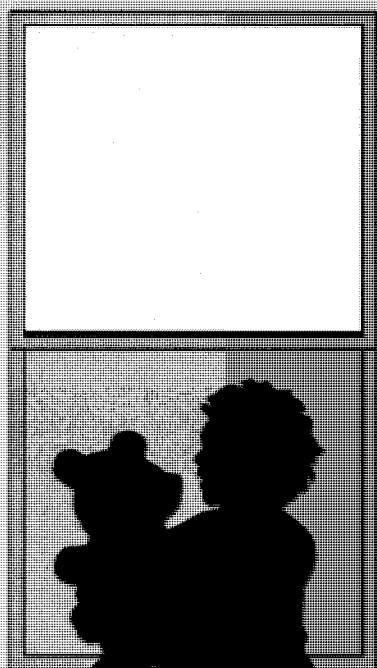


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treas



WORDS TO KNOW

child maltreatment

emotional abuse

physical abuse

verbal abuse

sexual abuse

neglect

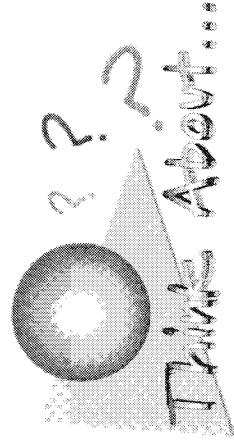
incest

discipline

OBJECTIVES

As a result of this lesson you should be able to:

- define the types of child maltreatment
- discuss the causes and effects of child maltreatment
- recognize symptoms of child maltreatment
- identify characteristics in abusive adults
- explain the difference between discipline and maltreatment



Incest: If You Think the Word is Ugly, Take a Look at its Effects

by

Barbara Myers and Kee MacFarlane

I am often asked to describe what my father did to me. It is far easier to say what my father did to me than to tell what I did to myself. It started when my mother went into the hospital for a nervous breakdown. I was about seven years old. My dad would have me sit by him and would tell me how much he needed me; that was when he began touching me sexually. I didn't mind at first. I was so alone and needed the attention.

When my mother came back I didn't need or want my dad to touch me anymore, but by that time a pattern had been set that would last until I was 15 and was old enough, or scared enough, or sick enough, or angry enough to cry out for help in a way that was finally heard by some adults around me.

At first he would just stand by the bed and touch me. Later he began to lay in the bed beside me. Although he began by being gentle, as time went on, his touch became rougher and rougher. He would leave me feeling sore and bruised for days. I saw and heard him beat my mother so many times that I was in constant fear he would kill her. I knew I was no match for him, and I guess that his sexual abuse was somehow better than the physical abuse my mother received.

Total detachment became my way of dealing with what went on at night. I would roll into the wall when he came in, pretending to be asleep. I would cry hysterically, in order to get into my own pain that I wouldn't notice what he was doing. When the intercourse started, it was so physically unbearable that I couldn't detach from my physical self. I was around 11-years-old at the time. My tolerance for physical pain increased, and the physical pain I inflicted on myself acted as a release for the emotional pain I couldn't express. I sprayed perfume and hair spray in my eyes because it stung and kept me crying. I thought that if only I could make myself go blind, my father would be nice to me and my mother might take care of me. The fact that I didn't go blind made me cry even more.

I continued to try to get sick or be physically injured. I told myself that no one would continue to hurt a really sick child. I tried to break my foot by pounding it with a hammer. I jumped off the garage for the same reason. I wanted someone to take care of me, someone to see that I hurt. But I found that if I got sick, and stayed home from school, my father would abuse me during the day. I wanted to go into a hospital so I could get away from the house.

I remember a conscious switch toward anger when I was about 12. I felt such rage that I had to hurt someone. So, I'd hurt myself because I hated myself for being so powerless. I started to burn myself from my wrists to my elbows with a cigarette. I wanted someone, anyone, to see my pain and acknowledge it. No one acknowledged my pain. So I started sniffing glue, to get out of my pain, and it worked. Drugs became my great escape; there was nothing I wouldn't try in order to get high. When I was on drugs, I felt high, happy and in control of my life.

