

DISCUSSION TOOLKIT  
3

Everyone's  
Responsibility

Let's talk  
more about...  
**PREVENTING  
CHILD NEGLECT**



...and how **YOU** can share  
in that responsibility

NATIONAL ALLIANCE  
~of~  
CHILDREN'S TRUST & PREVENTION  
FUNDS

## Introduction to the series

Child neglect is the most prevalent form of child maltreatment, with serious and long-term consequences. It is also the least clearly defined, understood and publicly recognized form of abuse.

The Preventing Child Neglect learning sequences are intended to raise public awareness and understanding of child maltreatment, its causes, protective factors that help shield children and families, and manageable steps that each of us can take to help reduce the likelihood of child neglect. As the name suggests, the learning sequences are designed to be viewed serially, with each of the four segments building on previous content and adding detail and new concepts.

The training is intended for use with multiple audiences. It can be used with those in the general public, students, parents, caregivers and practitioners that serve children and families in various capacities.

Each of the four learning sequences includes:

- A dynamic visual presentation that explores the topic and incorporates parent voices
- A robust discussion toolkit that provides:
  - Learning objectives
  - Guidance for working through the learning sequence individually or in a small, medium or large group settings
  - A reflection journal with questions to consider
  - A coloring sheet to engage learners, reinforce key messages and serve as a colorful reminder once the learning sequence has been completed
  - Links to additional resources

Child neglect is **PREVENTABLE**. Taking steps together – within our families, our communities and as members of our society – we can realize our common goal of supportive and thriving communities, strong and stable families and safe and healthy children.

## Objectives

Participants will be able to:

- Discuss how neglect can occur and also be prevented at multiple levels.
- List the six protective factors that help shield individuals and families from the risk factors of neglect.
- Personalize the message by demonstrating how the protective factors have played a part in their lives.

# 3 Everyone's Responsibility

*Length of Prezi presentation:*  
42 frames or slides

*Length of video:* 14:52 minutes

## Resources to support your learning

- **Questions for Reflection Journal**
- **Coloring Sheet**
- **Alliance Resources**
  - *Bringing The Protective Factors Framework to Life In Your Work* – a free online training on the protective factors at <http://ctfalliance.org/onlinetraining.htm>
  - “Need 2 Know” infographics from the Alliance National Parent Partnership Council – *Perspectives on Protective Factors from Parents Across the Country* at <http://ctfalliance.org/need2know.htm>
  - *The Prevention of Child Neglect: The Social-Ecological Model* – <http://ctfalliance.org/preventneglect/CN%20&%20Its%20Prevention%20Socio-Ecological%20Model.pdf>
  - *Building Healthy Communities and Preventing Child Neglect: A Shared Responsibility* – [http://ctfalliance.org/preventneglect/Neglect\\_TheoryChange-FINAL.pdf](http://ctfalliance.org/preventneglect/Neglect_TheoryChange-FINAL.pdf)
  - *Understanding Neglect Within an Ecological System and the Role of Protective and Risk Factors* – <http://ctfalliance.org/images/neglect/S-E%20Neglect%20Graphic.jpg>
- **Child Welfare Information Gateway Resources**
  - *Protective Factors to Promote Well-Being* – <https://www.childwelfare.gov/topics/preventing/promoting/protectfactors>

## Web links

- **National Alliance of Children's Trust and Prevention Funds (Alliance)** – The Prezi presentations, training videos, accompanying tools and resources for all four learning sequences are available on the Alliance website at [www.ctfalliance.org/neglect/training](http://www.ctfalliance.org/neglect/training).
- **The National Child Abuse and Neglect Technical Assistance and Strategic Dissemination Center (CANTASD)** – The training videos, accompanying tools and resources for all four learning sequences are available on the CANTASD website at [www.cantasd.org](http://www.cantasd.org).

## What is a protective factor?

A protective factor is a characteristic that makes a parent, child or family more likely to thrive and less likely to experience a negative outcome. It may be helpful to think of protective factors as what will help children and families thrive despite whatever risk factors they might face. Protective factors are not just for families that are at risk for child abuse and neglect. **All** families benefit from having strong protective factors.

### *The protective factors are...*

- **Parental Resilience** – The ability to recover from difficult life experiences and often to be strengthened by and even transformed by those experiences.
- **Social Connections** – Positive relationships that provide emotional, informational, instrumental and spiritual support.
- **Concrete Support in Times of Need** – Access to concrete support and services that address a family's needs and help minimize stress caused by challenges.
- **Social and Emotional Competence of Children** – Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.
- **Knowledge of Parenting and Child Development** – Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.
- **Nurturing and Attachment** – A child's relationship with a consistent, caring adult in the early years is associated later in life with better academic grades, healthier behaviors, more positive peer interactions and an increased ability to cope with stress.



