

# Preventing Child/Youth Maltreatment: Overview of Courses and Modules

## (C01) Introduction

### **Lesson 1: Canadian Red Cross**

The Canadian Red Cross is part of the International Red Cross and Red Crescent Movement and together with over 178 national societies, we are focused on one strategic goal: to improve the lives of vulnerable people by mobilizing the power of humanity. The Canadian Red Cross as well as the International Red Cross and Red Crescent Movement operate under seven Fundamental Principles: humanity, impartiality, neutrality, independence, voluntary service, unity and universality. The Canadian Red Cross focuses on the vulnerable...those individuals, households or communities "at risk" from situations related to injury, illness, violence, disaster and/or deteriorating socio-economic conditions. with particular concern for the most vulnerable, those with the fewest resources and capacities to cope effectively with such threats.

### **Lesson 2: RespectED: Violence & Abuse Prevention**

RespectED: Violence & Abuse Prevention has developed and operationalized effective prevention education programs across Canada since 1984. The program's mandate is to educate participants on the effects of abuse, neglect, violence, bullying and harassment and to identify helping resources. RespectED provides a broad range of unique programs targeted specifically for children, youth and adults utilizing a prevention education framework that includes policies and procedures, informed best practices, and evaluation and research.

### **Lesson 3: RespectED Working With Communities**

RespectED promotes safe communities by developing partnerships and equipping community members with knowledge and resources. Building effective prevention programs must begin with a community willing to own the challenge and respond. While the collaboration, partnerships, delivery systems, and resources may vary from large, urban communities to small, rural communities to isolated, remote communities, the process of awareness and mobilization remain the same. Encountering barriers and resistance are common occurrences as individuals and communities begin the process of addressing abuse, neglect, bullying and harassment within their communities. Since its inception, RespectED has worked with 434 Canadian communities and partnered with numerous national, provincial/territorial and community organizations and agencies in the prevention of violence, abuse and harassment.

## (C02) Prevention

### **Lesson 1: The Cost of Violence**

Child/youth abuse and neglect, family and intimate violence, harassment and bullying cost our society dearly, not only in terms of trauma caused to the victims but also in economic terms. The detrimental effects of the physical, psychological, cognitive and behavioural development of children and youth are well studied and acknowledged to increase their risk of low academic achievement, drug use, teen pregnancy, juvenile delinquency, and adult criminality. This reading package outlines both the human cost of declining health and personal trauma, and the economic cost of social services, medical and psychological treatment, justice system and incarceration which result from living in a violent society.

### **Lesson 2: Prevention**

Child and youth maltreatment is a complex, devastating problem. Years after “the battered child syndrome” was recognized, the challenge to prevent abuse, neglect, intimate violence, harassment and bullying is only barely realized. Each year brings new knowledge and understanding. Prevention models that identify the risk factors at both the micro and macro-system levels, are able to design responses that interrupt or avert violent behaviour. This reading package explores two types of prevention models — the public health model and the injury prevention model — and discusses the monetary and non-monetary benefits of prevention.

### **Lesson 3: Prevention Education**

Prevention education programs seek to increase knowledge about and understanding of violence and abuse with a goal to identify vulnerability, increase reporting, establish risk management policies and practices, and promote safety and support. This reading package examines the components of best practices for prevention education and defines the steps of building a successful prevention education program.

## (C03) Adolescence Overview

### **Lesson 1: Adolescence Overview, Part 1**

Adolescence is defined as the time between childhood and adulthood where individuals experience biological, psychological, intellectual and social development and growth. During this time, adolescents work towards achieving nine developmental tasks, while navigating their way through family life, stresses, media messages and the diverse Canadian culture. This reading package explores definitions of adolescence, growth patterns, social characteristics and six of the nine developmental tasks.

### **Lesson 2: Adolescence Overview, Part 2**

This reading package continues to explore the final three adolescent developmental tasks, which moves young people from a position of dependence toward their final goal of individuation from their family.

