

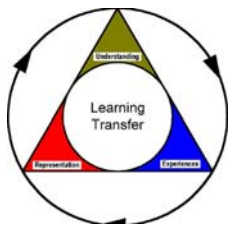
AGENDA — DAY TWO



▪ REVIEW TOL

- **ACTIVITY F:** Developmental Milestones and the Influence of Maltreatment in Adolescence
- **ACTIVITY G:** Developmental Disabilities, Delays, and Assessments
- **ACTIVITY H:** Children's Sexual Development
- **ACTIVITY I:** The Critical Importance of Attachment
- **ACTIVITY J:** The Critical Importance of Resiliency
- **ACTIVITY K:** Ethnicity, Culture, and Child Development
- **ACTIVITY L:** That's All, Folks!

4



TRANSFER OF LEARNING

5

ACTIVITY F: DEVELOPMENTAL MILESTONES ACROSS THE DOMAINS

ADOLESCENTS



6

ADOLESCENT PHYSICAL MILESTONES



Minor differences take on incredible significance and adults tend to forget how important "perceived flaws" are to teens.

Teens are anxious about physical changes and particularly worry about seeming different from the "ideal" or "normal".



7

Stop! Look! Listen! Ask more questions!

-They require assistance with self-care.

-They have some physical challenges and they have developed differently from others in some way.



PHYSICAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT ADOLESCENCE

8

ADOLESCENT COGNITIVE MILESTONES



They begin to have introspective thoughts and do self-analysis.

They understand individual and social perspectives.

They are interested in academic studies increases or decreases as teens determine their skill set.

9

Stop! Look! Listen! Ask more questions!

- They are performing poorly in school.
- Their thinking process is bizarre.
- They are not able to establish routines.


**COGNITIVE DEVELOPMENT RED FLAGS FOR
CONSIDERATION THROUGHOUT ADOLESCENCE**

18

ADOLESCENT EMOTIONAL MILESTONES

Adolescents are characteristically moody and volatile.

They seek emotional support outside the family.



They frequently feel misunderstood and oppressed by adults, particularly caregivers.



19

Stop! Look! Listen! Ask more questions!

- The teen may have Suicidal or self-injurious behavior.
- They experience behavior problems at school.
- They experience depression. This is different from normal teenage moodiness or anger.


**EMOTIONAL DEVELOPMENT RED FLAGS FOR
CONSIDERATION THROUGHOUT ADOLESCENCE**

20

ADOLESCENT SOCIAL MILESTONES

They try to conform to group norms, may reject family and former close friends in order to fit in with new groups.

They desire meaningful interpersonal relationships.

They enjoy social activities, particularly with peers.



Stop! Look! Listen! Ask more questions!

-They put themselves in unsafe situations and/or indiscriminately engage in sexual activity.

-They gravitate to engaging in social activities frequently involving younger children.



SOCIAL DEVELOPMENT RED FLAGS FOR CONSIDERATION THROUGHOUT ADOLESCENCE

ADOLESCENT MORAL MILESTONES



Adolescents understand the social utility of rules and moral principles. They understand rules often benefit them.

Much like the younger child, adolescents do experience guilt and shame when they act in ways they know are unacceptable to important adults.

Stop! Look! Listen! Ask more questions!

- They disregard social norms and laws.
- They experience pleasures from breaking rules or hurting others.


**MORAL DEVELOPMENT RED FLAGS FOR
CONSIDERATION THROUGHOUT ADOLESCENCE**

16

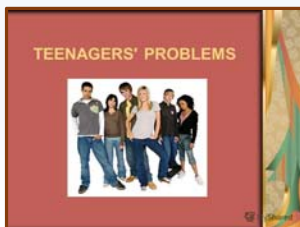
What are some of the reasons
that adolescents may be
abused or neglected?

Use "your raise the hand
feature to answer.