*Which protective factors have made a difference in your life to **shield** you from the harm that child neglect can cause on many levels?*

## Application

This is an empowering and encouraging part of the four learning sequences. Participants can visualize how – at different levels – protective factors can be used to shield individuals, families, communities and societies from this form of child maltreatment. Below are some suggestions for helpful ways to enhance and extend the learning opportunities possible with this learning content.

### *For individuals viewing the learning sequence*

- Complete the **Questions for Reflection Journal** for **Everyone's Responsibility**. Take time to consider each question thoughtfully.
- Use colored pencils or markers to create your own interpretation of the **Coloring Sheet** for **Everyone's Responsibility**. Display it in a prominent place and use it to remind yourself of the key ideas in this learning sequence.

- To make the learning more personal, think about your own responsibility to play a role in preventing child neglect. Remind yourself of the ways you are already engaging and making a difference to prevent child neglect. This might include your actions as an individual, within your family, in your neighborhood or community and in society as a whole. Which protective factors do you think have made a difference in your life to shield you from the harm that child neglect can cause on many levels?

### *For use in small groups*

*(groups of 6 or less – too small to split into two groups)*

- Reflect on the content of **Everyone's Responsibility**. You may choose a facilitator to introduce the **Questions for Discussion** to stimulate your small group discussion. Anyone can facilitate the discussion. To help prepare the facilitator, encourage him/her to complete the training sequence

## Application continued

beforehand, and consider how to best use the **Questions for Discussion**. It is not necessary to use all of the questions. You may choose which questions seem most appropriate for your small group.

- Provide each participant with a copy of the **Questions for Reflection Journal** and the **Coloring Sheet**.
- The **Questions for Reflection Journal** contains additional questions. Encourage participants to find time in the next week to reflect and journal on these additional questions. There are also blank pages in the journal where participants may jot down some of the key points from your discussion.
- Provide colored pencils/markers for the small group. Encourage group members to complete the **Coloring Sheet** as they participate in and listen to the discussion. Ask them to take the **Coloring Sheet** with them and display it in a prominent place to remind them of the key ideas in this learning sequence.

### For use in large groups

(such as a classroom, workshop or conference setting **where the room arrangement will allow you to divide into smaller groups**)

- Arrange the meeting room to accommodate 4–6 participants per table.
- Provide an experienced facilitator to guide the small and full group participation. It is important that facilitators have completed the learning sequence beforehand and have reviewed the tools and resources necessary to effectively guide the discussion.
- Provide each table with individual copies of the **Questions for Reflection Journal** and the **Coloring Sheet**.
- Provide colored pencils or markers for each table. Encourage all participants to complete their **Coloring Sheet** as they participate in and listen to the discussion. Ask them to take the **Coloring Sheet** with them and display it in a prominent place to remind them of the key ideas in this learning sequence.
- Facilitator asks participants to choose a partner. Each partner takes two minutes to share based on the prompt below. Remind partners to actively listen, but not interrupt as their partner is sharing. Provide the following prompt:
  - Think of a time when one of the protective factors shielded you, your family or someone in your neighborhood or community from experiencing the damaging effects of child neglect.

### Questions for discussion

- **Question #1:** Why do people think child neglect is usually a “family matter”?
- **Question #2:** Can you give some examples of how culture might impact this belief?
- **Question #3:** People usually feel that to make a change in an individual or family is usually much easier than in a community or a society. How would you address that perception? What recommendations might you make?
- **Question #4:** If you had to give an “elevator speech” about the value of protective factors to mitigate child neglect, what points might you include?
- **Question #5:** How can “parental resilience” serve as a protective factor in situations like poverty or isolation?
- **Question #6:** How can “social connections” help when current public policies and laws may not support families as they should?
- **Question #7:** If a holistic approach is the most effective and empowering approach, what gets in the way of achieving that approach to prevention?

If there is time, process some of the answers participants shared. The purpose of this exercise is to encourage participants to reflect on and recognize the role that protective factors play in preventing child neglect – even in small, but significant ways.

- Refer to the **Questions for Discussion**. Choose from questions #1 to #6 and write them on an index card. Place one card on each table. Depending on the number of tables and time allotted for this exercise, facilitator should give adequate time for extended conversations to develop.
- Leader introduces Question #7 to the full group and encourages discussion as a way to summarize the content of this learning sequence.
- Adapt above steps to your choice of a “café” model. To learn more about the World Café approach, visit <http://www.theworldcafe.com>. To use the Community Café approach, visit <http://thecommunitycafe.org>. You may also download a guide for hosting a Community Café from the National Alliance of Children’s Trust and Prevention Funds at <http://ctfalliance.org/images/pdfs/CafeGuide.pdf>.