## (C04) Cultural Competence

### **Lesson 1: Definitions of Culture**

In this reading package, definitions surrounding culture and diversity are explored. The term “multiculturalism” and Canada’s initiatives and the progression of academic discourse are followed. Aspects of culture, both in general to all cultures and specifically to Canadian mainstream culture, are identified, including symboling, practical knowledge, technology, belief systems, social structures, environment and values.

### **Lesson 2: Ethnocentrism and Intercultural Contact**

Ethnocentrism is a condition developed through enculturation: the process of indoctrinating individuals into a particular culture. The dynamics of ethnocentrism, such as stereotyping, prejudice, individual, institutional and ideological racism, must be distinguished from each other to achieve awareness of one’s own biases. A process for addressing one’s ethnocentrism is discussed, including the requirement for self-examination, awareness and a commitment to learn and change. The package describes the emotional and culturally transformational process of immigrating to Canada for immigrants and refugees, and considers the multicultural mix of Canada’s population, and how that affects intercultural relationships among its citizens.

### **Lesson 3: Youth and Intercultural Adjustments, and Communication**

This reading package discusses the additional barriers that New Canadian youth face while attempting to integrate two different cultures during their already challenging adolescent years. At the same time, New Canadian parents often struggle with some Canadian norms, especially those around sexuality and dating. With Canadian schools becoming increasingly diverse, the need for competent intercultural communication is vital and necessary to overcome cultural barriers and bring forth the potential of all youth. New Canadian youth need time to process their new language and adjust to their new cultural reality.

## (C05) Child/Youth Maltreatment

### **Lesson 1: History of Maltreatment**

Child/youth victimization is not just a modern trend. It has existed and flourished throughout history in all cultures and incorporates many forms. The basis for abusive and neglectful treatment generally depends upon the value given to children/youth within the family unit and society.

When violence against children is examined in a historical context, the authority to maltreat children was invested in two rights: the right to own property and the right to own children. From ancient Rome, Greece and Egypt to Asia and China, the Middle East to Europe and the Americas, virtually no area of the world is left untouched by some form of child maltreatment throughout its history. Over time much progress has been made. Nationally and internationally, communities have slowly come to realize that many children and youth are hurting. Physical abuse and neglect were recognized in the 1960s; sexual abuse in the 1970s; emotional maltreatment in the 1980s and 1990s and commercial sexual exploitation in the 1990s and 2000’s. The abuse of power was identified in multiple forms as it was, and continues to be, enacted against those who are smaller, weaker and/or without resources.

### **Lesson 2: Overview of Adolescent Maltreatment**

Since the 1960s, Canadians have discovered that many families use violence to control and manipulate their own members. Close to one third of teens between ages 14 and 19 who participated in a Canadian study had experienced some kind of childhood abuse or neglect. This chapter explores definitions of family violence, abuse and neglect from a broad range of sources, and includes results of studies used to measure the incidence and prevalence of youth maltreatment across the country. Although different types of maltreatment are often studied as unique forms, children/youth most often experience a combination of abuse and neglect. The abuse of adolescents arises in one of three patterns: chronic, acute or escalating.

### **Lesson 3: Uniqueness of Adolescent Maltreatment**

Adolescent maltreatment has similarities to child maltreatment, but it also has many unique differences. Authorities are less likely to believe and then act on disclosures of abuse and maltreatment by adolescents. Adolescents experience increased vulnerability through the internet, under-developed social competence, and negative societal attitudes towards adolescents. Responding to maltreatment through self-defeating behaviours, running away, sibling or parental abuse, or juvenile delinquency can drive society to view adolescents with suspicion and with little compassion. All adolescents living with violence—as victims or as perpetrators—are engaged in a process, which occurs simultaneously and reciprocally on four levels. Though they experience violence on an individual level, they are also products of families, communities, and social policy.

