

## Unit 7: Healthy Parenting

### Essential Question:

*What should be done to strengthen the well-being of individuals and families across the life span?*

### Lesson Problems:

*How do children develop?*

*How do parents impact their children's growth and development?*

### National FCS Standards

(Refer to: <http://nasafacs.org/national-standards--competencies.html> )

#### Content: 15.0 Parenting

##### Comprehensive Standard:

15.1 Analyze roles and responsibilities of parenting.

##### Competency:

15.1.2 Analyze expectations and responsibilities of parenting

##### Comprehensive Standard:

15.2 Evaluate parenting practices that maximize human growth and development.

##### Competency:

15.2.3 Assess common practices and emerging research about discipline on human growth and development.

##### Comprehensive Standard:

15.3 Evaluate external support systems that provide services for parents.

##### Competency:

15.3.3 Summarize current laws and policies related to parenting.

#### Content: 7.0 Family and Community Services

##### Comprehensive Standard:

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

##### Competencies:

7.4.1 Assess health, wellness, and safety issues of individual and families with a variety of disadvantaging conditions.

7.4.2 Analyze management and living environment issues of individuals and families with a variety of disadvantaging conditions.

7.4.4 Discriminate between situations that require personal prevention or intervention and those situations that require professional assistance. \

7.4.5 Analyze situations which require crisis intervention

##### Comprehensive Standard:

7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions

**Competencies:**

- 7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
- 7.5.4 Summarize the importance of friends, family, and community relationships for an individual with a variety of disadvantaging conditions.

**Content: 12.0 Human Development**

**Comprehensive Standard:**

- 12.1 Analyze principles of human growth and development across the life span.

**Competencies:**

- 12.1.1 Analyze physical, emotional, social, spiritual, and intellectual development.
- 12.1.2 Analyze interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development including research on brain development.

**Comprehensive Standard:**

- 12.2 Analyze conditions that influence human growth and development.

**Competency:**

- 12.2.4 Analyze the effects of life events on individuals' physical, intellectual, social, moral, and emotional development.

**Comprehensive Standard:**

- 12.3 Analyze strategies that promote growth and development across the life span.

**Competencies:**

- 12.3.1 Analyze the role of nurturance on human growth and development.
- 12.3.2 Analyze the role of communication on human growth and development.

**Kansas Family and Consumer Science Competencies**

**Content: Family Studies (22208/22218)**

**Benchmark:** 5.1 Evaluate parenting practices that maximize human growth and development.

**Competencies:**

- 5.1.4 Determine how common practices and emerging research about discipline influences human development.
- 5.1.5 Identify methods for preventing abuse and neglect in families and children.
- 5.1.6 Demonstrate communication strategies that promote positive self-esteem in family members.

**Content: Human Growth and Development (45004/45014)**

**Benchmark:** 12.1 Analyze principles of human growth and development across the life span.

**Competencies:**

- 12.1.1 Identify physical, emotional, social, spiritual, and intellectual development across the lifespan.
- 12.1.2 Examine interrelationships among physical, emotional, social, and intellectual aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development including brain development.
- 12.1.4 Examine biological processes related to prenatal development, birth and health of the child.

**Benchmark:** 12.3 Evaluate strategies that promote human growth and development across the lifespan.

**Competencies:**

- 12.3.1 Evaluate the role of nurturance on human growth and development.
- 12.3.2 Examine the role of communication on human growth and development.
- 12.3.3 Analyze the role of family and social services support systems in meeting human growth and development needs.

**Basic Skills** Language Arts, Math, Science, Social Studies

**21<sup>st</sup> Century Process Skills:**

Thinking & Problem Solving: Critical Thinking, Problem Solving (Flexibility), Creativity  
(Innovation) Information

Literacy and Communication Skills: Communication

Leadership and Collaboration: Leadership (Initiative), Management (Productivity), Goal Setting, Decision Making

**Learning Objectives: The learner will**

- Describe the physical, intellectual, emotional and social development of infants and the practices that influence this development.
- Summarize moral development and identify parenting behaviors that help children in developing a moral system.
- Summarize how parents influence infant brain development.
- Describe how different types of development relate to one another.
- Analyze key elements for using guidance and positive discipline.
- Identify purple crying and explain Shaken Baby Syndrome.
- Summarize the characteristics of various forms of neglect and abuse.

**Vocabulary:**

Growth	Physical Development	Social Development
Development	Intellectual Development	Motor Development
Milestones	Emotional Development	Discipline
Temperament	Plasticity	Cortisol
Moral Development	Model	Character
Ethical Traits	SBS (Shaken Baby Syndrome)	Purple Crying
Colic	Abandonment	Abuse
Child Endangerment		

**Instruction:**  
**I. Types of Development**

*(NOTE: Due to the nature of this content, it is suggested the entire unit be reviewed and sections selected to meet the needs of the classroom and students. There are a number of “sub*

*units” which address specific concepts related to Healthy Parenting. Each of these sub units include one or more of the following--instruction, activities, debriefing, and assessments. The entire unit, if taught as listed would require more time than maybe possible.)*

**BABY SIMULATION**—The addition of a parenting simulation using baby simulators would be an appropriate addition to this unit. Follow the manufacturer’s directions and suggestions; however one might consider assigning simulators to individuals to simulate being a single parent or in teams to simulate the parenting as a team.

