2009; Perry, 2001; Shore, 2001; Teicher et al, 2002

Children exposed to domestic violence are more likely to be diagnosed with:

- Post-Traumatic Stress Disorder
- Depression
- Anxiety
- Developmental delays
- Internalizing and externalizing problems

Edleson J, 1999; Graham-Bermann & Levendosky, 1998; Hurt et al, 2001; Lehmann, 2000; Martinez-Torteya et al, 2009; McCloskey & Walker; 2000; Spaccarelli et al, 1994; Wilden et al, 1991; Wolfe et al, 2003

Exposure to domestic violence increases the likelihood of children experiencing:

- Failure to thrive
- Bed wetting
- Speech disorders
- Vomiting and diarrhea
- Gastrointestinal problems
- Obesity
- Asthma
- Allergies
- Headaches

Boynton-Jarrett et al, 2010; Campbell and Lewandowski, 1997;
Graham-Bermann & Seng, 2005; Holt et al, 2008

Negative Consequences

Children who experience physical punishment are at higher risk for:

- Behavioral problems and delinquent behaviors
- Low self-esteem
- Depression
- Substance abuse
- Poorer quality of relationship with parents
- Physical abuse of one's own spouse and children as an adult

Gershoff, 2008; Gershoff, 2002; Grogan-Kaylor et al, 2005; Mulvaney et al, 2007; Pardini et al, 2008; Slade et al, 2004; Straus, 1994



Making the Connection

- Domestic violence increases risk of physical punishment (Kelleher et al, 2008; Taylor et al, 2010)
- The odds of physical child abuse is 2.7 times greater among mothers who spanked their children (Zolotor et al, 2008)
- The risk of child abuse is 3 times higher in families with domestic violence (McGuigan & Pratt, 2001)
- The more physical punishment a person experiences as a child, the more likely they are to be aggressive with their spouse (Cast et al, 2006)

AAP Statement on Spanking

“The American Academy of Pediatrics strongly opposes striking a child for any reason. If a spanking is spontaneous, parents should later explain calmly why they did it, the behavior that provoked it, and how angry they felt. They also might apologize to their child for the loss of control. This usually helps the youngster to understand and accept the spanking, and it models for the child how to remediate a wrong.”

AAP, 2009



Key Points

- ❖ Childhood exposure to domestic violence is common
- ❖ Domestic violence, child abuse, and physical punishment are connected
- ❖ Childhood exposure to domestic violence and physical punishment lead to predictable physical, mental, cognitive and behavioral health problems



Primary Prevention

- Most effective and least expensive
- Prevent toxic stress exposure to prevent long term negative outcomes



Prevention

- Prevention is Possible
- We All Have a Role to Play





Protective Factors

- Supportive family environment and social networks
- Nurturing parenting skills
- Stable family relationships
- Household rules and child monitoring
- Caring adults outside the family who can serve as role models or mentors
- Communities that support parents and take responsibility for preventing abuse
- Parental employment
- Adequate housing
- Access to health care and social services

Centers for Disease Control and Prevention



What can you do?

- Positive and Nurturing Parenting
- Make connections/find support
- Support other parents
- Get help

Positive Parenting Promotes Healthy Brain Development

If children live with approval, they learn to like themselves.

Early, warm parental care (affection, acceptance, no slapping or spanking) is associated with brain maturation

Rao et al, 2009

Dorothy Law Nolte

3-Step Approach to Effective Discipline for Parents



Establish positive and supportive relationship with your child



Use positive reinforcement to increase behavior you want from your child



If you need to discipline your child, do not spank or use physical punishment

Five Building Blocks for Effective Discipline



REINFORCE POSITIVE BEHAVIOR

- “Catch” your child’s good behavior
- Reward that behavior with praise, attention, or special activity
- “I like how you shared your toy with your sister. Let’s read a story together.”

SET UP AND ENFORCE LIMITS

- Avoid ultimatums by setting limits and following them
- “Josh, put away your toys, or you can’t help bake cookies today”

TALK ABOUT IT

- Explain why the behavior was inappropriate
- Ask your child for suggestions so he/she can make a better choice next time

MODEL GOOD BEHAVIOR

- Help your partner or child with a task
- Admit when you have made a mistake and apologize

BE CONSISTENT

- Follow through with consequences that you set ahead of time
- Consistency does not mean being rigid
- Adapt your parenting to your child and the situation



Effective Parenting Strategies

Age Range/Situation	Strategy	Description/Example
Children younger than 3 years old	Redirect, distract, supervise	Help your child to focus on something else (different toy, activity); physically change or remove problem
Children 3 years or older; especially when specific rule broken and when other discipline strategies have not worked	Time-out	<ol style="list-style-type: none">1. Set rules ahead of time2. Choose time-out spot3. Set time limit (usually one minute for each year of child's age)4. Resume activity
All ages; for children younger than 6 or 7, best if done right away (not delayed until later in day)	Withholding privileges	Choose something that your child values but never something that your child truly needs (such as a meal)
All ages; especially effective for whining, sulking, and pestering	Active Ignoring	Stop paying attention, offer alternative behavior, and give child attention when unwanted behavior stops/desired behavior adopted



What can you do?

- Positive and Nurturing Parenting
- Make connections/find support
- Support other parents
- Get help



Support

- Supportive family environment and social networks
- Stable family relationships
- Caring adults outside the family who can serve as role models or mentors
- Communities that support parents and take responsibility



Support

- Use your support system to:
 - Take care of yourself
 - Take a break
 - Help other parents
- Babysitters
 - Know all about them
 - Never leave your child if you have doubts



What can you do?