QUESTION

17

**REASONS WHY ADOLESCENTS ARE VULNERABLE
TO MALTREATMENT**


18

Can anyone share an example of working with an adolescent that it was apparent that they had been maltreated."

Use “your raise the hand feature to answer.

[illegible]

ADOLESCENT DEVELOPMENT

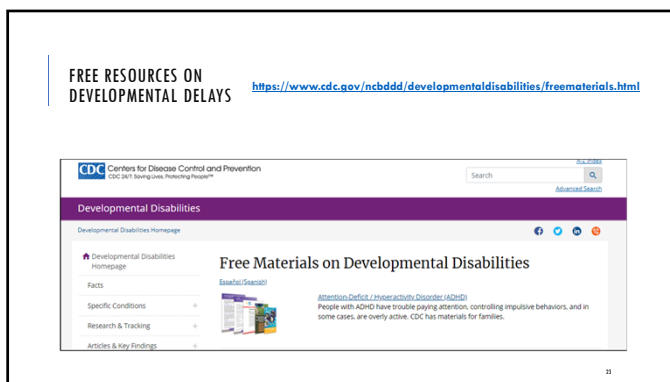
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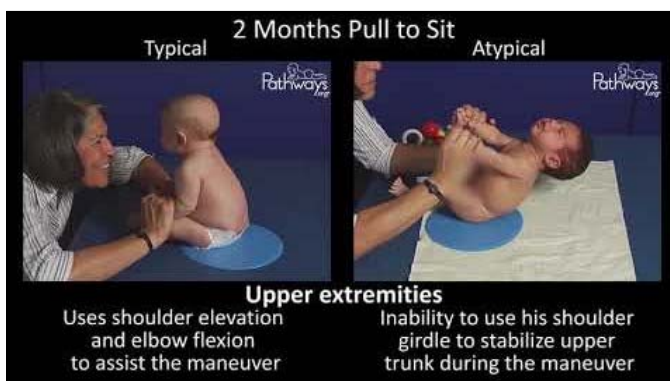
ACTIVITY G

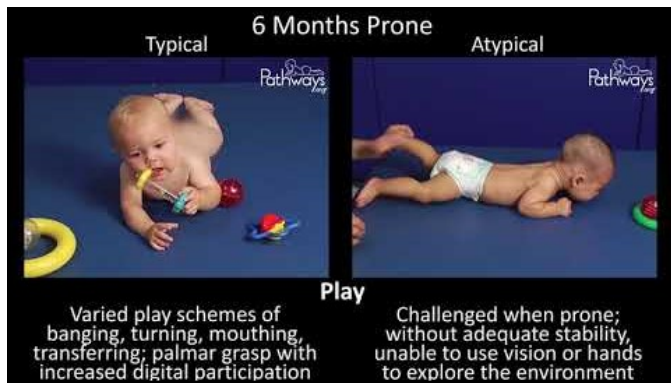
DEVELOPMENTAL DISABILITIES, DELAYS, AND ASSESSMENTS

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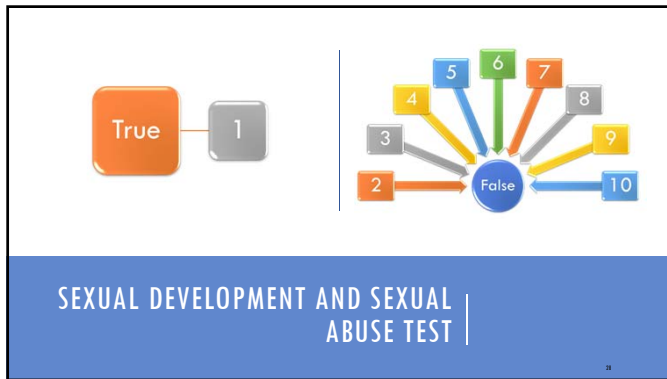












MYTHS: REGARDING CHILD SEXUAL DEVELOPMENT AND SEXUAL ABUSE

MYTH: Children who have been sexually abused are certain to experience significant long-term aftereffects.