**NOTE:** One might consider the time factor and begin with “group one” at the beginning of this unit and ending before the conclusion so that a class debrief can occur before this unit ends.

**Bell Work: (5 minutes)**

*(Post or project the following as students enter the classroom.)*

*Define development.*

*Why is it important for parents to understand how children develop?*

*What are the different ways that children develop?*

**Introduction (anticipatory set):**

**Teacher: Raising Children Introduction ( 10 minutes)**

*(Ask the students these questions. Allow answers from them. The point is to let them realize they don’t really know the answers.)*

Ask:

- Should a parent be concerned if a child is not walking by one year of age?
- When should an infant roll over?
- Should a child be saying full sentences by age 2?
- When should a parent begin toilet training their child?

This unit will share important information related to caring for children as a vital part of being a healthy parent.

**Learning Process (Activities) (Approximately 75 minutes)**

**A. Teacher: Introduction to Child Growth and Development (15 minutes)**

Knowing how to meet children’s needs is not easy. Good parents know their children’s needs at each stage of development. They also know the best ways to meet those needs. The amount of information parents know about children can determine the kind of parents they become. But how does a parent learn this? Some learn through watching

their own parents or relatives, but what if they aren't positive role models? Some then turn to reading parenting guides or taking a class like this one. This unit will discuss what it means to be a healthy and effective parent. Let's begin with learning the definitions of terms that relate to this learning.

**Effective parents** are those whom understand how children grow and develop and how to impact them in a positive way. When parents understand child development they have realistic expectations and attitudes about their child's growth and parents will be better able to know their children's needs at each stage of development.

- **Growth** is a process that begins with pregnancy and proceeds through adulthood. It refers to an increase in size, strength, and ability.
- **Development** is a change of function as a result of growth. Development is measured in stages and development requires growth. There are several types of development.

*(Pre planning: Photo copy visual worksheet 7.17 which is an outline of a child, one per student. As each type of development is shared, direct them to list the types of development with explanation on the body area that corresponds to that type of development. Refer to the Teacher Reference: visual worksheet key 7.18 for placement.)*

*(Teacher note: Expand this section by adding textbook information if desired.)*

There are several types of development. These include:

- **Physical Development**: This involves the biological growth of the entire human body—changes in height, weight, bone structure, internal organs, brain, hormones, etc. It is sometimes called “motor development”. The large muscles of the arms and legs are aligned with “gross motor development”. The smaller muscles of the fingers and toes are aligned with “fine motor development.”  
*(Allow time for completing this section of worksheet 7.17.)*
- **Intellectual Development**: This type of development involves changes in a person's thinking, intelligence, and language abilities and it involves many brain activities like problem solving, creative thinking, sequencing, etc. It is sometimes called “Cognitive Development”.  
*(Allow time for completing this section of the worksheet.)*
- **Emotional Development**: Involves the ability to recognize feelings and emotions. This development involves learning to express and cope with feelings

and to control responses to emotions. Some link “moral development” in with emotional development. Others separate this type of development out, making a fifth type. *(Allow time for completing this section of the worksheet.)*

- **Social Development:** This type of development includes the changes in a person’s ability to relate to other people. Developing skills in interacting and communicating with others is an important part of social development. This would include all forms of communication as we relate to each other. *(Allow time for completing this section of the worksheet.)*

*(Teacher Tip: A great way to help your students remember the four types of development is to ask them to remember the acronym P.I.E.S. --P-hysical; I-ntellectual; E-motional; S-ocial. Note that some developmental models link “moral” with emotional, others separate it as a fifth type. NOTE: Some separate Language development from intellectual development, thus making it P.I.L.E.S.)*

### **Activity #1: Development Collage Illustrations** (30 minutes)

Direct the students to cut out their completed worksheet outlines (7.17) and then turn it upside down. The following will be completed on the back side of the notes outline. Using the development information that the teacher just presented, have students draw an illustration of each of the types of development in action **OR** locate photo(s) of children performing tasks that indicate their development, placing them in the same body location as their notes. Have students show their work to the class. Ask: What images did they select and why?

### **Student Assignment A:** (25 minutes)

Distribute Worksheet 7.1 “Types of Development”. Allow students time to work through the different behaviors and identify the types of development.

*(As you discuss the answers, point out that many behaviors incorporate all the types of behavior and that one type of development often links to others.)*

*(Suggested Resource: Obtain and show a DVD to the class which shares the four types of development, ranging from birth to age five.)*

### **Debriefing Questions:**

#### **Technical:**

- What are the 4 types of development? Describe each.
- What is the acronym that will help you remember the types of development?

#### **Interpretative:**

- In what ways do the types of development relate to each other?
- Which type of development is demonstrated in virtually all behaviors?

**Assessment/Review:**

**Activity#2: “4 On the Floor”** (20 minutes)

*(Teacher Note: Students really enjoy this activity.)*

Directions:

1. Using a pen or pencil, ask students to divide a sheet of notebook paper into fourths.
2. On any one of the quarters, have students write one of the types of development with its definition. When all students in the class have completed one section (with a term and its definition) have students wad their paper up and on your count of 1-2-3, they throw their waded up paper to the center.
3. Students then pick-up a new wad (not their own), return to their seat, flatten the wad, read the term and it’s definition and make any corrections as needed.
4. Then, direct each student to write a second type of development in another quarter of the paper, with its definition.
5. Repeat the same directions until all four types of development appear on the sheet. Students should find their own paper and save for future reference.



