

# THINGS YOU CAN DO TO PREVENT CHILD ABUSE



## KNOW WHAT CHILD ABUSE IS.

Physical and sexual abuse clearly constitute maltreatment, but so does neglect, or the failure of parents or other caregivers to provide a child with needed food, clothing, and care. Children can also be emotionally abused when they are rejected, berated, or continuously isolated.



## KNOW THE SIGNS.

Unexplained injuries aren't the only signs of abuse. Depression, fear of a certain adult, difficulty trusting others or making friends, sudden changes in eating or sleeping patterns, inappropriate sexual behavior, poor hygiene, secrecy, and hostility are often signs of family problems and may indicate a child is being neglected or physically, sexually, or emotionally abused.



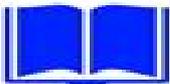
## REPORT ABUSE.

When children are taught they are special and have the right to be safe, they are less likely to think abuse is their fault, and more likely to report an offender.



## EDUCATE YOURSELF AND OTHERS.

Simple support for children and parents can be the best way to prevent child abuse. After-school activities, parent education classes, mentoring programs, and respite care are some of the many ways to keep children safe from harm. Be a voice in support of these efforts in your community.



## TEACH CHILDREN THEIR RIGHTS.

When children are taught they are special and have the right to be safe, they are less likely to think abuse is their fault, and more likely to report an offender.



## EXAMINE YOUR BEHAVIOR.

Abuse is not just physical. Both words and actions can inflict deep, lasting wounds. Be a nurturing parent. Use your actions to show children and other adults that conflicts can be settled without hitting or yelling.



## DISCIPLINE THOUGHTFULLY.

Never discipline your child when you are upset. Give yourself time to calm down. Remember that discipline is a way to teach your child. Use privileges to encourage good behavior and time-outs to help your child regain control.



## SUPPORT PREVENTION PROGRAMS.

Too often, intervention occurs only after abuse is reported. Greater investments are needed in programs that have been proven to stop the abuse before it occurs - such as family counseling and home visits by nurses who provide assistance for newborns and their parents.



## INVEST IN KIDS.

Encourage leaders in the community to be supportive of children and families. Ask employers to provide family-friendly work environments. Ask your local and national lawmakers to support legislation to better protect our children and to improve their lives.



## VOLUNTEER YOUR TIME.

Get involved with other parents in your community. Help vulnerable children and their families. Start a playgroup. Contact the Tulare County Child Abuse Prevention Council at 559-735-0456 for more information on volunteer opportunities!