When I was high, I had peers; I finally belonged somewhere- in a group with other kids who took drugs. Whatever the others were taking, I took twice as much or more. It made me feel big and powerful because I didn't care what happened to me.

With the drugs, came drinking. Drinking got me back into my pain; it allowed me to express my hurt and my anger. I was too young to buy alcohol so I got other people to buy it for me. They were usually men, and, since they were always interested in sex, I always had something with which to pay.

I got more physically self-destructive when I was drinking. I could tolerate more physical pain when I was drunk. I purposely started fights so my boyfriend would beat me up. I felt I deserved it. I also remember longing for human closeness, for physical contact of any kind that would prove others were paying attention to me.

Eventually, I knew that, wherever I went, men would find me and abuse me. So, my attitude toward prostitution was, "Why not?". If I had to have sex, I thought, why not get something for it?" I felt that I deserved the money: other men were going to have to pay for every time my father had me. Nothing they did could repulse me. After a while, I even made my father give me money and other things I wanted. Even after I left home, I still had the power over him because I carried his secret. I figured that if I couldn't get anything else from him I needed, at least I could get material things.

Since I thought that the only thing men wanted was sex, the only way I could see to get power in a relationship was by making them pay for it. It was my only control. I had learned to detach my mind from my body at such an early age that it was easy to disassociate myself from those brief, sexual encounters. I thought that other girls were stupid to give it away. Prostitution was a way for me to capitalize on what I thought was the only thing I had to offer. I guess I thought taking money from strangers was my distorted way of having them take care of me, even if only financially.

I felt so doomed that I often thought I might as well shorten the agony. I was so young the first time I tried to overdose on a bottle of aspirin. It was scary and difficult to decide whether it was harder to kill myself or to go on living the way I had been. Mostly, I tried to overdose on drugs, but sometimes I did other things, like cut my wrists. Sometimes, I was relieved to wake (hoping that others would finally see how bad things had gotten for me); other times, I was bitterly disappointed to find I was still alive.

My anger and my acting out were my survival tactics for many years. These tactics were contained in my self-destructive behavior, and I couldn't stop until I found other ways to survive. I was lucky to find people who finally heard what I was saying, and, what I wasn't saying. I realize now how close I was to dying—inside and out.

jot down your responses to the questions and be prepared to discuss them in class.

1. **Imagine that you are the child in this story. What are your reactions to what has happened to you?**

2. **Imagine that the child in this story is your sister. What are your reactions?**

3. **Imagine that the child in this story is a friend in the neighborhood. What are your reactions?**

TRUE/FALSE QUIZ

Read each statement. Mark a "T" for True or a "F" for false in the blank.

1. _____ A firm-to-severe spanking does no harm to children.
2. _____ A firm-to-severe spanking or beating is necessary to manage children.
3. _____ Only the poor physically abuse their children.
4. _____ Parents who abuse their children are very confident, powerful individuals.
5. _____ Child neglect has no harmful effects on children.

DEFINITIONS

Child Maltreatment includes physical abuse, sexual abuse, emotional abuse, verbal abuse or neglect which results in an observable and material impairment in a child's growth, development, or psychological functioning.

Physical Abuse includes acts that result in substantial harm from physical injury to a child or the genuine threat of substantial harm. Examples of physical abuse include beating children with hands, switches, boards, electrical cords, belts or tools. It can also include allowing older siblings to physically abuse younger brothers and sisters.

Sexual Abuse includes any sexual contact with children, failing to make a reasonable effort to prevent others from doing so, compelling or encouraging a child to engage in sexual acts or involving children in the production of obscene photographs or films. Examples of sexual abuse include an adult deliberately exposing his genitals to children, touching the sexual organs of child or photographing nude children posed in sexual positions with each other or with adults.