**Bell Work: ( 5 minutes)**

*(Post or project the following as students enter the classroom.)*

What is a developmental milestone?

What are the major milestones at each age?

What would happen if a child did not reach each milestone at a particular age?

**Introduction (anticipatory set) (10 minutes)**

*(Pre-planning: Gather a variety of photos of age appropriate children performing developmental milestones. See list below.)*

Give each student (or group of students) a picture of a child that is doing any of the following :

- \*Newborn raising head
- \*Sitting up
- \*Pulling Up
- \*Any others you want to add
- \*Rolling over
- \*Crawling
- \*Walking

Ask students to describe what the child in the picture is doing and **why** this is significant in the life of the child. Set aside their answers for now.

### Learning Process (Activities):

#### B. Teacher: Growth Milestones (90-100 minutes)

Babies grow at an amazingly fast rate during their first year of life. Only during the prenatal period does growth occur faster. *(Might want to relate this growth to their own bodies...what if they grew 6 inches taller in one year? Doubled or tripled their weight in one year?)*

- Children grow at their own rates, but most children add 6 inches to their birth length and double their birth weight in 6 months.
- By the end of the first year, they grow another 3-4 inches and triple their birth weight.
- This explains why a baby's first year is spent mainly eating and sleeping.

In addition to babies' physical growth in height and weight, babies also go through major achievement stages, referred to as developmental ***milestones***. Developmental milestones are easily identifiable skills that the baby can perform, such as walking around one year of age.

These milestones are not just an indication of a child's physical development but also an indication of physical health; therefore many are used during medical checkups to determine the health of the child.

These milestones are usually classified into three categories:

- motor development (muscle and movement),
- language development, and
- social/emotional development.

Children reach milestones in how they play, learn, speak, behave, and move (such as crawling, walking, etc.).

*(Pre-planning: Locate reference for next activity such as the ‘Ages and Stages’ Handouts, which have a reference for each of the development stages from birth to age 11. Obtain through download from the Iowa State Cooperative Extension Service available at <http://www.extension.iastate.edu/humansciences/child-care-education-families> ) (Copyright © 2013 Iowa State University)*

**Activity#3 Developmental Milestones** (use with local textbook) (50 minutes)

Directions:

1. Distribute the Worksheet 7.2 “Developmental Milestones”. *(See Teaching Resource 7.3 for the Key.)*
2. Discuss these as a class.
3. Assign them to research resources and determine the appropriate age of the milestone, entering the age in the spaces provided.
4. Review answers in chronological order.

**C. Teacher: Rate of Development** (15-45 minutes)

**Child Development Theorists**--*Add major researcher theories at this point. (Suggestions include Eric Erickson, Jean Piaget, Marie Montessori and B.F. Skinner as a minimum.) (OPTIONAL: Assign students a researcher to explore and report to the class using the classroom text or other reliable source. Refer to Teacher Resource 7.4 for more information.)*

All children develop in much the same way. We know this because of the work of major child researchers, many of whom observed their own children and those of acquaintances. *(Refer to Teaching Resource 7.4 for major researchers work.)*

These theories of development have become a trusted baseline on which children are compared to determine normal development or when concerns should be raised.

The rate of development varies because it can be affected by heredity, environment, nutrition, illness and activity. Parents must be knowledgeable about how their child grows in all areas. Parents can enhance the growth and learning of their child in many ways—good nutrition, enriching family experiences and by using age-appropriate books and toys.

**Activity #4: Putting it all Together: Ages and Stages Timeline** (50 minutes)

*(Pre-Planning: Determine if a series of poster boards or one long piece of rolled paper will be used. Making the entire timeline 8-10 feet long is impressive; however providing selections of paper (or poster board) to tape together might be a better use of class space when developing it.)*

**Directions:**

1. Review unit information, classroom texts or other reliable resources with regard to a Childs Ages and Stages of Development.
2. Assign students (in teams) a “stage” and share they will be creating a timeline as a class. Each team will be developing one part of the timeline.
3. Follow the normal “ages and stages” breakdown ( 1-12 months; 12-18 months; 2 yrs; 3 yrs; 4 yrs; 5 yrs; 6-8 yrs; 9-11 yrs)
4. Direct students to locate photos/illustrations that depict the milestones associated with their assigned “stage”.
5. Have them arrange their photos/illustrations as well as key words and stage description on their section of the timeline to indicate how a child grows. Each description should also include the types of development (intellectual, physical, emotional/moral and/or social) that is being demonstrated in the pictures.  
*(Option#1—This can be done now or at a future time. Identify toys that enhance this development and tips for parents.*  
*Option #2—Bring in a variety of toys and allow students to play to determine the type of development it supports.)*
6. Have a long hallway that you can use? Post where others can see it, add a title that connects it to FCS department.

**Alternate Activity:** Conduct a child study project in which you choose different stages of development and observe, interview, videotape, or photograph children and then shared with the class.

**D. Teacher: Developmental Concerns**

If a child is unable to do many of the skills listed for their age, parents may wish to talk to an early childhood specialist or care provider.

Parents are the best people to notice developmental problems, if any; because of the time spent with their children. If your child has special needs, early help can make a difference. If a child progresses through these stages a little early or a little late it is probably fine. But for parents just knowing what’s “normal” for a child can help a parent be more patient. It can also give parents a clue about how to manage the child’s behavior or if medical or professional intervention is needed.

