4th Annual Conference
10 September 2015

Child Neglect

Vale A. Henson, MSW
CHILD NEGLECT

PREVENT CHILD ABUSE GEORGIA
ANNUAL CONFERENCE
September 10, 2015
Presented By: Vale A. Henson, MSW
Facts & Statistics About Neglect

- Child neglect is the most common form of child maltreatment.
- Child neglect accounts for almost 60% of all cases reported to child protection agencies.
- Often child neglect is difficult to identify.
- Parents who abuse substances (alcohol & drugs) and/or have inadequate parenting skills are responsible for many of the neglect cases.
- Sometimes making a report to a child protection agency is the only impetus for enabling a family to change their behavior of neglecting their children.
- Because so many cases go unreported, child abuse and neglect is a much larger problem than statistics indicate.
Defining Child Neglect

This is a condition in which a parent or caretaker, responsible for a child under the age of eighteen years, either deliberately or by disregard, permits the child to experience avoidable present suffering and/or fails to provide one or more of the components generally deemed essential for developing a person’s physical, intellectual, social and emotional capacities.

Child neglect is a form of child maltreatment, an act of omission, a deficit in meeting a child’s basic needs including the failure to provide basic physical, health care, supervision, nutrition, emotional, educational and/or safe housing needs.
Neglect is Defined in Three Areas

- Physical
- Educational
- Emotional
Physical Neglect

- Abandonment or children left home alone for long periods
- Inadequate supervision
- Poor hygiene – smelly or dirty, unwashed clothes, inadequate clothing for the weather
- Consistent Hunger
- Unmet and Untreated medical needs, unmet dental needs
- Recurring illnesses or infections
- Repeated accidental injuries caused by lack of supervision
- Chronic fatigue
- Distended stomach (Thin or swollen tummy), Emaciated
- Children taking the role of the care for other family members
- Faltering weight or growth and not reaching developmental milestones (Failure to Thrive)
- Poor language, communication or social skills
Educational Neglect

- Permitted chronic truancy
- Failure to enroll child in school or not qualified to home school
- Inattention to special educational needs of the child
Emotional Neglect

- Failure to Nurture/affection (children will Fail to Thrive) – without LOVE
- Chronic/extreme spousal abuse
- Permitted drug/alcohol abuse or parent’s inability due to their drug/alcohol abuse
- Permitted maladaptive behavior or parent’s maladaptive behavior
- Refusal of psychological care for child or refusal of psychological care for parent or caretaker
- Social isolation
- Extreme religious or non traditional practices
- Lack of family and social support
What is Normal Growth & Development?
Child Development Milestones

Your Child’s Early Development is a Journey
Check off the milestones your child has reached and share your child’s progress with the doctor at every visit.

6 MONTHS
- Turns his head when you call his name
- Smiles back at you
- Responds to sounds by making sounds
- Sits without support for a short time
- Likes social play (games like peek-a-boo)
- Uses simple gestures such as shaking head for “no” or waving “bye-bye”
- Pulls up to stand

12 MONTHS (1 YEAR)
- Copies you during play (like clapping when you clap)
- Responds when told “no”
- Says “mama” and “dada”

18 MONTHS (1½ YEARS)
- Looks at something when you point to it and say “look”!
- Uses several single words to get what she wants
- Walks without help
- Plays pretend (like taking on a toy phone)
- Points to interesting things

2 YEARS
- Follows simple instructions
- Kicks a ball
- Points to something (like a toy or picture) when you name it
- Uses 2- to 4-word phrases
- Shows more interest in other children

3 YEARS
- Copies adults and playmates (like running when other children run)
- Climbs well
- Plays make-believe with dolls, animals, and people (like feeding a teddy bear)
- Follows 3-step commands (like “get dressed, comb your hair, and wash your face”)

4 YEARS
- Hops and can stand on one foot for up to five seconds
- Uses 5- to 6-word sentences
- Shares and takes turns with other children
- Draws circles and squares

These are just a few of many important milestones to look for. For more complete checklists by age visit www.cdc.gov/ActEarly or call 1-800-CDC-INFO.
What Do All Children Need!
Maslow’s Hierarchy of Needs

- **Physiological needs:** food, water, warmth, rest
- **Safety needs:** security, safety
- **Belongingness and love needs:** intimate relationships, friends
- **Esteem needs:** prestige and feeling of accomplishment
- **Self-actualization needs:** achieving one’s full potential, including creative activities

Self-fulfillment needs
Psychological needs
Basic needs
Three Psychologist That Impacted Psycho-Social Development of Human Beings

- Sigmund Freud
- Eric Erikson
- Jean Piaget
Sigmund Freud’s Stages of Development

**ORAL STAGE**
The first stage of development where libido is centered in a baby’s mouth. It gets much satisfaction from putting all sorts of things in its mouth to satisfy libido, and thus it demands. At this stage in life are oral or mouth oriented, such as sucking, biting, and breast-feeding.

**ANAL STAGE**
The libido now becomes focused on the anus and the child derives great pleasure from defecating. The child is now fully aware that they are a person in their own right and that their wishes can bring them into conflict with the demands of the outside world.

**PHALIC STAGE**
Sensitivity now becomes concentrated in the genitals. The child becomes aware of anatomical sex differences. This is also the stage in which the process of identification which involves the child adopting the characteristics of the same sex parent is seen.