## Application continued

- The **Questions for Reflection Journal** contains additional questions. Encourage participants to find time in the next week to reflect and journal on these additional questions. There are also blank pages in the journal where you might encourage participants to jot down some of the key points from your discussion.

### *For use in large conference groups*

*(such as a classroom, workshop or conference setting where you are unable to break participants into working groups)*

In large conference or classroom settings where the space is configured into a lecture hall, you will not be able to effectively divide participants into working groups. It is critical to find ways to engage participants in interactive ways when possible.

- Consider using a polling method that can be facilitated with mobile phone texting to introduce some interactivity. There are multiple polling services, and you may already have access or familiarity with a preferred application. One example of a polling service is [www.polleverywhere.com](http://www.polleverywhere.com). You can use the service free of charge if there are fewer than 50 participants. Visit this or other polling services to learn more. The process usually follows some simple steps:
  1. As the facilitator or presenter, you create a poll on your selected polling service.
  2. When you are ready to share your polling question, activate the poll.
  3. Your participants will see the polling question and, on the same slide, will see the texting instructions to join the poll. After they join the poll in this manner, they can continue to respond to additional polls during your presentation.
  4. As soon as you close your poll, you will be able to see your participants' responses to the questions.
- Some sample polling questions are listed below. Feel free to create your own polling questions.
  - Do you believe that building protective factors provides a shield against the risk factors that can contribute to child neglect? Y/N
  - Do you think that most people in your family or neighborhood understand the importance of building protective factors? Y/N
  - What do you think is the best way to create a better understanding of how protective factors protect us from risk factors?
    - a. Recognize and acknowledge your own strengths/ protective factors.
    - b. Mentor others – helping them to see their own strengths.
    - c. Support programs and activities that help make families strong.
    - d. Participate in a community-wide initiative that raises awareness about protective factors.
- Do you have a responsibility to help prevent child neglect in your community/neighborhood? Y/N
- If a strong community helps to make a strong society, as a parent stated in the video, then what is the most effective way to create a strong community and society?
  - a. Education about preventing child neglect.
  - b. Education about building protective factors.
  - c. Becoming more engaged in your community.
  - d. A holistic approach where each one of us, our families, our communities and society as a whole – takes an active role.
- If polling technology is not available, view the Prezi presentation or the video. Use the **Questions for Discussion** and/or others you may have to engage your audience in a discussion. You might prefer to view the video/Prezi presentation in its entirety, or you might prefer to stop the video/Prezi presentation at each level, taking time to discuss with the group which protective factors might fit best with each different level – individual, family, community and society.
- Wrap up the discussion by referring to the parent discussion in the video. One of the parents says, “It is a bigger responsibility of community and society to be strong enough to help families support their children. . . We pay now or we pay later and it’s very costly when we pay later – to communities, to families, and to society as a whole.” What might be some ways we can “pay now” in ways that will help build strong families and communities and will play an important part in preventing child neglect?
- The **Questions for Reflection Journal** contains additional questions. Encourage participants to find time in the next week to reflect and journal on these additional questions. There are also blank pages in the journal where you might encourage participants to jot down some of the key points from your discussion. You might also ask participants to take the **Coloring Sheet** with them and display it in a prominent place to remind them of the key ideas in this learning sequence.



## Questions for Reflection Journal

A more holistic approach to preventing child neglect is outlined in this presentation. It shows us how, at each level, protective factors can protect us from the risk factors that might result in harm to us, our families, our communities and our society.

At the individual level, how can nurturing and attachment act as a shield against risk factors like temperament, isolation or disabilities?

How can “social and emotional competence of children” act as a deterrent to risk factors children might face?

The family is the center of a child’s life. Given that, how can “parental resilience” be a protective factor against child neglect?

## Questions for Reflection Journal

If parents have a knowledge of parenting and child development, can that be a deterrent to child neglect? In what ways?

The communities in which we live are not separated from our lives. Most of us are involved in our schools, our churches, our community services. And all of us, at some point, rely on those things that lie outside of our family. How is the protective factor “concrete support in times of need” a critical piece in preventing child neglect?

If you believe that we as a human species are more comfortable with others than alone, and research shows that to be true, then how does the protective factor of “social connections” keep children safe from child neglect? And how can a community increase its social connections to families and individuals?