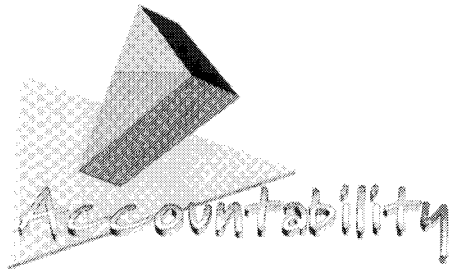
Incest is sexual contact between persons who are closely related. Child incest victims become trapped between affection or loyalty for the abuser and the sense that the sexual activities are terribly wrong. If the child tries to break away from the sexual relationship, the abuser may threaten the child with violence or loss of love. When sexual abuse occurs within the family, a child may fear the anger, jealousy or shame of other family members, or be afraid the family will break up if the secret is told. Neglect also includes failing to seek medical attention for sick children, failing to provide food, shelter, or clothing for children, or exposing children to situations where sexual abuse is likely to occur.

Emotional Abuse and Verbal Abuse include acts of mental or emotional injury to a child, and/or, causing or permitting a child to be in a situation in which the child sustains a mental or emotional injury. Examples of this are screaming and yelling vicious, vulgar and demeaning insults at children or threatening them with violence. It can also include a caretaker who leaves a child in the care of someone else who is erratic, unstable, and subjects the child to cruel or bizarre threats. Verbal abuse is less likely than physical or sexual abuse to be reported, but it has long-term negative consequences on the child's development. Emotional/verbal abuse often accompanies physical and sexual abuse.

Neglect Includes refusal of or delay in seeking healthcare, abandonment, inadequate supervision, and expulsion from home or refusing to allow a runaway to return home.

Educational neglect includes permission of chronic truancy failure to enroll a child of mandatory school age, and inattention to a special educational need.

Emotional neglect includes such actions as chronic or extreme spouse abuse in the child's presence, permission of drug or alcohol use by the child, and refusal or failure to provide needed psychological care.

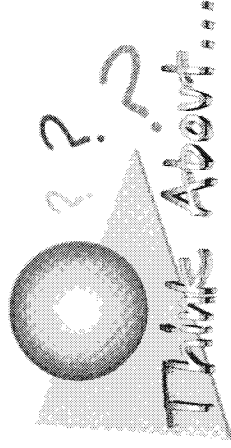


Child Maltreatment has severe physical and emotional impact on its victims. Physical and sexual abuses inflict serious physical injuries and pain on the child. Some injuries leave life-long scars and other impairments.

Abuse most often has come from one in a position of trust and control. Without intervention, the child victim has difficulty developing and maintaining close and trusting relationships. Most abused children are confused about why they were abused, often blaming themselves for the abuse. If they are told it is their fault, they tend to believe it and feel shame about being “bad.” Victims often feel embarrassed about what happened and have trouble discussing the abuse. They have dreams and flashbacks about the abuse, reliving the experiences time and time again. Sometimes they push memories of their abuse aside (repression) and only when they are in a safe environment do they remember what happened to them. Long-term effects of sexual abuse include suicidal tendencies, fears, isolation and stigma, lowered self-esteem, distrust, revictimization, substance abuse, sexual dysfunction and promiscuity (DePanfilis & Salus).

Even more tragic is the fact that children often learn and believe that physical abuse and neglect are acceptable forms of behavior (U. S Department of Health and Human Services, 1995). As adults, some abused victims often perpetuate violence by abusing their own children, rationalizing the violence because they tolerated it as children. Child abuse can be passed on from generation to generation until an adult decides that violence is not an acceptable form of behavior and breaks the cycle.

No one has the right to abuse children in any manner, regardless of one's circumstances.



Have you heard a recent news story (in the newspaper or on TV) about child maltreatment? If so, tell the class about it. Why do you think child maltreatment is sometimes not discovered or not reported?

Read the following story and answer the questions:

Carl lives in a large apartment building. His neighbors, Mr. and Mrs. Smith, have an 11-year-old son named Brian.

About three or four times a month, Mr. Smith comes home drunk. It is during these times that Carl hears the neighbors arguing and often hears Brian scream and cry. Carl has noticed bruises on Brian after these incidents.

Last night, the Smith's had an argument and today Carl noticed that Brian has a black-eye and a swollen lip.

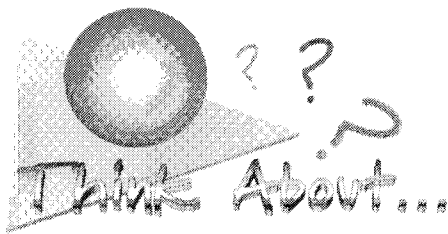
When Carl asks Brian where he got the bruises, Brian replied, "I fell down."