## **(C06) Comparison Between Types of Violence: Child/Youth Maltreatment, Harassment and Bullying**

### **Lesson 1: Definitions and Impact**

This reading package gives a typology for the various levels of self-directed, interpersonal and collective violence. A comparison is drawn between the victims, perpetrators, legislation and policies, and behaviours that constitute the maltreatment of children and youth versus harassment and bullying. A comparison of the personal, economic and health-related impact of maltreatment versus harassment and bullying is provided.

### **Lesson 2: Risk Factors**

This reading package describes the varying risk factors associated with both maltreatment and harassment and bullying, examining personal factors, family and peer relationships, and the community and society in general.

### **Lesson 3: Intervention**

This reading package outlines the different steps required to respond to complaints of maltreatment, harassment and bullying. Reporting requirements, investigation procedures and continuing support practices are identified for responding to each type of violent behaviour.

## **(C07) Vulnerable Youth**

### **Lesson 1: Vulnerable Youth in Institutions/Organizations**

This reading package provides a definition of institutional and organizational violence, including overt physical and sexual abuse, program abuse and systemic abuse. Child and youth maltreatment occurs in a broad spectrum of organizations and institutions, from government-sanctioned programs and institutions to religious organizations to sport and community organizations. Different types of organizations and institutions, both historical and modern day, are outlined via the vulnerabilities they instill for the children and youth that they serve. The impact and long-term outcomes of these abuses are discussed alongside key ways to recognize institutional and organization abuse.

### **Lesson 2: Sexual Minority Youth**

Definitions of the varying types of sexual orientation are provided, with an emphasis on describing the unique developmental challenges faced by sexual minority youth. Issues that make sexual minority youth particularly vulnerable are discussed, such as discrimination, hostile environments, and the severe lack of adequate support. The challenges associated with coming out and the impact of ongoing vulnerability are examined.

### **Lesson 3: Youth with Disability**

Youth with disabilities often have additional challenges, but also are unique with an abundance of experiences, knowledge and potential. This reading package defines different categories and challenges of disability, and how those challenges create increased vulnerability for maltreatment. Non-verbal communications of abusive experiences are described, and well as additional circumstances that contribute to the dependence, stereotyping and powerlessness of these children and youth.

### **Lesson 4: Aboriginal Youth**

Today Aboriginal youth are emerging from generations of pain and loss. Although communities are beginning to heal, the scars from the past still affect many children and youth. This package provides definitions for various terms associated with Aboriginal peoples, and describes the demographics for Aboriginal populations across Canada. The issues behind Aboriginal youth's vulnerability to abuse is particularly daunting: cultural and familial fragmentation, lack of higher education, lack of traditional job opportunities, unemployment, poverty, history of abuse, lack of role models and elders, substance abuse, homelessness, health risks, racism, media stereotyping, over-representation in the judicial system, gender issues, lack of resources and low self-esteem. These all create severe challenges and impact on the entire Aboriginal population.

### **Lesson 5: Protective Factors**

Resilience is a person's capacity to adapt and remain strong in the face of adversity. Resilience depends on both individual and group strengths including supportive elements in the larger environment. These positive reinforcements in young people's lives are described as protective factors or protective processes. This reading package describes a list of factors which contribute as protective factors, processes or supports in the lives of vulnerable children and youth.

## **(C08) Emotional Maltreatment**

### **Lesson 1: Emotional Maltreatment: Definitions and Needs of Children**

Building on Maslow's Hierarchy of Needs, James Garbarino (1993, p. 3-5) identified eight themes or issues that are specific to children and youth: Stability, safety and security, affirmation and acceptance, time, belief and ideology, access to basic resources, community, justice and peace. The chronic lack of these needs being met for children and youth contributes to an emotionally abusive family environment.

Emotional or psychological maltreatment can make an indelible mark on the psyche of an individual — it is often hard to discover its impact and equally hard to remove. Whether delivered through verbal, physical or interactive cues, the messages of emotional maltreatment are the same — "you are not good enough!" In this lesson, emotional maltreatment is defined and examined through different stages of childhood.