**TO REPORT SUSPECTED ABUSE,  
PLEASE CALL THE 24-HOUR HOTLINE  
1-800-331-1585**

# Abused Children The Educators Guide To Prevent

**Mary Nelson, Kay Clark**



## **Abused Children The Educators Guide To Prevent:**

**When Children are Abused** Cynthia Crosson-Tower,2002      **Abused Children** Alan McEvoy,Edsel L. Erickson,1994

The Educator's Guide to Preventing Child Sexual Abuse Mary Nelson,Kay Clark,1986 This collection of articles was created to give professionals and educators an informed overview of current issues in the field of child sexual abuse prevention Articles are grouped under the headings of Introduction Issues in Child Sexual Abuse Prevention and Guidelines for Prevention Education and include 1 Prevention Education in Perspective Carol A Plummer 2 Thinking about Prevention A Critical Look Sandra Butler 3 A History of the Touch Continuum An Interview with Cordelia Anderson 4 Myths Fairy Tales and Films Florence Rush 5 The Child as Sex Object Images of Children in the Media Jean Kilbourne 6 What Happens to Victims of Child Sexual Abuse Lynn B Daugherty 7 Legal Interventions and Reforms in Child Sexual Abuse Cases Josephine Bulkley 8 Child Sexual Abuse Prevention Keys to Program Success Carol A Plummer 9 Training Teachers to Be Partners in Prevention Ann Downer 10 The Role of the Teacher in Preventing Child Sexual Abuse I Lorraine Davis 11 Parents as Primary Prevention Educators Caren Adams and Jennifer Fay 12 Guidelines for Selecting Prevention Resources Jennifer Fay 13 Considering Children s Developmental Stages in Prevention Education Caren Adams 14 The Role of Theater in Prevention Education Don Yost and Elaine Schertz 15 Prevention in an Hispanic Community Geraldine A Crisci and Maria Idali Torres 16 Prevention for Children with Disabilities Ellen J Shaman 17 Evaluating Prevention Education Programs Jon Conte 18 New Myths about Child Sexual Abuse Mary Ellen Stone and 19 Implications for Theory Research and Practice David Finkelhor Also included is an alphabetical listing of descriptions of 19 prevention program concepts An overview of reporting what happens when a report is made definitions sexual abuse indicators a bibliography contributors and a program index are appended NB      The Role of Educators in Preventing and Responding to Child Abuse and Neglect Cynthia Crosson-Tower,2003      Abuse and Neglect Barbara Lowenthal,2001 Through the use of this comprehensive book you ll learn your specific role and responsibilities in the identification prevention and intervention of child maltreatment as mandated by law Child maltreatment can occur in all socioeconomic levels and cultural backgrounds creating barriers for learning With a practical engaging approach to this sensitive issue the author guides you through the four major categories of maltreatment physical sexual and emotional abuse and neglect and gives you practical guidelines for identification reporting and follow up strategies for working effectively with students and their families a checklist to assist you in identifying abuse in different age groups and useful lists of books journals videos audiotapes and organizations Whether you are a kindergarten or high school teacher you ll find useful guidelines regarding what to look for when to be sure of abuse and what to expect after you report abuse      *The Educator's Guide to Substance Abuse Prevention* Sanford Weinstein,1999 The Educator s Guide to Substance Abuse Prevention is for educators and other school personnel who are concerned about student drug use and school violence It will help them to appreciate and use their humanity professional skills educational

ideals and the school curriculum as tools for substance abuse prevention Teachers concerns are addressed in several ways First the text provides a guide through which they may resolve personal and professional concerns about the commitments limits and boundaries of their working relationships with students Second it describes tasks that teachers can perform and mental health issues they can address in creating classroom policies procedures and rules to promote healthful learning activity in the classroom Third the author summarizes and interprets research and theory about substance abuse as they apply specifically to educational prevention and to professional teaching practice arguing that classroom management strategies learning activities and social interaction are a teacher s primary tools of prevention and showing how teachers may use these tools in any curricular area and without direct reference to drugs A highlight of this text is its emphasis on helping teachers to explore drug related issues from within the context of their own curricular specialties and to integrate substance abuse prevention with the curriculum in many school subjects including the arts literature social studies history government science and culture Action oriented prevention strategies based on these content areas are suggested The Educator s Guide to Substance Abuse Prevention focuses primarily on teaching learning and prevention rather than on information about drugs helps teachers to better use what they already do know and are in order to respond competently responsibly and with sensitivity to the needs of their students attends to the needs of teachers who do prevention work and the needs of children who are the target of prevention efforts describes student disappointment and disillusionment with family school and community as sources of risk and the legitimate domain in which teachers may serve a curative role provides extensive coverage of historical social and cultural issues related to substance abuse and school violence and alerts teachers to the risk to children posed by extremist adult groups prominent negative role models popular culture and peer pressure

**The Role of Educators in Preventing and Responding to Child Abuse and Neglect** Cynthia

Crosson-Tower,2003 [The Educator's Guide To Substance Abuse Prevention](#) Sanford Weinstein,1999-08-01 The Educator s Guide to Substance Abuse Prevention is for educators and other school personnel who are concerned about student drug use and school violence It will help them to appreciate and use their humanity professional skills educational ideals and the school curriculum as tools for substance abuse prevention Teachers concerns are addressed in several ways First the text provides a guide through which they may resolve personal and professional concerns about the commitments limits and boundaries of their working relationships with students Second it describes tasks that teachers can perform and mental health issues they can address in creating classroom policies procedures and rules to promote healthful learning activity in the classroom Third the author summarizes and interprets research and theory about substance abuse as they apply specifically to educational prevention and to professional teaching practice arguing that classroom management strategies learning activities and social interaction are a teacher s primary tools of prevention and showing how teachers may use these tools in any curricular area and without direct reference to drugs A highlight of this text is its emphasis on helping teachers

