

CHILD NEGLECT

Resources for School Counselors

CHILDREN'S LITERATURE RESOURCES

- Liza's Story by Deborah Anderson
- Family violence:
 - A Place for Starr by Howard Schor
 - A Safe Place to Live by Michelle A. Harrison
- Foster care:
 - Maybe Days by Jennifer Wilgocki and Marcia Kahn
- Emotional abuse/neglect:
 - Michael's Story by Deborah Anderson
- The Words Hurt by Chris Loftis and Catharine Gallagher

WEB RESOURCES

- www.safechild.org
- <http://preventchildabuse.com>
- State law and reporting information for all states:
http://www.smith-lawfirm.com/mandatory_reporting.htm
- American Humane Society:
<http://www.americanhumane.org/>

PROFESSIONAL JOURNAL RESOURCES

- Arata, C.M., Bowers, D., & O'Brien, N. (2007). Differential correlates among multi-type maltreatment among urban youth. *Child Abuse and Neglect*, 31(4), 393-415.
- Barrett-Kruse, C., Martinez, E., & Carll, N. (1998). Beyond reporting suspected abuse: Positively influencing the development of the student in the classroom. *Professional School Counseling*, 1(3).
- Bryant, J. & Milsom, A. (2005). Child abuse reporting by school counselors. *Professional School Counseling*, 9(1), 63-71.
- Lambie, G.W. (2005). Child abuse and neglect: A practical guide for professional school counselors. *Professional School Counseling*, 8(3), 249-258.
- Runyon, D.K., Cox, C.E., Kotch, J.B. & Knight, E.D. (2005). Describing maltreatment: Do child protective services and research definitions agree? *Child Abuse and Neglect*, 29(5), 461-477.
- Venet, M., Bureau, J., Gosselin, C. & Capuano, F. (2007). Attachment representation in a sample of neglected preschool-age children. *School Psychology International*, 28(3), 264-293.

Recommendations for School Counselors

- Reporting suspicions of abuse is mandated by law. Reports should be made to local child protective services agency.
- Indicators of possible neglect include:
 - Physical symptoms – poor hygiene, consistent hunger, fatigue, unattended medical needs, low weight, frequent school absences
 - Behavioral symptoms – withdrawal, isolation during play, aggression, dissociation, substance abuse, attention seeking behaviors
- Teacher collaboration: Education on how to identify neglect and intervene in classrooms

ELEMENTARY SCHOOL LEVEL

- Individual counseling: Create a safe, therapeutic relationship
- Classroom guidance: Identifying and expressing emotions, activities include writing about emotions, labeling emotions, or discussing children's literature to identify emotions and develop empathy
- Parent consultation: Parental groups and workshops to provide social and community supports and teach healthy parenting

MIDDLE SCHOOL LEVEL

- Individual counseling: Create a safe, therapeutic relationship
- Classroom guidance: Problem solving strategies and role plays, strategies include stating the problem, brainstorming solutions, determining consequences, and selecting a solution
- Group counseling: Confident Conqueror group to focus on building self concept and developing life coping skills

HIGH SCHOOL LEVEL

- Individual counseling: Create a safe, therapeutic relationship
- Group counseling: Emerging Leaders to focus on building self concept and developing life coping skills, incorporate giving students opportunity to have a voice in the school