### **Lesson 2: Types and Impact of Emotional Maltreatment**

Emotional maltreatment is destructive to the quality of life of young people. There are overwhelming feelings of helplessness and hopelessness. The younger the onset of emotional maltreatment, the greater the impact on the victim. This reading package examines the seven types of emotional maltreatment, how emotional maltreatment affects children and youth through different stages of development, and the behavioural and physical indicators of emotional maltreatment.

### **Lesson 3: Children/Youth Who Witness Intrafamilial Violence**

Much research has been done on wife assault and the effects on children and youth who witness the battering of their mothers. More is being studied on the effects on children and youth who observe violence against their fathers, siblings and elders. Given the current information, it is evident that children and youth who witness violence are being emotionally maltreated in all categories. The witnessing of violence may encompass a variety of traumatic and violent experiences. Each experience is a devastating example of emotional maltreatment and several involve other forms of abuse as well.

## (C09) Physical Abuse and Neglect

### **Lesson 1: Physical Abuse Definitions and Statistics**

This lesson defines physical abuse, which includes acts of commission of force against a child or youth, such as kicking, hitting or burning. Numerous statistics regarding the incidence and prevalence of physical abuse in Canada are presented.

### **Lesson 2: Types of Physical Abuse**

Types of non-accidental injuries, their most common physical locations and their causes (type of force, medium or weapon) are presented. Where necessary, accidental injuries with similar characteristics are also presented and distinguished from non-accidental indicators. In addition, Shaken Baby Syndrome and Munchausen's Syndrome By Proxy are discussed in detail.

### **Lesson 3: Physical Abuse Impact and Indicators**

Children and adolescents not only suffer the physical pain of being traumatized, but also are left with the psychological scars of blaming themselves. Impact is influenced by factors including the child or youth's age, and the frequency and severity of the physical abuse. Behavioural indicators of abuse are varied and complex, and may include high-risk behaviours or criminal activity.

### **Lesson 4: Neglect Definitions and Statistics**

Physical and emotional neglect are defined as a child or youth's physical or emotional needs not being adequately met. The need for a healthy, nurturing environment begins before birth, and therefore, Fetal Alcohol Syndrome and Effects are specifically discussed as an example of physical neglect in its earliest form. Numerous statistics regarding the incidence and prevalence of neglect in Canada are presented.

### **Lesson 5: Neglect Impact and Indicators**

Neglect is passive. It can mean physical and psychological impoverishment when the basic necessities of life are denied. For infants it may lead to failure to thrive or death. Youth struggle in an environment of inadequate nutrition, rest, supervision and/or guidance, or lack of appropriate medical or dental care. This lesson discusses the behavioural and physical indicators of neglect, and the psychological impact and self-defeating responses.

## (C10) Abusive and Neglectful Families

### **Lesson 1: Families and Violence**

This reading package defines the characteristics of the healthy family, and its roles and responsibilities to its members. Family violence and the various typologies of violence within a family setting are defined. An outline of microsystem, macrosystem and social theories are provided to examine the academic theories of the causative factors of abuse and neglect within families. Garbarino's Ecological Theory is examined in-depth as a theory that integrates many of the causative theories of family violence within its many contexts. Finally, the incidence of abuse and violence within families is investigated.

### **Lesson 2: Etiology of Abusive Families: The Ecological Theory, Part 1**

This reading package examines the Ecological Theory in close detail through the abused child or youth and the abusive caregiver as an individual, and also investigates the characteristics of healthy discipline versus abuse.

