

DISCUSSION TOOLKIT
4

What
WE ALL
can do

Let's talk
about using what
we've learned...
to PREVENT
CHILD NEGLECT



...and look at some
manageable steps
WE ALL can take

 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 the causes of neglect as well as some of the ways they can help to prevent it in their families, their communities and society in general.
- List the four areas where prevention can be most effective in reducing child neglect.
- Outline a variety of things that can be done at the individual, family, community and societal level that can reduce the likelihood of child neglect.
- Apply the theory of “The Power of One” to the prevention of child neglect.

4 What WE ALL Can Do

Length of Prezi presentation:
33 frames or slides

Length of video: 11:38 minutes

Resources to support your learning

- **Questions for Reflection Journal**
- **Manageable Steps Checklist**
- **Coloring Sheet**
- **Alliance Resources**
 - *Executive Summary: Preventing Child Neglect – It’s More Than A Family Matter* – <http://ctfalliance.org/preventneglect/Neglect%20Exec%20Sum.pdf>
 - *In Their Own Words: Sharing the Findings of Key Informant Interviews on the Prevention of Child Neglect* – http://ctfalliance.org/images/research%20review/RR_2013%20-%20Spotlight%20Spring.pdf
 - *Call To Action: Prevent Child Neglect* – http://ctfalliance.org/preventneglect/Child%20Neglect_Call%20to%20Action%20_TOC.pdf
- **Child Welfare Information Gateway Resources**
 - Child Abuse and Neglect – <https://www.childwelfare.gov/topics/can>
 - Preventing Child Abuse and Neglect – <https://www.childwelfare.gov/topics/preventing>

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.
- **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.

Application

This is the final learning sequence in the series on child neglect. The previous modules have built on each other to bring us to this final one where we ask ourselves, “What Can Each of Us Do?” to prevent child neglect at every level. The goal of this learning sequence is to leave participants believing they can make small but significant contributions to their families, their communities and society that can help to eliminate or greatly reduce the prevalence of child neglect.

For individuals viewing the learning sequence

- Complete the **Questions for Reflection Journal** for *What We All Can Do*. Take time to consider each question thoughtfully.
- The **Manageable Steps Checklist** (see pages 11 and 12) is a reminder of doable steps and strategies to prevent child neglect and will help you determine your own next steps.
- Use colored pencils or markers to create your own interpretation of the **Coloring Sheet** for *What We All Can Do*. Display it in a prominent place and use it to remind yourself of the key ideas in this learning sequence.
- Reflect on what you have learned in the four learning sequences. Do you understand the issue of child neglect better? Do you feel more empowered to play a role in preventing child neglect? What are manageable steps you can take in the next few weeks – in your own life, with your family or relationships, in your community and in society as a whole – that will begin to make a difference?