REALITY: Children who are sexually abused will respond in different ways. A small percentage will suffer practically no effect at all and a greater percentage will be affected throughout their lives.

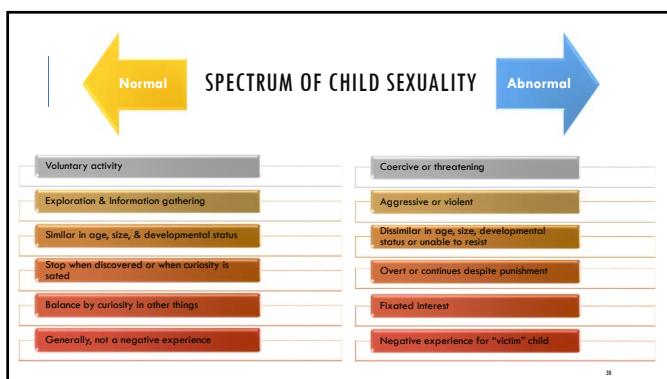
MYTH: Child sexual abuse victims become adult sexual offenders.

REALITY: Delinquency and adult criminal activity have been found to be more likely for child sexual abuse victims, but contrary to popular belief, adult perpetration has not.

MYTH: Sexually abused children molest other children.

REALITY: Current findings suggest that, despite the prevailing stereotype of the sexually abused child, less than 1/2 of 1 percent of children who have been sexually abused will molest other children.

Full List of Myths are located on Handout H-2



MARK AND KEVIN

REACTIONS?



Usually occurs between friends
Usually occurs between peers
May be same sex or opposite sex
Stops when the children are told to stop
May continue a while in secret
Becomes secretive after the preschool age
Is instigated by girls just as often as by boys
Should not be immediately considered abusive




CHILDREN'S SEXUAL PLAY

MASTURBATION

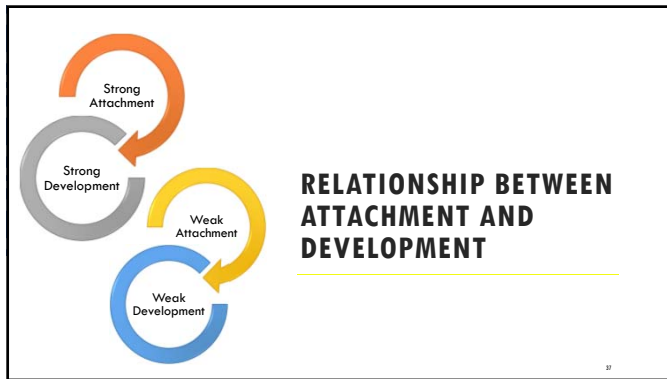
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ATTACHMENT

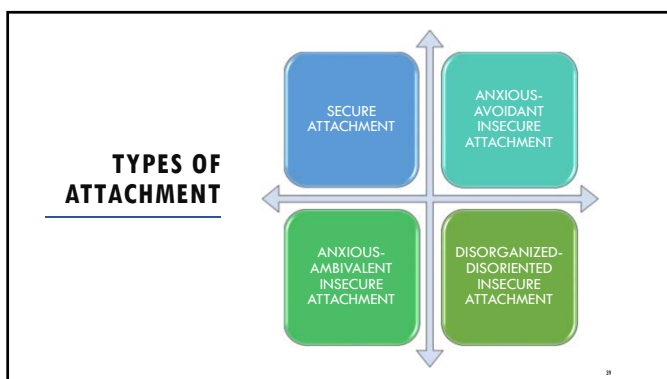


The deep and enduring connection established between a child and caregiver(s) in the first several years of life; the foundation of relationships with others as life continues.