**Debriefing Questions:**

**Technical:**

- *What are the major developmental milestones at each age?*

**Interpretative:**

- *As you look at the completed timelines, what conclusions can you draw about what is happening as children develop?*

**Reflective:**

- *What parenting behaviors are helpful to a child? Unhelpful?*

**Assessments:**

Types of Development Worksheet (7.1)

Developmental Milestone Worksheet (7.2)

Types of Development Visual Worksheet (7.17)

Major Child Development Theorist Research (evaluate using local writing rubric)

**Resources:**

- [www.hazelwood.k12.mo.us/](http://www.hazelwood.k12.mo.us/)
- *Working With Young Children—Goodheart/Willcox.Co (Copyright © 2012 The Goodheart-Willcox Co.)*

**Handouts Needed:**

- 7.1—Types of Development Worksheet
- 7.2—Developmental Milestones Worksheet
- 7.17—Types of Development Visual Worksheet

**Materials:**

-Computer and Printer (for milestone illustrations/pictures)

-8-10' of Rolled Paper or Poster Board

-Glue/Glue sticks

-Scissors

-Markers

**FCCLA Integration:** *(Affiliated chapter is required to use these materials.*

*www.fcclainc.org)*

**FCCLA Project:**

- FCCLA sponsors a “Mom’s Day Out” for parents in the community. After members know the ages of the students that they will be caring for, FCCLA members plan age-appropriate activities for the various types of development and milestones. Students plan games, toys and even healthy snacks for the children.

National Programs: Families First

National Program: Community Service

FCCLA STAR Events:

- Focus on Children,
- Early Childhood,
- National Programs in Action
- Chapter Service Project, Display or Manual



**Bell Work: (5 minutes)**

*(Post or project the following as students enter the classroom.)*

*Why is moral development a gradual process?*

*How can parents help their children develop strong morals?*

**Introduction (anticipatory set):**

**Teacher:** (Approximately 30 minutes)

Give students a variety of children’s books, mother goose stories or etc. Direct them to review the book to determine what they all have in common. *(Answer: They all teach morals.)*

Some titles are:

- The Giving Tree by Shel Silverstein – A wonderful story that teaches generosity and the spirit of giving
- Charlotte’s Web by E.B White – A story of friendship and kindness to others
- The Little Engine That Could by Watty Piper – Teaching children perseverance in the hardest situations
- Brave Irene by William Steig – Teaches courage to even the most weak-willed child
- Adventures of Pinocchio by Carlo Collodi – Teaches determination, devotion, and love
- Cinderella by Charles Perrault – Teaches faith, harmony, and love
- Oh, No David! A story about acceptance
- Guess How Much I Love You- Family, Togetherness & Love
- Berenstain Bear Books have many titles relating to character
- The Children’s Book of Virtues by William J. Bennett

Have students read the books (or stories) and describe the morals and character traits displayed by the characters in them. Lead a discussion about why it is important for parents to teach morals to their children.

**Learning Process (Activities) (Approximately 60 minutes)**

**E. Teacher: Moral Development (15 Minutes)**

*(OPTION: This would be a good placement for the role of TV and the media on teaching morals to children. Violence on TV, movies and through gaming and the influence on children’s development could be topics for discussion. It might serve as a good debate.)*

*Moral development* is a gradual process of learning to behave in ways that shows an understanding of the difference between right and wrong. Moral competence depends on intellectual, emotional and social development. Moral development in a child is as important as physical or intellectual development, which makes it a crucial part of parenting.

How do children learn right from wrong? How do they learn what is morally and ethically important in life? Values are absorbed through contact with all socializers, but most of all through family interactions.

A child's morals guide them throughout life and help them make important decisions. Each family has their own set of morals and standards they live by. Religion plays an important role in setting the guidelines for what is right and what is wrong.

As children grow and mature, they will develop a sense of morals which leads to the development of ethical traits. People develop ethical traits based on their decisions. These traits, or virtues, reflect a person's **character**. Character includes the principles, concepts, and beliefs that a person uses as a guide for his or her life. A person often uses this internal guide as a filter in making moral decisions. It reflects moral excellence. Good moral behavior or character includes **trustworthiness, respect, fairness, responsibility, caring and citizenship**.

Teaching a child good morals may be one of the greatest challenges of parenthood. Morals are complex and abstract, and are a concept that is often difficult for children to grasp. Because morals can differ across cultures and religions, it can be even more complex to explain to children why the morals your family lives by are important and valuable. If you want to raise a child with strong morals, then it is up to the parent to not only speak about what is right and wrong, but to **model** it. How a parent lives in front of their child will affect moral development more than they realize. They should strive to be a good role model.

What does it mean to learn right from wrong?

The type of morals a child will acquire will depend on who gives them guidance about what is important in life. Parents must make wise decisions about who should be part of the moral influences in their child's life. Sometimes, children encounter influences that are not what their parent would always pick. No matter what, parents will always be the foundational basis for their child's morals until he or she reaches an age to reason this out.

During the first 7 years, no one else will have the effect on a child's life that a parent does. Taking time at home to teach your child regarding decisions concerning right and wrong is crucial for good and proper morals to be built into the child's way of life.

Children are often ruled by emotion and by a desire to be liked and fit in, which can lead to poor moral decisions. But children who are taught moral values early and regularly are more likely to develop the sense of conscience needed to make them think twice before they respond. All children will make mistakes and behave poorly at times; the important thing is to use these bad decisions as a learning opportunity.