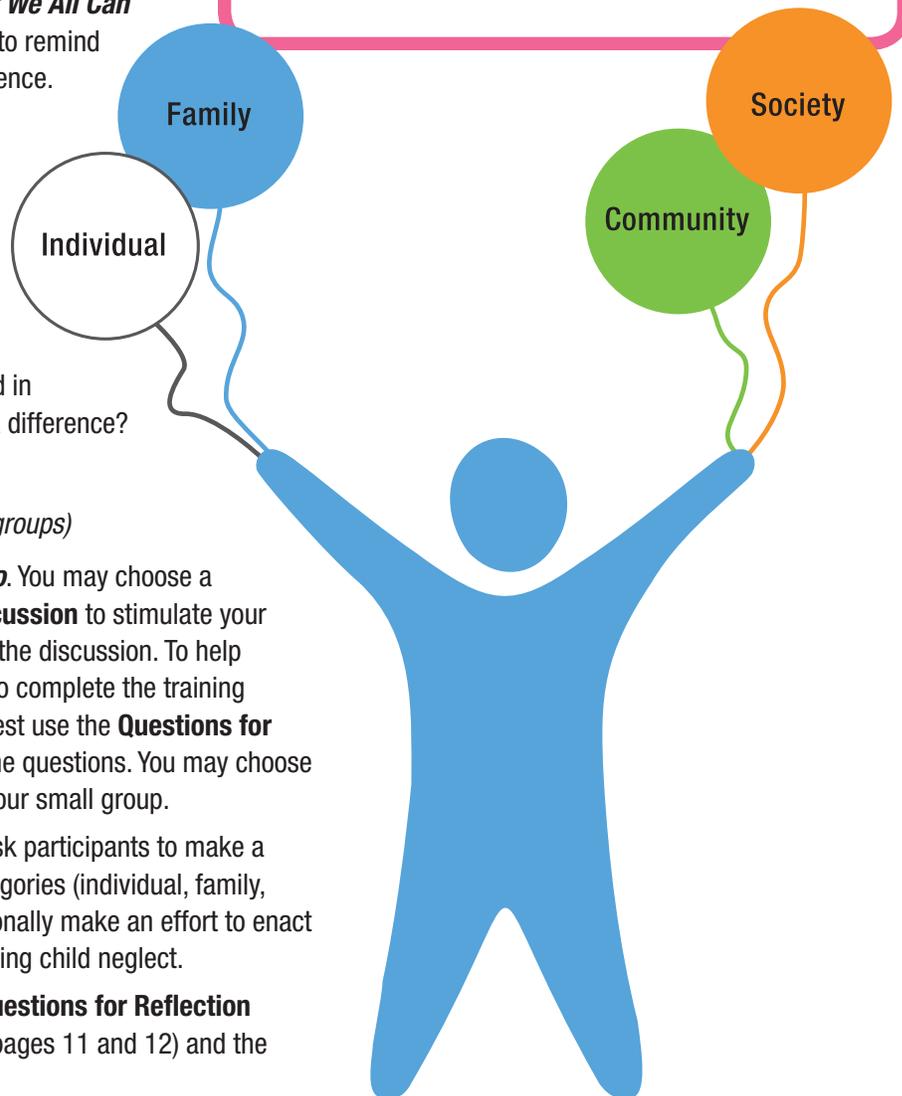
For use in small groups

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

- Reflect on the content of *What We All Can Do*. 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 or her to complete the training sequence 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.
- To summarize your small group discussion, ask participants to make a list showing one thing in each of the four categories (individual, family, community and society) where they can personally make an effort to enact a small but significant change toward preventing child neglect.
- Provide each participant with a copy of the **Questions for Reflection Journal**, the **Manageable Steps Checklist** (pages 11 and 12) 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

Questions for Discussion

- **Question #1:** How impactful might it be if everyone in the community knew about child neglect... what causes it, some of the myths associated with it and some practical ways to address it?
- **Question #2:** Throughout these four modules, we have stressed the role culture plays in child neglect. What role does culture play in our even discussing the issue? Is it an open topic – one people feel free to discuss? How might we make it easier to discuss and, therefore, make it easier to prevent?
- **Question #3:** Having participated in these four learning sequences, what have you learned about the issue of child neglect? What might that mean in regard to your efforts to prevent neglect?



Application continued

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.
- The **Manageable Steps Checklist** (pages 11 and 12) is a reminder of doable steps and strategies to prevent child neglect and will help participants determine their own next steps.



Share some manageable steps you have taken that have the potential to help prevent child neglect.

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**, the **Manageable Steps Checklist** (pages 11 and 12) 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 the levels where prevention efforts can be concentrated (in your life, with your family or relationships, in your community, in society as a whole). Chose one level and share a manageable step you have taken/can take that has the potential to play a part in preventing child neglect.

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**. Copy Question #1 and #2 on index cards. Place one card on each table. If the group is large the same question may be used at more than one 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 #3 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>.
- 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.
- The **Manageable Steps Checklist** (pages 11 and 12) is a reminder of doable steps and strategies to prevent child neglect and will help participants determine their own next steps.

Application continued

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. 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.

- Increasing knowledge about and understanding of the issue of child neglect is a good way to motivate others to take their own role in preventing child neglect seriously. T/F

- I believe that finding small but significant steps where I can begin to help prevent child neglect will be most manageable for me:

- a. in my own individual life
- b. in my family and relationships
- c. in my neighborhood/community
- d. in society as a whole

- For me personally, the most challenging place to make a difference in preventing child neglect is:

- a. in my own individual life
- b. in my family and relationships

- c. in my neighborhood/community
- d. in society as a whole

- I have already been implementing some of the strategies mentioned as manageable steps, but did not realize that I might have been helping to prevent child neglect. Y/N
- 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. Their stories prove that one person can make a difference, as each parent shared who the “one person” was that made a difference for them. You might choose to chart ideas from the audience for each level (as an individual, in your family and/or relationships, in your community and in society as a whole) – some manageable steps that participants can take in the immediate future that will make a difference 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. The **Manageable Steps Checklist** (pages 11 and 12) will help remind participants of some doable action steps and help them determine what their own personal next steps might be. 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.