## Questions for Reflection Journal

A broader look at how we can prevent child neglect rests on the societies in which we live. The way we treat each other, the laws we enact, the way we ensure the needs of those who live here are met and the focus we place on this issue all belong at the societal level. How can we impact that level?

What are some actions we can take that will result in some of the risk factors like limited knowledge or lack of interest in this issue being addressed?



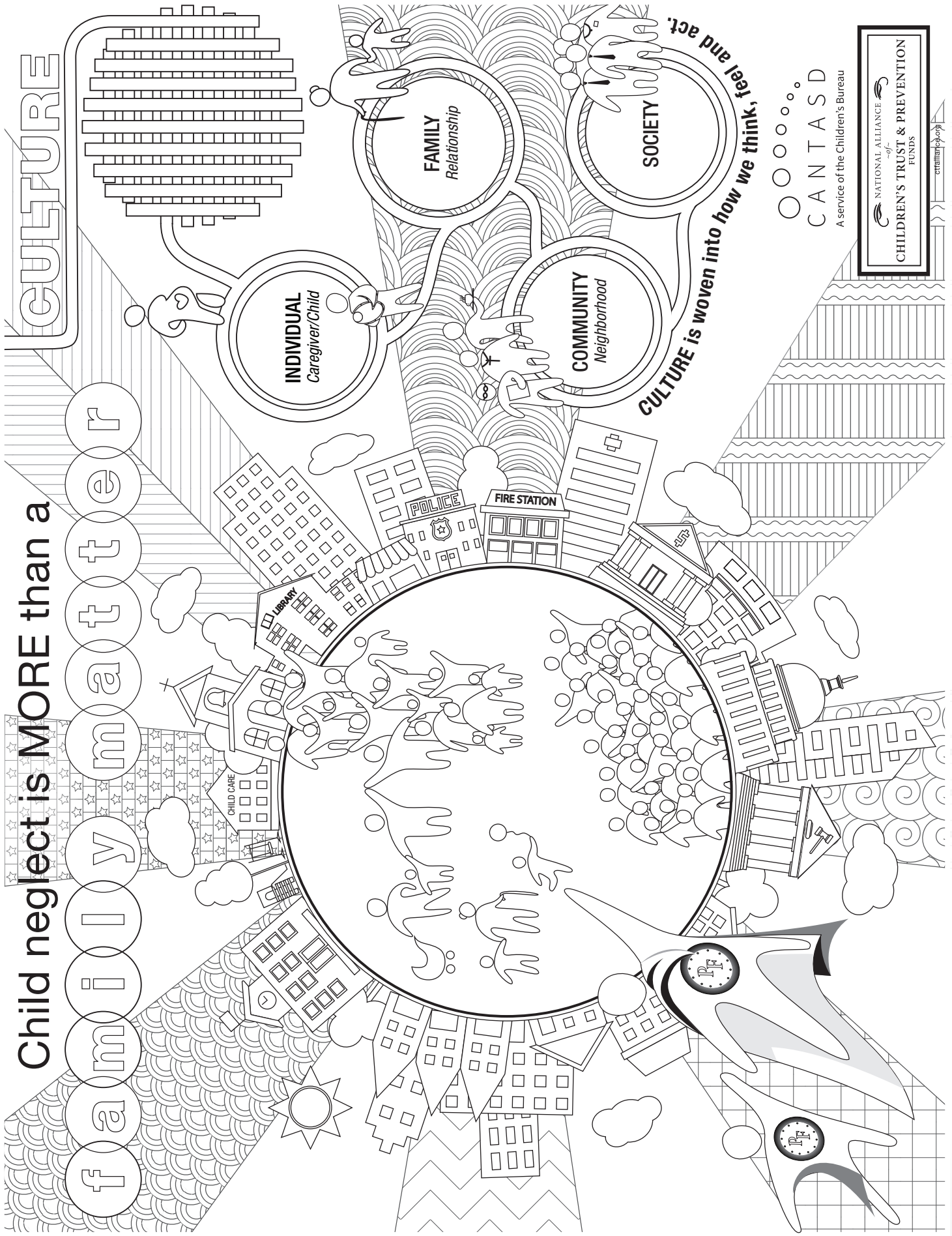




Child neglect is MORE than a

f a m i l y m a t t e r

CULTURE



INDIVIDUAL  
Caregiver/Child

FAMILY  
Relationship

COMMUNITY  
Neighborhood

SOCIETY

CULTURE is woven into how we think, feel and act.

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These learning sequences and corresponding materials were developed by a team at the National Alliance of Children's Trust and Prevention Funds. They are based on the Alliance's Neglect: It's More Than A Family Matter research initiative and on interviews with parents about their perspectives on what can be done to prevent child neglect.