With the onset of the school years, the peer group begins to exert influence on moral behavior and development. Remember that although your children will eventually turn to friends, especially in the early years parents are the number one model they turn to for an example of how to behave.

**Teacher:**

**F. “Helping Children Build Strong Morals and Character” Handout 7.5** (10 minutes)

Give students the handout “Helping Children Build Strong Morals and Character”

Discuss/read together as a class. *(Reference:*

*Oklahoma Cooperative Extension Service, Guiding Young Children Series,*

<http://pods.dasnr.okstate.edu/docushare/dsweb/Get/Document-2424/T-2328web.pdf> )

**Activity #5: Teaching Children About Character** (30 minutes)

Directions:

1. Ask students to write about how they have learned morals and character in their families. *(Or watch a recorded TV movie clip or show.)*
2. Direct students to make 6 columns on a piece of notebook paper (or use a paper fold) and title each column-- trustworthiness, respect, fairness, responsibility, caring and citizenship.
3. Ask them these questions:
  - a. How important is character?
  - b. How can parents teach these character traits to their children?

**Debriefing Questions:**

**Technical:**

- What are the six traits of good character?
- Define morals. What is character?

**Interpretative:**

- How do parents build strong morals and character in their children?

- Why are parental actions and words important to character development?
- What happens when parental actions and words do not match?

**Reflective:**

- Why is it important that parents teach this to their children?
- What are the consequences for society when people/parents fail to embrace high moral standard?

**Assessments:**

Write an essay about what it means to be a person of good character.

Create a poem, story or collage to represent the 6 traits of good character.

Write and illustrate a children’s book telling a story focusing on one of the six traits of good character.

**Resources:**

- A variety of children’s books that teach morals and character.
- Handout 7.5: *Helping Children Build Strong Morals and Character*

**FCCLA Integration:** *(Affiliated chapter is required to use these materials. [www.fcclainc.org](http://www.fcclainc.org) )*

**FCCLA Activity:** Have FCCLA members research local community service projects children and parents can do together. As a chapter, coordinate this effort for families who wish to participate.

National Program: Families First

National Program: Power of One

FCCLA STAR Event:

- Interpersonal Communication,
- Focus on Children



**Bell Work: (5 minutes)**

*(Post or project the following as students enter the classroom.)*

*Do the types of development- physical, intellectual, emotional, social and moral- interrelate?*

*In what ways is a child's brain affected by the environment?  
What causes an environment to be harmful?*

**Introduction (anticipatory set):** (15 minutes)

*(Pre-planning: Each student needs a ball of play dough.)*

Give each student a ball of play-dough and ask them to mold the play-dough into the shape of a brain. After they have finished, explain how small children's brains are much like the play-dough—children's brains are very flexible and moldable in both positive and negative ways. The environment in which they live has a tremendous impact on the development of a child's brain.

**Learning Process (with Activities):**

**Activity #6: Positive Environments for Children** (15 minutes)

*(Pre-planning: Collect flip paper and markers for this activity.)*

Directions:

1. Have students divide into groups.
2. Ask them to create a "T" Chart on a piece of flip chart paper. On one side at the top of the "T" have students write "Characteristics of a Positive Environment for Children" and on the other side of the "T" have the students write "Characteristics of a Negative Environment for Children".
3. Ask students to list (under each title) indicators as the lecture is presented.
4. Present Lecture G "Brain Development in Children".

**G. Teacher: Brain Development in Children** (45 minutes)

All development-- physical, intellectual, emotional/moral and social—interact in complex ways. Parents must understand how areas of development affect each other. For example, as children's bodies grow and mature, their muscles become more developed and motor skills improve. Better motor skills can cause social skills to improve. As children get better socially they talk to more people and learn more, thus improving their intellectual ability, etc.

Intellectual and physical developments are directly tied together. Physical development, particularly in the brain, makes intellectual development possible. As they grow, a child's activities have a direct effect on a child's development in ALL areas. As a child's brain develops, the kind of care the child receives has a great impact. Cuddling and other emotional support stimulates brain development. When parents spend time with

their children through reading, playing, listening to music, making crafts or drawing, communication and relationship skills are enhanced.

It is important for parents to realize a quality environment is vital to a child's development. A child's brain has the ability to change or adapt to the environment. This ability to be shaped and reshaped is called ***brain plasticity***. Plasticity can have both positive and negative effects on brain development. Therefore, stimulating experiences and surroundings are important to children.

### **H. Teacher: Negative Environments**

Because of plasticity, developing brains can be easily injured by abuse, neglect and other experiences. Stress has a harmful effect on brain functions. When a person fears or senses a threat, the brain produces a chemical called ***cortisol***. This chemical prevents a child from learning. When children live with frequent stress, distress and fear, intellectual development is greatly lessened.

### **(Continued) Activity #6: Positive Environments for Children (25 minutes)**

#### Directions:

5. Review the lists students have made.
6. Compare and contrast the lists, compile group answers onto one large list using marker board, another "master" flip paper or power point slide.
7. Direct students to add others through questions. Refer to this list below for sample answers:

Sample answers of **positive indicators** for young children include:

- Lots of love with hugs and positive touching.
- Interaction with loving adults engaged in daily tasks and family-type activities.
- Home-like atmosphere.
- Playing with caring adults.
- Stimulating, multi-sensory learning activities like reading, games, songs, etc.
- Children need choices in what and how to learn.
- Time to practice and master skills. Repetition of experiences develops the brain.

