

#11978

ABUSED KIDS: SEE IT! STOP IT!

PYRAMID MEDIA, 2004
Grade Level: 11-13+
24 Minutes



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#9113 ETERNAL SCARS: PHYSICAL AND EMOTIONAL CHILD ABUSE](#)
[#9321 NO WAY!!! TO TREAT OTHERS](#)
[#10687 FACE IT! ABUSIVE RELATIONSHIPS HURT](#)

ABUSED KIDS: SEE IT! STOP IT

Leader's Guide

Subjects: Abuse Awareness, Staff Development

Audience Level: Adult

Length: 24 minutes

Content

Though nine out of ten Americans consider child abuse to be a serious problem, it is estimated that two million cases of abuse go unreported annually. There are several reasons why even the best-intentioned people choose not to report such incidents, but the most common may be that they are not sure about the signs of abuse and when they point to real problems. This video describes both the obvious and subtle signs of the five common types of abuse: physical, sexual, emotional, psychological and neglect. We also learn how to talk to children we feel may be abused, the best way to record one's observations, and what happens legally when such a report is made. By recognizing signs of abuse, and taking responsibility to be both aware and proactive, adults could well save the lives of children who are in desperate circumstances.

Objectives: After viewing, students should be able to:

- Understand that there are several types of child abuse
- Recognize signs of various types of child abuse
- Know how to talk to a child one suspects may be abused

Discussion Topics

Before Viewing:

Ask the audience to describe what they consider some signs of child abuse. Write the answers on a board or large pad, and direct the audience to focus on this question as they watch the video.

After Viewing:

- Consider the "Before Viewing" question again. Ask the audience to identify the five categories of abuse noted in the video. Write the categories on the board, and ask the audience to identify at least one sign of child abuse in each category (physical, sexual, psychological, emotional, neglect). Make sure the audience recognizes that different signs may signal different types of abuse, and that many signs may be quite subtle.
- Most victims of child abuse die before the age of five. Why is this such a vulnerable time? (the child is completely defenseless and powerless) What does this mean for those who may suspect such abuse? (there is no time to waste in reporting such suspicions)
- It's very important that adults, especially those in frequent and prolonged contact with children, understand what constitutes different types of child abuse. Discuss the

definition and description of each type of abuse - physical, sexual, psychological, emotional and neglect. Are any more difficult to identify than others? If so, why? If the audience needs more time to take notes about the signs of each type of abuse, replay the appropriate parts of the video and pause for note-taking.

- What is the most common type of child abuse? (neglect accounts for about 60% of all cases)
- How does child abuse expert Marsha Porter characterize some parents who purposefully neglect their children? (as addicts needing to feed their habit at the expense of taking care of their children or those who choose to put their children in untenable circumstances, such as living on the streets). What is inadvertent neglect? (neglect not purposefully inflicted). What causes it? (a person's lack of parenting tools, education or skills). Discuss why Ms. Porter says that reporting neglect can help both child and parent.
- Contrary to what we might think, it can be hard to identify physical abuse victims, according to child abuse investigator Russ Huber. Why is this? (signs of such abuse can be confused with the results of normal childhood accidents.) How does one tell the difference? (accidents usually produce a single injury on the outside of one side of the body whereas abuse can be external and internal, produce multiple injuries, be inconsistent with the normal results of play injuries)
- How does Huber suggest talking with a child one suspects is abused? (ask the child what happened and be suspicious if the child's explanation is inconsistent with the injury. Do not put words into the child's mouth). What does he suggest one then do? (go to the police, not the parent, who may take his/her anger out on the child)• Who are the people most likely to be involved in child sex abuse? (youngsters in their teen years, people known to the child and trusted by him/her). What important lessons can we learn from these facts? (instead of thinking that most danger comes unexpectedly and from strangers, be aware of common occurrences within one's own family and friends)
- Emotional abuse is considered the most difficult to recognize. What are some of its subtle signs? (submissive or argumentative behavior, poor self-esteem, etc.) What is learned helplessness and how is it a reaction to, and an attempt to reduce, emotional abuse? (when the child stops trying to do things right, he's internalized the abuse and reduced the number of opportunities to be abused)
- The video notes that the scars of emotional abuse are the ones which last a lifetime. Are they more damaging than the results of physical abuse? How or how not?
- Ask the audience to consider both sides of Marsha Porter's statement that a time of crisis is sometimes the best time to promote change. What does she mean? Should people try to recognize a crisis in the making and to avoid it instead of using it as a catalyst for change? What are the pros and cons of each point of view?
- The video notes that many people don't report suspected abuse because they don't want to get involved and are concerned about civil liability. What actually happens when abuse is reported? (an investigation, not a criminal accusation, is launched) To whom should reports be made? (the local child protection agency or the police.) How are those who report protected from liability? (anonymous reporting and shield laws)
- Role-play situations in which adults may be suspicious that a child is being abused. Consider how to react to the child, how to document one's concerns, how to report them.