[illegible]







REACTIVE ATTACHMENT DISORDER

- Current target symptoms:
 - Excessive fear, anxiety, or anger
 - Excessive clinging to, or separation distress
 - Excessive irritability or aggression
 - Excessive inhibition or withdrawal
- Must last for at least 6 months
- Care developmentally based, starting with early intervention
- Can be caused by:
 - Neglect or abuse
 - Inconsistent or unstable caregiving
 - Lack of attachment figures
 - Early trauma
- Can be treated through:
 - Family therapy
 - Individual therapy
 - Group therapy
 - Medication
 - Supportive care

ATTACHMENT ISSUES AND REACTIVE ATTACHMENT DISORDER

- Can cause later depression
- Can cause later anxiety
- Can cause later substance use
- Can be caused by a host of factors
- Treatable through:
 - Family therapy
 - Individual therapy
 - Group therapy
 - Medication
 - Supportive care

800.246.8700 | info@theattachment.com

POINTS TO CONSIDER ABOUT ATTACHMENT

- Disrupting any relationship (good or bad) will have serious consequences for the child.
- The earlier the intervention, the more likely a successful and lasting outcome.
- Parents, child welfare workers, and caregivers need to understand the critical importance of attachment and the consequences of poor attachment.
- Consistent, positive treatment can help a child rebuild a sense of trust.

THE CRITICAL IMPORTANCE OF RESILIENCY

ACTIVITY J

TWO CATEGORIES OF RESILIENCY

These factors, both negative and positive, generally fall into two categories:

- Individual personal/behavioral characteristics of the child or caregiver(s)
- Environmental conditions



RESILIENCY FACTORS

Negative Factors

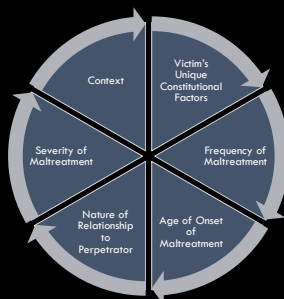
- Are internal or external characteristics or forces that make children vulnerable.
- Have a direct and indirect effect on overall risk.
- A single negative risk factor or an accumulation of factors may trigger a negative outcome.

Positive Factors

- Are traits in people or the environment that reduce or eliminate risk.
- Help children experience less significant consequences from maltreatment.
- May also be singular or cumulative.



FACTORS INFLUENCING MALTREATMENT OUTCOMES



ETHNICITY,
CULTURE, AND
CHILD
DEVELOPMENT

ACTIVITY K



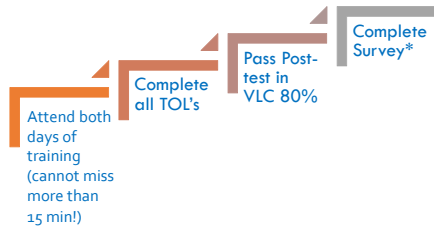
- ❖ Learning disabled
- ❖ Quiet and withdrawn
- ❖ Poor communication skills
- ❖ Poor academic performance
- ❖ Low self-esteem

KAREN
TEACHER'S
ASSESSMENT



WRAP UP

TO GET CREDIT – NEXT STEPS





YOU WERE EMAILED YOUR TRANSFER OF LEARNING ACTIVITIES



PLEASE COMPLETE THESE TOL ACTIVITIES NO LATER THAN 7:00PM TONIGHT, AND EMAIL BACK TO TRAINERS



COMPLETION OF ALL TOLS ARE REQUIRED TO RECEIVE CREDIT FOR THIS TRAINING.

TOL ACTIVITIES

Angela Berry: angela.berry@dss.virginia.gov

Carol Baskerville: carol.Baskerville@dss.virginia.gov



POST TEST & SURVEY

From the Virginia Knowledge Center Home page:

Post Test

- Click on Catalog
- Type CWS1021W in the Search for box and click Search
- Click on VDSS – CWS1021W POST TEST

Survey

- Click on Transcript
- Click VDSS - CWS1021W
- Click VDSS Training Evaluation

The post test/survey may not be immediately available for a couple of days.