Sample answers of **negative indicators** for young children include:

- Caregivers who yell, fight and argue.
- Frequent threat of physical harm.
- Emotional, verbal, sexual, physical abuse.
- Inconsistent caregivers.
- Adults in the child's home, who drink, smoke and take drugs.
- Television programs that show violence and aggression.

- Frequent moves—inconsistent home atmosphere.

**Debriefing Questions:**

**Technical:**

- What is brain plasticity?
- What is cortisol?

**Interpretative:**

- Describe an environment that stimulates a child's brain.
- How do the types of development interrelate?
- What is the brain's role in development?

**Reflective:**

- How important is it for a parent to ensure their children avoid negative environments?
- Should society take a stronger stand to ensure children's environments are positive?

**Materials:**

- Play Dough
- Flip Chart Pages
- Markers

**FCCLA Integration:** *(Affiliated chapter is required to use these materials.*  
[www.fcclainc.org](http://www.fcclainc.org) )

National Program: Families First

National Program: Leadership Service in Action

FCCLA STAR Event:

- Focus on Children,
- Interpersonal Communications,
- Illustrated Talk
- Community Service Project



**Bell Work: (5 minutes)**

*(Post or project the following as students enter the classroom.)*

What is the difference between guidance, discipline and punishment?  
 When does punishment become abuse?  
 When does discipline become abuse?  
 What is positive guidance?

## **Introduction (anticipatory set)**

**I. Teacher: What is the difference between guidance and discipline?** (10 minutes)

Allow students to respond with their ideas. Then read aloud the case studies below. Ask students if these situations are discipline or guidance.

### **Case Studies:**

*1. Two preschoolers are fighting over a toy. One yanks it out of the other's hands and runs away with it. The parent brings the two children together, sharing taking the toy was wrong, making the child give it back. Both children were asked if they can take turns. The parent watches as they take turns.*

*2. A five-year-old is crying and complaining because it rained and the outing the family had wanted to take to play at the park was canceled. Her mother reminds her that it is cold and rainy and suggests playing a game that they can do indoors.*

*3. A four-year-old wet his pants. His father made him wear the wet pants all day so that he would remember not to do it again.*

*4. When a third-grader got a "D" on his report card, his parents grounded him and forbid him to play with his friends until the grade improved.*

*5. A three-year-old runs into the street. The parent runs after the child, brings her back to the sidewalk, spanks the child while reminding her of the rule and the danger of running into the street.*

## **Learning Process (with Activities)**

**J. Teacher: Discipline** (90-100 minutes)

Learning how to effectively discipline your child is an important skill that all parents need to learn. ***Discipline*** is not the same as punishment. Punishment is a penalty for past actions, whereas discipline is the use of methods and techniques to teach children self-control. Discipline has to do more with **teaching**, and involves teaching your child

right from wrong, how to respect the rights of others, which behaviors are acceptable and which are not, with a goal of helping to develop a child who feels secure and loved, is self-confident, self-disciplined and knows how to control his impulses, and who does not get overly frustrated with the normal stresses of everyday life.

If you are having difficulty disciplining your child, it is important to remember that you may not be doing anything wrong. All children are different and have different ***temperaments***, or tendencies to react emotionally in certain ways to events, and developmental levels and a style of discipline that may work with other children may not work with yours.

You should understand that how **you** behave when disciplining your child will help to determine how your child is going to behave or misbehave in the future.

- If you give in after your child repeatedly argues, becomes violent or has a temper tantrum, then he will learn to repeat this behavior because he knows you may eventually give in (even if it is only once in a while that you do give in).
- If you are firm and consistent then he will learn that it doesn't pay to fight doing what he is eventually going to have to do anyway. Some children, however, will feel like they won if they put off doing something that they didn't want to do for even a few minutes.

**Be consistent** in your methods of discipline and how you punish your child. This applies to all caregivers. It is normal for children to test their limits, and if you are inconsistent in what these limits are, then you will be encouraging more misbehavior.

### **Important Reminders about Discipline:**

(From: [www.KeepingKidsHealthy.com](http://www.KeepingKidsHealthy.com) © 2013 The Children's Hospital at Montefiore)

- **Stay calm** and do not get carried away when your child misbehaves. Avoid yelling and screaming, since this can teach your child that it is all right to lose control if you don't get your way. If you feel like things are escalating too much, then take a break until you can regain your composure.
- Avoid too much **criticism**. Make sure your child understands that it is the misbehavior that you are unhappy with and that you will always love him.
- Avoid too much praise. You don't need to be continuously praising your child, especially for routine activities, because it will make your comments less effective.
- Don't focus on **negatives** all of the time, especially when offering positive reinforcement. It is much better to say 'I like that you put all of your clothes away,' instead of saying 'I like that, for once, you finally got around to putting your clothes away without my asking.'
- **Avoid physical punishment**. Spanking has never been shown to be more effective than other forms of punishment and will make your child more aggressive and angry.
- Remember to give **rewards and praise** for good behavior.
- Understand the difference between rewards and **bribes**. A reward is something your child receives after he has done something, while a bribe is given beforehand, to try and motivate your child to do what you want. Bribes should be avoided.
- **Be a good role model**.

- Most importantly, provide your child with a **safe environment** in which he feels secure and loved.