Answer the following questions and be prepared to discuss these in class.

1. What should Carl do? Talk to Brian's parents? If yes, what should he say? If no, why?
Call Child Protective Services? Why or why not?



2. Call the police?
3. What would you do if you were Carl?
4. Do you think Mrs. Smith can protect Brian from his father? Why?
5. Do you think Mr. Smith's drinking is part of the problem?
6. Is drinking an acceptable excuse for assaulting someone?
7. Do you think that Mr. Smith may abuse Mrs. Smith? Why?
8. Is there anything you can do for Mrs. Smith?



Watch the video, "Breaking Silence", Answer the following questions:

1. List five factors which may have contributed to the victims remaining silent.

2. What did the teachers do to help children "break the silence" and prevent child abuse?

PHYSICAL CHILD ABUSE VICTIMS

Physical abuse of children includes any non-accidental parental injury caused by the child's caretaker. It may include burning, branding, beating, punching, and so on. By definition, the injury is not an accident. On the other hand, some caretakers say it was not their intent to injure the child, but they hit harder than they intended because they were angry. Physical abuse may result from over-discipline or from punishment which is unacceptable for the child's age and/or condition.

Physical Abuse

The following are physical indicators of physical abuse in school-aged children:

Unexplained Bruises and Welts

- _____ On the face, lips, or mouth
- _____ In various stages of healing (bruises of different colors, or old and new bruises together)
- _____ On large areas of the torso, back, buttock, or thighs
- _____ In clusters, forming regular patterns, or reflective of the article used to inflict them (electrical cords; belt buckles, shoes)
- _____ On several different surface areas (indicating you were hit from different directions)

Unexplained Burns

- _____ Cigar or cigarette burns, or lighter burns, especially on the soles of the feet, palms of the hands, back and/or buttocks
- _____ Immersion or “wet” burns, including glove or sock-like burns and doughnut-shaped burns on the buttocks or genitalia, (burns that leave a definite mark or ring between the burned and unburned flesh)
- _____ Patterned or “dry” burns which show a clearly defined mark left by the instrument used to inflict them (i.e., electrical burner, iron, branding iron)
- _____ Rope burns on the arms, legs, neck and/or torso

Unexplained Fractures

- _____ To the skull, nose, or facial structure
- _____ In various stages of healing (indicating they occurred at different times)
- _____ Multiple or spiral fractures
- _____ Swollen or tender limbs
- _____ Any fracture in a child under the age of two

Unexplained Cuts and Scrapes

- _____ To the mouth, lips, gums, eyes or ears
- _____ To the external genitalia
- _____ On the backs of the arms, legs, or torso

Unexplained Abdominal Injuries

- _____ Swelling of the abdomen
- _____ Localized tenderness
- _____ Constant vomiting

Human Bite Marks

- _____ Especially adult size, are recurrent, or are in genital areas or around the neck.

Head Injuries

- _____ Vomiting, nausea, dizziness, or disorientation
- _____ Bloodshot eyes, pools of blood in the eye, or pin points of blood in the eye

- _____ Sight, speech or hearing impairment
- _____ Ringing sound in the ears
- _____ Lack of coordination
- _____ Pupils that are pinpointed, dilated or fixed

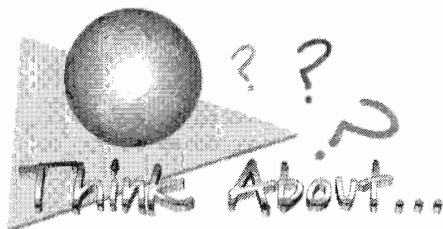
BEHAVIORAL INDICATORS OF PHYSICAL ABUSE

The following are some of the behaviors which may be associated with physical abuse.