### **Lesson 3: Etiology of Abusive Families: The Ecological Theory, Part 2**

This reading package further discusses the Ecological Theory by examining abusive family caregivers, community violence and societal and cultural values. Family characteristics, economic deprivation, critical stress and the unique dynamics of stepfamilies are distinguished as potential contributing factors for an abusive caregiver. Frequent and continual exposure to weapons, violence and random acts of aggression that occur within the community provide a disturbing backdrop for children and youth to operate within. The values that are sustained through society and the family's cultural heritage regarding the maltreatment of children and youth are described as critical contributing factors to the dynamic of maltreatment within a family.

#### **Lesson 4: Neglectful Families**

The study of neglectful families has had little examination because acts of omission are more difficult to investigate. The incidence and prevalence of neglect within families is summarized. The Ecological Theory is applied to examine causative factors contributing to neglectful family dynamics.

### (C11) Sexual Abuse

#### **Lesson 1: Definitions, Statistics and Traumatizing Factors**

In this reading package, all forms of child sexual abuse and incest, including contact and non-contact behaviours, are clearly defined. Current studies reporting the most common forms of sexually abusive behaviours, and the incidence and prevalence of sexual abuse are reviewed.

#### **Lesson 2: The Accommodation Syndrome, Impact and Indicators**

The Accommodation Syndrome describes five categories of coping mechanisms that children and youth adopt in order to survive, but which also tend to isolate them from receiving the intervention and help they need. The impact of sexual abuse is examined by looking at the losses young victims experience, including betrayal, powerlessness, stigmatization, and sexualization. The most common physical indicators of sexual abuse are listed.

#### **Lesson 3: Male Survivors and Youth with Disabilities**

Male survivors of sexual abuse constitute an extremely under-identified, under-served and frequently misunderstood population. This reading package identifies and discusses the issues which make victimization and reporting abuse a unique phenomenon for males.

Research shows that disabled youth experience increased vulnerability to sexual abuse. Incidence and prevalence reports of sexual abuse among youth with disabilities is reviewed, followed by discussion of the factors which make these unique youth more vulnerable to sexual mistreatment.

### (C12) Sexual Offenders

#### **Lesson 1: Types of Offenders**

People who sexually abuse children and adolescents have developed inappropriate arousal patterns and a need for power. Offending can begin in childhood as an expression of their pain, and can carry on throughout a lifetime. Offenders can be children, adolescents, male or female, and they may offend inside or outside the family unit. This reading package examines children, adolescents, males and females who sexually offend, their incidence and prevalence, classifications and behaviours.

#### **Lesson 2: Etiology of Sexual Offending**

This reading package discusses commonalities among psychological, behavioural and historical profiles of sexual offenders. The four preconditions that must exist for sexual abuse to occur are described in detail. This package also presents a model which explains the dynamics of sexual offending in terms of five predictable and identifiable phases: engagement, sexual activities, secrecy, disclosure and suppression.

#### **Lesson 3: Treatment and Non-Offending Family Members**

Treatment for offenders is absolutely imperative if sexual abuse is to be prevented in the future. This reading package explores why treatment is so important, types and philosophies of treatment programs that are available, and discusses determinants of success for an offender partaking in a treatment program.

This reading package discusses the impact that intrafamilial sexual abuse has on the non-offending family members, from the time of discovery of the sexual abuse, to reporting, through to supporting the child or adolescent after the report. Common psychological and historical characteristics of non-supportive parents are portrayed, as well as discussion of how siblings suffer secondary victimization in an incestuous family.

## (C13) Framework: Intervention and Protection

### **Lesson 1: International Framework**

This reading package describes an international framework for the protection of children and youth, emphasizing and exploring the applicable clauses of the United Nations Conventions on the Rights of Child and including various additional International Human Rights Instruments Protecting Children. As a signatory to the U.N. Conventions on the Rights of Child since December 1991, Canada is accountable internationally to uphold these conventions.

### **Lesson 2: National Framework**

In Canada, the responsibility and authority to enact and revise laws and policies that follow the intent of international legislation rests with the federal government. This reading package reviews all Canadian legislation protecting the rights of children, including the Canadian Charter of Rights and Freedoms, Canadian Human Rights Legislation and the Canadian Criminal Code, Canadian Civil Law.