### **Activity #7: Why Do Children Misbehave?** (45 minutes)

#### Directions:

1. Give students the resource Handout 7. 6 “Why Do Children Misbehave?”
2. Discuss the reasons on this list then have students complete the situations in Worksheet 7.7 “What Would You Do?”
3. Discuss their answers.

### **K. Teacher: Learning Effective Parenting Skills** (10 minutes)

Physical punishment is not the only or the most effective way to manage a child’s behavior and it is **never** appropriate with an infant or a very young child. Learn about non-violent and effective ways to teach your child good behavior. Remember to explain when your child has done something wrong. It will also help to praise your child when doing good.

### **Activity #8: Parent Discipline Role Play** (30 minutes plus presentation time)

Directions: In this role play, you are the parent dealing with the following child behaviors.

1. In cooperative learning groups, select one of the situations below .
  - a) A fourteen-year-old sneaks out after bedtime to meet her boyfriend.
  - b) A twelve-year-old is late getting home and refuses to explain where he has been.
  - c) A five-year-old has punched holes in the sofa with a pencil.
  - d) A three-year-old refuses to go to bed.
  - e) A three-year-old begins to cry when another child grabs a toy from him on the playground.
  - f) A two-year-old refuses to stop playing with an expensive stereo system.
  - g) An eight-year-old lies about breaking a toy that belongs to his younger sister.
2. Referring to the Handout 7.6 “Why Children Misbehave” (*students already have this*) and class discussion as resources, determine what disciplinary course of action could be taken.
3. Students should record the type of guidance to use in each situation.
4. In their cooperative learning groups, direct each to create a role-play to illustrate the parent taking action in the situation and perform the role-play for the class.
5. Refer to Handout 7.8 “12 Alternatives to Striking A Child” and Handout 7.9 “Ideas for Positive Guidance”.
6. Allow 20-30 minutes (or assign as homework).
7. Allow groups to take turns presenting in class, allotting 5-10 minutes for each.

**L. Teacher: When Does Discipline Become Abuse? (15-20 minutes)**

Children need to learn rules about what they should do and what they should not do. Then they need to learn that if they break the rules, there will be consequences. An appropriate consequence might be a brief time-out where the child sits quietly under your supervision for 5-10 minutes before being allowed to return to toys, play or activities with other children. As an alternative, a privilege, treat or toy might be taken away for a while or even for the rest of the day. *(Refer to , or add, B.F. Skinner research on children and behavior change if not completed in an earlier class.)*

Harsh physical punishment does not improve a child’s behavior, and it could be considered child abuse if it results in injury to the child. Inappropriate discipline includes:

- Slapping, hitting, kicking shoving, twisting a child’s arm, burning or biting.
- Yelling, screaming, using sarcasm, threatening, frequently calling a child names or belittling the child.
- Depriving a child of sleep, food, clothing or shelter. Shutting the child out of the house.
- Confronting the child for prolonged periods of time.
- Tormenting, terrorizing or deliberately causing pain or injury to a child in any way.
- It is NEVER appropriate to punish an infant.

**Activity #8: Spanking Debate (40 minutes)**

Directions:

1. Divide the class into two sections, assigning one in favor of spanking. The other side in opposition.
2. Direct each side to research debate points using class materials, handouts, classroom texts and other reliable sources.
3. Allow 10-15 minutes to build their case.
4. Position each side across the room from each other.
5. Have the students debate the topic: “Spanking: Discipline or Abuse?”
6. Ensure debriefing occurs just after the debate, not in the next class period.

**Debriefing Questions:**

**Technical:**

- What is the difference between discipline, guidance and abuse?

**Interpretative:**

- Why do children misbehave?

### **Reflective:**

- What are some ways that parents can control their anger when children misbehave?

### **Assessment:**

#### Case Study Reflection

- Return to the 5 case studies at the beginning of this lesson. Assign students to review each and indicate their view of the discipline. If it was abuse, they are to suggest how to discipline a more appropriate way.

#### Class participation

#### Debate participation

#### Brochure Creation—

- Create a brochure for parents that contains positive discipline and guidance strategies for children. Include ways that parents can manage their stress when managing children's behavior.

### **Resources:**

- [www.KeepingKidsHealthy.com](http://www.KeepingKidsHealthy.com) ( © 2013 The Children's Hospital at Montefiore)
- [http://www.keepkidshealthy.com/parenting\\_tips/discipline/index.html](http://www.keepkidshealthy.com/parenting_tips/discipline/index.html) © 2013 The Children's Hospital at Montefiore) (
- Oklahoma Cooperative Extension Service; Guiding Young Children Series Oklahoma State University Extension, <http://osufacts.okstate.edu> (Copyright © 2013 Oklahoma State University)
- P.A.P.A. (Parenting and Paternity Awareness) Curriculum, Texas State Department of Education, 2010, <https://www.oag.state.tx.us/cs/ofp/papa/>)

### **Handouts Needed:**

- 7.6--Why Do Children Misbehave? Handout
- 7.7--What Would You Do? Worksheet
- 7.8--Ten Alternatives to Striking A Child Handout
- 7.9--Ideas for Positive Guidance Handout

### **FCCLA Integration:** : *(Affiliated chapter is required to use these materials.*

[www.fcclainc.org](http://www.fcclainc.org) )

#### FCCLA Activity:

- Using the brochures that have been created in the above assessment activity, FCCLA members choose the best brochure to distribute to doctor's offices, Parents As Teachers Programs, etc.