- _____ avoiding physical contact with adults (the abused child will often avoid it, sometimes even shrinking at the touch or approach of an adult)
- _____ becoming apprehensive when other children cry, demonstrating extremes in behavior, extreme aggressiveness or extreme withdrawal; for example, behavior which lies outside the range expected for your age group
- _____ seeming frightened of your parents/caregiver
- _____ stating you were afraid to go home or cried when it was time to leave
- _____ reporting injury by a parent/caregiver
- _____ being unpleasant, hard to get along with, demanding, didn't obey,
- _____ frequently caused trouble or interfered with others; frequently damaged things
- _____ being shy; avoiding other people, including children; acting anxious to please; allowing people to say and do things for you without protest
- _____ being frequently late or absent or often came home from school/or stayed at school long after it was dismissed
- _____ wearing long sleeves or other concealing clothing to hide injuries

Did you ever tell a story of how a physical injury occurred that was not believed? Who didn't believe you? What happened?

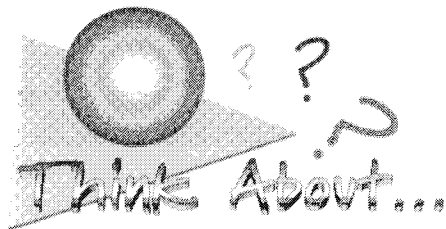
Why do you think children who are physically abused often don't tell?



Following are characteristics of Abusive Parents.

- _____ seems unconcerned about the child
- _____ sees the child as "bad", "evil", a "monster" or a "witch"
- _____ offers illogical, unconvincing, contradictory explanations or have no explanation to the child's injury

- _____ attempts to conceal the child's injury or to protect the identity of person(s) responsible for the abuse
- _____ routinely employs harsh, unreasonable discipline which is inappropriate to child's age, or condition
- _____ may have been abused as a child
- _____ was expected to meet high demands of his/her parents
- _____ was unable to depend on own parents for love and support
- _____ expect their child(ren) to fill their emotional void
- _____ has poor impulse control
- _____ expects rejection
- _____ has low self-esteem
- _____ is emotionally immature
- _____ is isolated, has no support system
- _____ married someone who is not emotionally supportive and passively supports the abuse



Review the behavioral and physical indicators of Physical Child Abuse and the characteristics of abusive parents.

Write four physical indicators of physical abuse. One answer is provided for you.

1. Swelling of the abdomen

2.

3.

4.

5.

Write four behavioral indicators of physical abuse. One answer is provided for you.

1. Seems frightened of the parents or caretaker

2.

3.

4.

5.

Write five characteristics found in abusive parents.

1.

2.

3.

4.

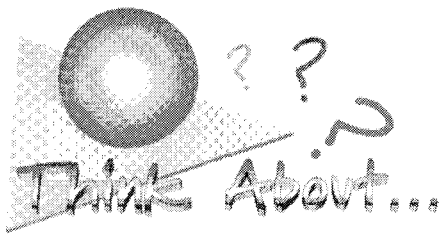
5.

3. In time, the older child confides information about the beatings she is receiving from her step-father. She is a good student; she tells you that several times after severe beatings she has been unable to attend school. She tells you that all this started about two years ago when her stepfather lost his job. She doesn't want to report the abuse because she is afraid of her stepfather. What do you do?

EMOTIONAL ABUSE, VERBAL ABUSE AND NEGLECT

Read each statement. Mark a "T" for True or "F" for False in the blank

1. _____ Children don't really have any legal rights.
2. _____ Children are the property of their parents and no one should intervene.
3. _____ Child neglect has harmful effects on children.

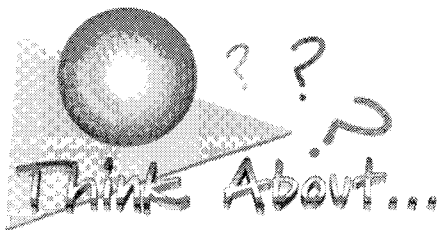


Watch the video "Cipher in the Snow."

List five examples of neglect/abuse indicated in this video—consider family, peers and the school environment.

- 1.
- 2.
- 3.
- 4.
- 5.

What can you do to prevent neglect of others in your home, school and community?



Neglect Victims

Following are signs of neglect. You will not be asked to discuss this in class, so please answer honestly.

Place an "X" to the left of any of the neglect symptoms you remember experiencing as a child.