### **Lesson 3: Provincial/Territorial Framework**

Provincial and territorial bodies have the responsibility for protecting children and families through child welfare or child protection legislation. This legislation, outlined for each province and territory in this reading package, defines the circumstances for when protection of a child or youth is needed, and defines the variations of age and services offered by each province or territory.

### **Lesson 4: Institutional and Organizational Framework**

This reading package describes the various levels at which organizations work to enact their responsibility and duty of care towards children and youth. Organizations often shape their rules and protocols according to the outline of responsibilities and actions developed by the provincial or territorial government. Risk management is discussed as the culture, processes and structures that are directed towards the effective management of potential adverse effects and opportunities. Therefore, the design of good policies provide organizations with an outline of conduct and expectations for its members, to handle situations both proactively and reactively.

## (C14) Intervention: Abuse and Neglect

### **Lesson 1: Intervention Steps**

Intervention or stages of identification of child maltreatment consists of a number of steps: detection, which includes disclosures; reporting; and investigation, which includes protection assessment and involvement of the legal system. Disclosure, the first step of the intervention process, may or may not actively involve the survivor, and may be purposeful (verbal) or accidental (non-verbal). This reading package discusses the steps for handling all types of disclosures effectively. Reporting procedures, and the systemic steps that occur to ensure the protection of the child or youth are described in detail. All possible outcomes of a child protection investigation are outlined, including false allegations and false memory syndrome.

### **Lesson 2: Treatment**

The consequences of abuse impact each person differently. Predicting how a victim will cope is extremely difficult because of the individual nature of each victim's experience. Therapy is essential for the victim's understanding and recovery from his or her maltreatment. This reading package outlines the four phases of treatment and the goals of treatment. It discusses the various modalities of therapy available to survivors of abuse and neglect, and discusses the impact issues that many survivors have to work through.

### **Lesson 3: Resiliency**

Resiliency is a complex list of attributes and factors that come together to allow an individual to adapt positively to a stressful or harmful situation that is either short- or long-term. The difference in outcomes among vulnerable youth who are abused is related in part, to resiliency. This reading package outlines five major attributes in resilient children and young people that have been identified by researchers, and also lists potential risk factors and protective factors which can potentially effect resiliency among children and youth.

## (C15) Communicating Prevention (for Prevention Educator program only)

### **Lesson 1: RespectED Presentations**

This reading package outlines the components of an effective RespectED presentation. First, by examining conceptions of learning and teaching styles and understanding the diverse ways people learn, educators will be better equipped to address the needs of their audiences. Gardner's "Different ways of knowing" are examined and applied to classroom presentations, and theories behind teacher-learner relationships are considered. General tips and skill-building around strong facilitation techniques are provided.

### **Lesson 2: Presentation Preparation and Safe Learning Environments**

The reading package provides a significant list of techniques to involve learners in a presentation, and gives a comprehensive presentation topic outline and guidelines for classroom aids that will be incorporated into the presentation. Strategies to reduce presentation jitters are also discussed. In addition, the key to success in the prevention education presentation is providing a safe environment for learners. Learners need to feel they are not at risk when engaging in learning about these sensitive topic areas. This reading package strategizes around classroom tone, classroom management, and what provides barriers to learning effectively.

### **Lesson 3: Personal Communication and Disclosures/Complaints**

Awareness about one's own personal communication effectiveness is critical to becoming a strong prevention educator. The communication process and intercultural communication are both emphasized as considerations when making a prevention education presentation. Both in the learning setting and with individuals, Prevention Educators are interacting with youth and adults about painful issues. Disclosures or complaints may be heard in a variety of settings, and Prevention Educators must be equipped with the knowledge of correct procedures and appropriate empathy to handle disclosures effectively. This reading package outlines the procedures and considerations to be aware of when handling disclosures in a variety of situations.