**LATENCY STAGE**
No further psychosexual development takes place during this stage. Freud thought that most sexual impulses are repressed during the latent stage and sexual energy can be sublimated into activities such as hobbies and friendships.

**GENITAL STAGE**
The last stage of Freud’s psychosexual theory of personality development and begins in puberty. It is a time of adolescent sexual experimentation, the successful resolution of which is settling down in a loving one-to-one relationship with another in our 20’s or so. Sexual instinct is directed to heterosexual pleasure, rather than self-pleasure during the phallic stage.


## Eric Erikson’s Stages of Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Psychosocial Crisis</th>
<th>Approximate Age</th>
<th>Important Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infancy</td>
<td>Basic trust versus basic mistrust</td>
<td>Birth to 12–18 months</td>
<td>Feeding</td>
<td>The infant must form a first loving, trusting relationship with the caregiver or develop a sense of mistrust.</td>
</tr>
<tr>
<td>2. Early Childhood</td>
<td>Autonomy versus shame/doubt</td>
<td>18 months to 3 years</td>
<td>Toilet training</td>
<td>The child’s energies are directed toward the development of physical skills, including walking, grasping, controlling the sphincter.</td>
</tr>
<tr>
<td>3. Play Age</td>
<td>Initiative versus guilt</td>
<td>3 to 6 years</td>
<td>Independence</td>
<td>The child learns control but may develop shame and doubt if not handled well.</td>
</tr>
<tr>
<td>4. School Age</td>
<td>Industry versus inferiority</td>
<td>6 to 12 years</td>
<td>School</td>
<td>The child continues to become more assertive and to take more initiative but may be too forceful, which can lead to guilt feelings.</td>
</tr>
<tr>
<td>5. Adolescence</td>
<td>Identity versus role confusion</td>
<td>Adolescence</td>
<td>Peer relationships</td>
<td>The child must deal with demands to learn new skills or risk a sense of inferiority, failure, and incompetence.</td>
</tr>
<tr>
<td>6. Young Adult</td>
<td>Intimacy versus isolation</td>
<td>Young adulthood</td>
<td>Love relationships</td>
<td>The teenager must achieve identity in occupation, gender roles, politics, and religion.</td>
</tr>
<tr>
<td>7. Adulthood</td>
<td>Generativity versus stagnation</td>
<td>Middle adulthood</td>
<td>Parenting/Mentoring</td>
<td>The young adult must develop intimate relationships or suffer feelings of isolation. Each adult must find some way to satisfy and support the next generation.</td>
</tr>
<tr>
<td>8. Mature Love</td>
<td>Ego integrity versus despair</td>
<td>Late adulthood</td>
<td>Reflection on and acceptance of one’s life</td>
<td>The culmination is a sense of acceptance of oneself as one is and a sense of fulfillment.</td>
</tr>
</tbody>
</table>

## Jean Piaget’s Stages of Development

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensorimotor</td>
<td>An infant progresses from reflexive, instinctual action at birth to the beginning of symbolic thought. The infant constructs an understanding of the world by coordinating sensory experiences with physical actions.</td>
<td>Birth to 2 years</td>
</tr>
<tr>
<td>Preoperational</td>
<td>The child begins to represent the world with words and images; these words and images reflect increased symbolic thinking and go beyond the connection of sensory information and physical action.</td>
<td>2 to 7 years</td>
</tr>
<tr>
<td>Concrete operational</td>
<td>The child can now reason logically about concrete events and classify objects into different sets.</td>
<td>7 to 11 years</td>
</tr>
<tr>
<td>Formal operational</td>
<td>The adolescent reasons in more abstract and logical ways. Thought is more idealistic.</td>
<td>11 to 15 years</td>
</tr>
</tbody>
</table>
The Science of Neglect
What Happens in the World of Abnormal Child Rearing?
What is WAR

- The world of abnormal child rearing (WAR) refers to rearing in which a child does not learn basic interpersonal skills.
- Child neglect diminishes the child’s long-term ability to have close personal relationships.
- Under a condition of WAR, children do not learn how to have their needs met through acceptable behavior. They either receive confusing messages about how their need can be met or learn acceptable behaviors for meeting their needs.
- Children must also learn that they are responsible for their own actions. It is not uncommon under WAR for children to have to bare responsibility for their parent’s behavior. In that the parents attribute their own moods and behaviors to what the child has done or not done.
WAR (cont.)

- The WAR also gives children little practice in creative problem solving, since they are not given a structure of options for rational decision making.

- Such children are also convinced they cannot trust others, and they are shown daily that feelings and actions are one and the same, and that there is a sense that one’s life cannot be managed without acting on every feeling. If these children grow up without therapeutic intervention and become parents themselves, another WAR is created for another child.

National Criminal Justice Reference Service abstract, 1997
Inappropriate Parenting Practices

- Abuse – maltreatment that includes physical abuse, sexual abuse, and psychological or emotional abuse
- Neglect – maltreatment involving abandonment, lack of supervision, improper feeding, lack of adequate medical or dental care, inappropriate dress, uncleanliness
- Physical Abuse – maltreatment involving deliberate harm to the child’s body
- Sexual Abuse – maltreatment in which a person forces, tricks, or threatens a child in order to have sexual contact with him or her
- Psychological or Emotional abuse – maltreatment involving a destructive pattern of continual attacks by an adult on a child’s development of self and social competence, including rejecting, isolating, terrorizing, ignoring and corrupting
The Feral Child
The Many Faces of Child Neglect