- Positive and Nurturing Parenting
- Make connections/find support
- Support other parents
- Get help

Resources and Information

- www.phoenixchildrens.com/community/injury-prevention-center/effective-discipline.html
 - Report on how physical punishment impacts children and parents' brochure on effective discipline
- **Prevent Child Abuse America,**
www.preventchildabuse.org
- www.stophitting.com
 - Data, policy updates, and strategies on how to advocate for ending physical punishment in homes and schools
- www.onekindword.org
 - Training to raise awareness about parent-child conflicts in public & empower people to response supportively
- www.healthychild.org
 - Articles and audios on effective discipline and communication
- www.ciccparenting.org
 - Training and resources on culturally specific parenting

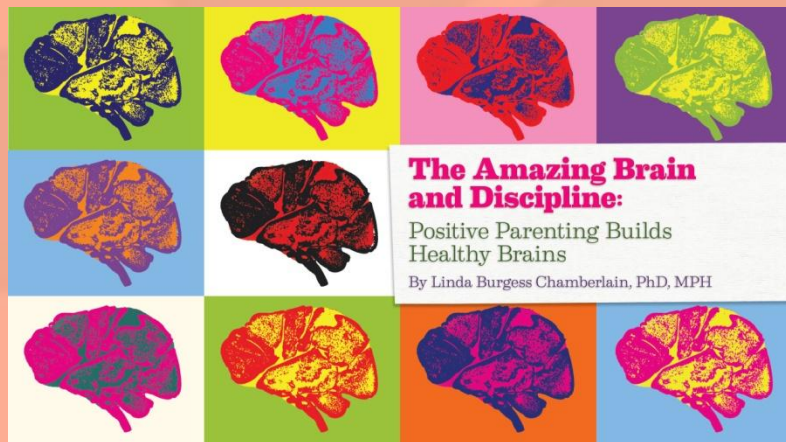
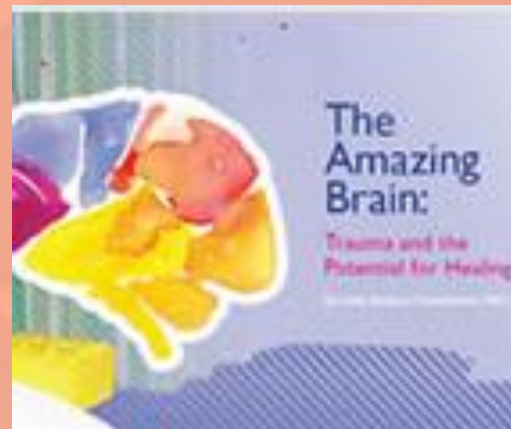




Resources and Information



www.instituteforsafefamilies.org





Child Abuse Hotline

- Child Help

- <http://www.childhelp.org/>
- 1-800-4-A CHILD



- Find the hotline for your state
- http://www.childwelfare.gov/pubs/reslist/rl_dsp.cfm?rs_id=5&rate_chno=11-11172

Mandatory Reporter Training



Find Your Local CCR&R

Find Your Local CCR&R by
searching here. Please enter
your zip code.

Submit

Resources for Providers



<http://naccrra.smarthorizons.org/>

Child Abuse Awareness Course

Home > Choose Your Occupation

Choose Your Occupation

◀ **Child Care Providers**

Find useful courses to enhance your career as a child care provider.

CCR&R Staff ▶

Find courses that will enhance your CCR&R staff knowledge and organizational success.

Child Abuse Awareness for Center Staff

8 hours (.8 CEUs)

- Child Abuse Awareness for Child Care Centers: Identifying and Reporting Child Abuse (.4 CEU/4 Hours)
- Child Abuse Awareness for Child Care Centers: Preventing Child Abuse (.4 CEU/4 Hours)

Take Action!



www.naccrra.org/policy

Child Abuse Prevention and Treatment Act



The law created in 1974 to provide a framework for preventing and responding to child abuse and neglect.

CAPTA (cont.)

As a condition of receiving federal funds,

- States are required to have procedures in place for receiving and responding to allegations of abuse or neglect and for ensuring children's safety.



CAPTA

CAPTA provides federal funding to states to:

- **To improve their child protective services systems**
- **Better identify, prevent, and treat child abuse and neglect**
- **Prevent child abuse and strengthen families**

CAPTA was last reauthorized in 2003.

CAPTA

- States must define child abuse and neglect consistent with the federal definition:

“at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”
- Anyone can report child abuse.
- Mandatory Reporters – doctors, teachers, police, child care workers, etc. are required to report suspected or known abuse.

Speak Up!

The Speak Up to Protect Every Abused Kid Act

S. 1877

Introduced by Senator Casey (PA)



What's in the bill?

1. **All adults** must report instances of known or suspected child abuse in order for states to receive funding through CAPTA.
2. **Child abuse must be reported directly** to law enforcement or the state's Child Protective Services agency.
3. Grants to **educate** and **train** individuals on topics such as,
 - **What constitutes** child abuse or neglect?
 - What are the **responsibilities** of adults?
 - How can we assist children and families to **prevent child abuse** or neglect?
4. Would **promote new approaches and techniques** to improve reporting.
5. Would **evaluate** states' efforts to train adults who work with children about reporting suspected and known incidents of child abuse or neglect.



Take Action!
Speak Up to
Protect Every
Abused Kid

Sign up to receive Parent Newsletters



www.CCAParentNetwork.org
Kim.Kober@naccrra.org