A child who is neglected:

- _____ may be lacking adequate medical or dental care
- _____ may be sleepy or hungry much of the time
- _____ may be dirty or inadequately dressed for weather conditions
- _____ may show signs of poor supervision such as,
 - _____ begging or stealing for food
 - _____ frequently falling asleep in class
 - _____ attending school irregularly
 - _____ coming to school very early and leaving very late
 - _____ addicted to alcohol or other drugs
 - _____ engaging in delinquent acts such as vandalism or theft
 - _____ stating there is no one to care or look after him/her

FOLLOWING ARE CHARACTERISTICS OF NEGLECTFUL PARENTS OR CARETAKERS:

Think of someone you know now who you think might be or has been neglectful. Mark an "X" to the left of the characteristics you have observed.

This individual:

- _____ has a chaotic home life
- _____ lives in unsafe conditions (little or no food, garbage and excrement in living areas;
 - _____ exposed wiring, drugs and poisons kept within reach of children)
- _____ abuses alcohol or other drugs
- _____ is mentally challenged, has a low I.Q. or a flat personality



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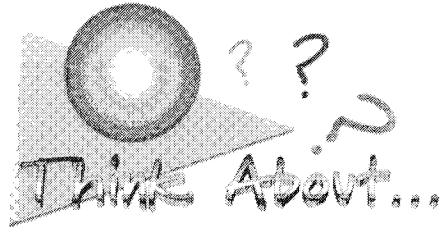
_____ is impulsive, seeking immediate gratification without regard to long-term consequences

_____ may be motivated and employed but unable to find or afford child care

_____ generally has not experienced success

_____ parents generally did not meet emotional needs as a child

_____ has little motivation or skill to make positive changes in his or her life



Review the physical and behavioral indicators of neglect and the characteristics of neglectful parents.

List three physical indicators of neglect.

1.

2.

3.

List three behavioral indicators of neglect.

1.

2.

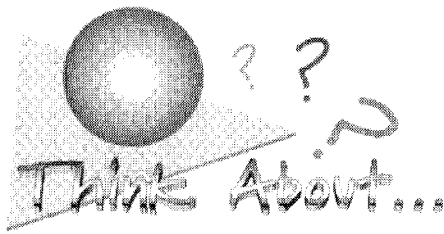
3.

List three characteristics found with neglectful parents.

1.

2.

3.



Watch the video, "Come In From the Storm", answer the following questions.

1. Have you noticed yourself as being emotionally abusive? What can you do to change this behavior?
2. Your spouse or parent is being abusive to a younger child in your family. How can you intervene to help the abuser and the child?
3. Child abuse is prevalent in your community. What can you do as a community member to stop child abuse?

CHILD SEXUAL ABUSE

Read each statement. Make a "T" for True or a "F" for False in the blank.

1. ___ Sexual exploitation of children is rare.
2. ___ Most molestations are committed by someone the child knows.
3. ___ Child sexual assault happens mostly in low-income communities and broken homes.
4. ___ Most children lie about sexual assault.
5. ___ If a child is too young to learn about sex education, then the child is too young to learn about sexual assault. Rape prevention education is almost the same thing as sex education.

PHYSICAL INDICATORS OF SEXUAL ABUSE

Sexual abuse is not often identified through physical indicators alone. Frequently a child confines in a trusted teacher or counselor or nurse that he or she has been sexually assaulted or molested by a caretaker, and that may be the first sign that sexual abuse is occurring. However, a child may be sexually abused without any of these indicators. **Physical signs include:**

- _____ difficulty in walking or sitting
- _____ torn, stained, or bloody underclothing
- _____ complaints of pain or itching in the genital area
- _____ bruises or bleeding in external genitalia, vaginal or anal area
- _____ venereal diseases, particularly in a child under 13
- _____ pregnancy, especially in early adolescence

BEHAVIORAL INDICATORS OF SEXUAL ABUSE

Behavioral signs include:

- _____ appearing withdrawn; engaging in fantasy or infantile behavior, even appearing retarded, poor relationships; unwilling to change for gym or to participate in physical activities;
- _____ engaging in delinquent acts or run away; display bizarre, sophisticated, or unusual sexual knowledge or behavior.
- _____ depression, excessive crying, overly restricted social activities or overly protective parents