One person CAN make a difference.

Questions for Reflection Journal

Why do you think we suggested “manageable steps” we all can take?

While you were watching this presentation, did you think of things that you – as an individual – can do that were not identified in the learning sequence? What were those items? Refer to the **Manageable Steps Checklist** on pages 11 and 12.

How about what your family might do? What were those items? Refer to the **Manageable Steps Checklist**.

Questions for Reflection Journal

How about your community? Every community is different. Did we miss anything in your community? If so, what were those items? Refer to the **Manageable Steps Checklist**.

What else might be included in this section on societal actions? Refer to the **Manageable Steps Checklist**.

Questions for Reflection Journal

This learning sequence has two messages: first of all, there are many ways and many levels in which we can all make a difference. Secondly, we should never under-estimate the “power of one.” In the video, each person spoke of the one person who believed in her, who supported her and who, above all others, encouraged her success. Think about who, in your life, provides you with support, believes in you and encourages your success. [Pause for reflection] We all have them. And all of those people acted as protective factors for us. Child neglect is preventable and we can all make a difference when we help ensure that others have the supports they need. How can you be “the one” – the supporter, the encourager, the advocate?

What manageable steps will you commit to take that can begin to create change – at the individual, family, community or societal levels?

Manageable Steps Checklist

When we identify manageable steps and strategies, we realize that there are things WE ALL can do to prevent child neglect! These checklists are just a beginning. Hopefully, they will help you as you consider what you can do that will make a difference as an individual, as a family member, as a community member or in your role in society as a whole.



ME – As an Individual

- Become more knowledgeable about neglect – how to recognize it, how to offer help or how to report it.
- Realize that child neglect may happen in my neighborhood.
- Volunteer in my community.
- Be aware that others might need help – and be willing to reach out to them.
- Donate clothes or food.
- Notice and support parents who may be struggling.
- Have a hopeful and positive attitude about the small things I can do to prevent child neglect!

Other steps that only I can take to make a difference: _____



My next actionable step: _____



My Family and Relationships

- Work together to better understand the developmental needs of and expectations for children.
- Model and teach children empathy – and compassion for others.
- Create family projects designed to help others.
- Promote open communication. Share my experiences and knowledge – we all have a story to share.
- Help the topic of child neglect become less hidden. Talk about it with friends and immediate and extended family.
- Seek support when I feel it might help.
- Strive for stability in my family.
- Become a more active part of my community.

I will take this step to become involved: _____



My next actionable step: _____

Manageable Steps Checklist



My Community or Neighborhood

- Respect and celebrate the diverse cultures represented in my community.
- Educate! Use every resource such as:
 - Public service announcements
 - Flyers
 - Brochures in offices
 - Organize or sponsor a 5K run/walk event
 - Use social media to get the word out
- Work with groups in my community to help them think of ways they can increase their support to families. This could include:
 - Clergy
 - Teachers and other school personnel
 - Physicians
 - Child care workers
 - Business and community leaders
- Donate to or work for clothing and food banks, and for other support efforts, such as transportation waivers for families.
- Help organize and provide low- or no-cost opportunities for my community or neighborhood to get together socially.
- From spring through fall – contribute to the success of a local farmer's market.
- Support mentoring programs for adults and children in my community and neighborhood.

I will take this step to become involved:



My next actionable step: _____



Society

Through my advocacy and actions I can:

- Help to develop funding and policies to support and sustain quality child care.
- Develop ways to make it okay to ask for help.
- Ensure agencies and organizations provide home visitation programs to all parents.
- Work with businesses to examine ways to provide paid parental leave.
- Provide quality after-school care in my community or local school district.
- Help to fund summer food/activity programs for school age children.
- Support the funding of multiple assistance programs for all families in areas such as:
 - Mental health
 - Fatherhood initiatives
 - Aid to the homeless population
 - Housing
 - Transportation
 - Job training
- Develop and support robust leadership to foster strong values and a deep commitment to serving and strengthening families.

Another step I can take: _____



My next actionable step: _____

When we all work together, child neglect is

PREVENTABLE



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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.