to explore drug related issues from within the context of their own curricular specialties and to integrate substance abuse prevention with the curriculum in many school subjects including the arts literature social studies history government science and culture Action oriented prevention strategies based on these content areas are suggested The Educator s Guide to Substance Abuse Prevention focuses primarily on teaching learning and prevention rather than on information about drugs helps teachers to better use what they already do know and are in order to respond competently responsibly and with sensitivity to the needs of their students attends to the needs of teachers who do prevention work and the needs of children who are the target of prevention efforts describes student disappointment and disillusionment with family school and community as sources of risk and the legitimate domain in which teachers may serve a curative role provides extensive coverage of historical social and cultural issues related to substance abuse and school violence and alerts teachers to the risk to children posed by extremist adult groups prominent negative role models popular culture and peer pressure

**Resources in Education** ,1994      **Understanding and Preventing Child Sexual Abuse** Christopher Bagley,Wilfreda E. Thurston,1996 This work deals with the issues surrounding child sexual abuse and is aimed at practitioners in social work psychology and medicine students in professional fields and researchers      Preventing Child Sexual Abuse Sandy Kay Wurtele,Cindy Lou Miller-Perrin,1992 The past decade has seen a dramatic increase in the attention paid to the problem of child sexual abuse Professionals from the social work mental health medical academic and legal fields are all involved in researching the prevalence causes and consequences of abuse Child sexual abuse in multidimensional it is determined by forces at work in victims and offenders in the family and in the community and society at large Thoroughly researched Preventing Child Sexual Abuse surveys incidence and prevalence studies lists risk and protective factors in abuse discusses various indicators of abuse and reports on legislation related to abuse It reviews preventive programs aimed at children and adults and provides suggestions for an expanded involvement of parents professionals policymakers researchers and the general public In doing so it provides the information needed to create prevention programs that attack the problem on several fronts at once      Handbook of Sexology John Money,M. E. Perry,Herman Musaph,1990 Good science is dispassionate impartial Sexology the scientific study of sex has difficulty in being dispassionate and impartial in our times Sex is simultaneously the driver of so many of our thoughts emotions and actions and the generator of so much fear hysteria and anxiety      **Designing Child Sexual Abuse Prevention Programs** James J. Krivacska,1990      **Child Abuse Prevention** Jill Louise Duerr,1990      *Child Sexual Abuse Prevention from a Social Problem Solving Perspective* Jacqueline Secor Grober,1991      Journal of Education ,1881      Sexual Abuse Prevention Education Kay Clark,1985 This annotated bibliography is intended to provide a comprehensive listing of resources for educators parents and other professionals who work in the field of child sexual abuse prevention education Except for works considered to be classics in the field all entries have been published since 1980 All entries are relevant to child sexual abuse with a focus on prevention education More than

250 citations are included under the headings of 1 Books for Adults 2 Books for Children 3 Booklets Pamphlets and Miscellaneous Teaching Aids 4 Curricula and Leader Guides 5 Films and Audiovisual Materials for the Classroom and 6 Films and Audiovisual Materials for Teachers Parents and Professionals Editorial comments are limited annotations note children s books addressing multi ethnic groups in illustrations books focusing on the dangerous stranger view of preventing child sexual abuse and publications containing information applicable only in a particular locale Names addresses and when available telephone numbers are listed with each item in the Curricula and Leader Guides and the Booklets Pamphlets and Miscellaneous Teaching Aids sections Distributors for audiovisual materials appear at the end of the bibliography It is noted that the sensitive nature of the subject demands careful screening and tailoring of materials for individual needs NB

Evaluation of High School Level CAPTA Child Abuse Prevention Programs David S. Derezotes,1989      **Child Abuse and Neglect** ,1998      **Special Education in a Diverse Society** Herbert Grossman,1995

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