- _____ irritability, crankiness, short-temperedness
- _____ numerous fears, needing more reassurance than usual; clinging to or pulling away from adults
- _____ appearance of having overwhelming responsibilities
- _____ academic difficulties

CHARACTERISTICS OF SEXUALLY ABUSIVE PARENTS

The most typical type of reported intra-familial sexual abuse is between an adult male, either the father or the mother's sexual partner, and a female child living in the same house. Although, a few women do sexually abuse children. Sexually abusive adults may have:

- _____ low-self esteem
- _____ emotional needs unmet by their parents
- _____ inadequate coping skills
- _____ (males) experienced the loss of their wife through death, divorce or abandonment
- _____ marital problems causing one spouse to seek physical affection from a child rather than the other spouse, (a situation the "denying" spouse may find acceptable)
- _____ alcohol or other drug abuse problems
- _____ few social and emotional contacts outside the family
- _____ been geographically isolated

The Sexually Abusive Adult male:

- _____ is often a rigid disciplinarian at home; and passive outside the home
- _____ does not usually have a police record nor is he known to be involved in any public disturbance
- _____ does not engage in social activities outside the home
- _____ is jealous and protective of the child

DISCIPLINE AND ABUSE

Child abuse occurs too often and with disastrous, even deadly results. Many people and society at times, become direct and indirect apologies for **ABUSE**. The difference between **ABUSE** and **DISCIPLINE** is not always agreed upon. Sayings like, "Spare the rod and spoil the child" and "Honor thy father and mother" do little to clarify the distinction.

Children need **DISCIPLINE**. That much is agreed upon. Webster's New Collegiate Dictionary defines discipline as training that corrects, molds, or perfects the mental faculties or moral character.

REMEMBER:

~~DISCIPLINE~~ is not a punishment.

~~DISCIPLINE~~ is not shame.

~~DISCIPLINE~~ is not guilt.

~~DISCIPLINE~~ helps the child to think.



DISCIPLINE helps the child to learn so that his/her present behavior is changed.

DISCIPLINE helps the child to grow intellectually and morally; enhances self-confidence and self-image

DISCIPLINE is best taught by example.

DISCIPLINE is designed to help the child manage and change his/her behavior, thereby guiding the child into adulthood.

DISCIPLINE helps the child learn a lesson that will carry over and positively affect future behavior.

DISCIPLINE enhances the child's sense of self-worth. It helps the child learn self-control, a quality he/she can take pride in.

DISCIPLINE helps the child to fit into the family and society in a comfortable way, which leads him/her to conclude that he is basically a good, confident and effective person.

ABUSE, on the other hand, does not take the child's future into consideration. It is not designed to help the child learn socially acceptable ways of expressing natural desires and drives.

ABUSE dumps an adult's feelings on the child in a harmful or neglectful way. This satisfies the adult's needs, but not the child's.

ABUSE has the opposite effect. It affects the child's future behavior in ways that are increasingly less desirable to the parents.

ABUSE leads to more anger, more hatred, more deviant activity, which in later life are frequently vented against society.

One form of ABUSE often overlooked is shaming the child. Shame is designed to destroy the child's self-image. It is designed to make the child believe that something wrong with him/her, somehow he/she is evil, defective, no good, or worthless. To attempt to control a child's behavior through shame may work when the parent is present and watching, but it will not have any effect on future behavior.

Guilt is similar to shame but is carried with the child longer and penetrates deeper into his/her emotional life. The difference between shame and guilt, although psychologically complicated, is not difficult to understand. Shame occurs when the child is seen doing something wrong and told to stop it. The young child, for example, is told not to take a cookie. When the mother is out of the kitchen the child reaches into the cookie jar only to have mother step back into the kitchen, saying, "Mary, shame on you. I told you not to take another cookie, but you did."

Shame is a technique commonly used on children until the ages of 4 or 5, at which time it is replaced by guilt. At that point guilt becomes synonymous with the "voice of conscience." When the mother leaves the house, saying, "Don't take any cookies," the relationship between parent and child is good, that voice has enough power to influence the child's behavior, to inhibit him/her from taking a cookie,

if he/she feels guilty. The child feels an internal sense of conflict and discomfort because she/he knows she/he has “done something wrong.”

A subtle form of *ABUSE* is to instill in children unwarranted feelings of guilt about their feelings and thoughts. Children are also made to feel guilty about things they have not done or feel responsible for things for which they are not responsible. These emotionally abusive techniques are destructive to the self-image of any child.

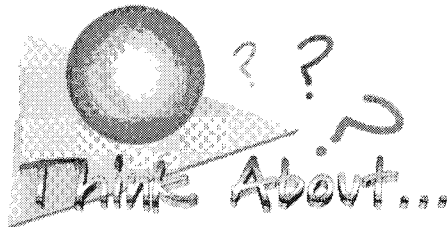
ABUSE satisfies the needs of the parent. It only helps children think in terms of pain, hatred, revenge and hostility. *ABUSE* helps them learn how to plot ways of getting even and ways of avoiding responsibility. *ABUSE* also helps perpetuate parents’ sense of inadequacy as people.

DISCIPLINE, on the other hand, teaches children to use their own resources in the future rather than to depend on the parents.

DISCIPLINE helps children grow. It neither stunts their growth nor destroys their self-confidence. Ultimately, the reason why older children do the “right” thing is that they don’t like themselves as well if they do the wrong thing.

DISCIPLINE helps develop a sense of self-worth, the most important ingredient necessary for a child’s positive and appropriate behavior in the future.

DISCIPLINE is best taught by example. So is ABUSE. The vast majority of abusive parents were abused as children. Abusive parenting can be handed down from one generation to the next. The examples of behavior you set are the lessons your child is learning, not through your words, not through your intent, but through what your child sees you doing.



Using the information from the Discipline and Abuse section, answer the following questions:

Discipline is NOT

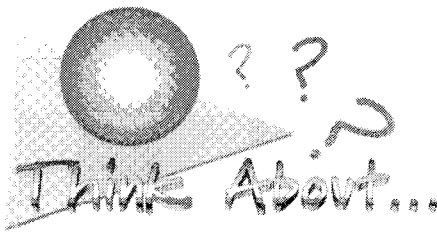
Discipline is NOT

Discipline is NOT

Discipline helps the child to

Discipline helps the child to

Discipline is best taught by



Read the following case example and answer the questions.

Jeffery is ten years old and is supposed to take out the trash and keep his room neat. Jeffery's father has told Jeffery several times to clean his room and take out the trash. Jeffery keeps telling his father that he will do it but doesn't. Jeffery's father is angry and feels Jeffery should be punished or disciplined for not completing his chores.

If you were Jeffery's father how would you DISCIPLINE Jeffery so that he does not repeat his behavior (remember the difference between punishment and discipline).

Another form of child endangerment, commonly unacknowledged, is an adult driving drunk with minor children in the car. No one should choose to ride with an intoxicated driver. However, children frequently have no choice, especially when the intoxicated driver is a parent, other relative, or babysitter. MADD believes that driving drunk with children in the vehicle should be considered a form of child abuse.

Read the following case example:

"On September 17, 1989, Fred Mitchell was arrested and charged with felony drunk driving in Texas in connection with a crash which severely injured his son, Fred Leon Mitchell III, three weeks before his fourth birthday. He had five previous appearances in court for Driving While Under the Influence and two previous appearances in court for public intoxication. The crash split the car into two pieces, throwing Mitchie, who was sitting in the front seat and still restrained by his seat belt, over the back of the seat and into the back of what was left of the car, nearly cutting his abdomen in two. Mitchie, now five years old, is completely paralyzed from the waist down, has had 17 operations to try to repair his severely damaged intestines, has been on IV Therapy for nourishment for nearly three years. His physicians anticipate further surgeries to correct the damage caused by the crash. Fred Mitchell was sentenced to five years in the Texas Department of Corrections in May, 1990."

Answer the following questions. Be prepared to discuss your responses in class.

1. **What emotions do you think Mitchie has been experiencing realizing his own father nearly killed him, because he chose to drink and drive?**

2. **Do you think driving under the influence, with a minor in the vehicle, is any different than endangering the life of a child by leaving them in a home where they are beaten? Explain your answer.**

GUEST SPEAKER NOTES