National FCCLA Program: STOP the Violence

National FCCLA Program: Families the First

FCCLA STAR Events:

- Focus on Children,
- Interpersonal Communication,
- Illustrated Talk,
- Advocacy
- National Programs in Action (See programs above)



*(Pre-planning: Before class begins, program a computerized baby or play a recording of a baby's constant cry. Allow this cry to continue while students are entering your classroom and as they are answering these bell work questions.)*

**Bell Work:** ( 10 minutes)

*(Post or project the following questions as students enter the classroom.)*

- Why do babies cry?
- What are the basic types of cries that babies have?
- What is shaken baby syndrome?
- Define purple crying.

**Introduction (anticipatory set):** 20 minutes

Discuss how they are feeling with the baby crying continuously just now. Have students share experiences when they have been around a baby who is constantly crying. Share that babies and crying go together, however there are instances when help might be needed—help for baby AND help for the parents. *(Stop crying recording.)*

After discussion, have students take the Shaken Baby Syndrome Pretest (Worksheet 7.10).

**Learning Process and Activities:**

**J. Teacher: Baby Crying** (80 minutes)

Babies cry. This is how they communicate. They cry because they are hungry, uncomfortable or need a diaper change. First check that the baby has everything that he or she needs and does not seem to be ill. If you have done all you can do and the baby is still crying, learn positive ways of coping. Some of these ways might be:

- Offer the baby a pacifier.
- Take the baby for a walk in a stroller or a ride in the car.
- Put the baby in a safe place, close the door and go to another room for a while.
- Call a friend or a relative who might be able to relieve you for a while.
- Call your doctor for other tips on caring for a fussy baby.

Sometimes frustrated parents think that shaking a baby is a harmless way to try to stop the child from crying. Nothing could be farther from the truth! Shaking causes the brain to hit against the inside of the skull, and it can cause severe and permanent injury or death.

How can you tell if a child has been shaken? What is purple crying? Is this a normal condition of babies? What are some other strategies that a caregiver can use to prevent shaking? Let's take a look at the following PowerPoint presentation that will help us answer these questions and the answers on our pre-test.

#### **K. Teacher: Shaken Baby Syndrome** (45 minutes)

Using the POWER POINT “Understanding Shaken Baby Syndrome” (*sometimes referred to as SBS*), lead a class discussion using the information on infant crying, checking for illness, purple crying and colic.

#### **Activity #9: Shaken Baby Syndrome Simulator** (25 minutes)

*(A shaken baby simulator is required for this activity. An alternative is to schedule a guest speaker from the medical community or watch an educational video regarding this topic.)*

##### Directions:

1. Ask students to take part in a demonstration to observe how a simple act of shaking can injure a child by shaking a baby simulator.
2. As students shake the simulator, point out which parts of the brain have been affected by the shaking.
3. Discuss the symptoms of SBS and Purple Crying.

*(Optional Activity: Schedule a panel of parents with infants. Ask them about their experiences.)*

##### **Debriefing Questions:**

- Define SBS.
- What are the signs and symptoms of SBS?
- What statistics surprised you?
- What is purple crying?
- What are the risk factors for SBS?

- How can a person tell if a child has been shaken?

### Optional Assignment:

Search the internet for current SBS cases in the news. Share the articles in class. What were the legal consequences of those who were arrested for SBS?

### Assessment:

- The pre-test can be used as the post assessment test.
- Debriefing questions can serve as a reflection questions.

### Handouts:

- None

**FCCLA Integration:** (*Affiliated chapter is required to use these materials.* [www.fcclainc.org](http://www.fcclainc.org) )

### FCCLA Activity:

- **Option #1**-- FCCLA members create a display on Shaken Baby Syndrome using the Realityworks Shaken Baby Simulator. Set up the display at the school open house, parent event, etc. and allow interested participants to try “shaking the baby”. Discuss the importance of avoiding SBS and the consequences to infants.
- **Option #2**-- In an effort to help spread awareness about normal infant crying and the dangers of shaking an infant, FCCLA members can join in a national public education campaign to make purple colored baby caps. Members can make and deliver purple colored baby caps to families in November and December. The handmade purple caps are meant to serve as a reminder for parents about the *Period of PURPLE Crying* and the dangers of shaking. Go to [www.dontshake.org](http://www.dontshake.org) (© COPYRIGHT NATIONAL CENTER ON SHAKEN BABY SYNDROME) for more information.

National Program: Families First

National Program—STOP the Violence

### FCCLA STAR Events:

- National Programs in Action,
- Focus on Children,
- Illustrated Talk,
- Chapter Service Project

### Teaching Resources:

- [www.dontshake.org](http://www.dontshake.org) (© COPYRIGHT NATIONAL CENTER ON SHAKEN BABY SYNDROME)
- **PowerPoint and SBS Pre-Test: “Understanding Shaken Baby Syndrome”** Understanding Shaken Baby Syndrome Curriculum; 800.262.3806 · [www.realityworks.com](http://www.realityworks.com) (Copyright © 2013 Realityworks)
- The Period of Purple Crying- A New Way to Understand Your Babies Crying <http://www.purplecrying.info/index.php?> (© National Center on Shaken Baby Syndrome)



*(TEACHER NOTE: When dealing with topics related to abuse, teachers should be aware of district policies regarding any disclosures that might occur. )*

**Bell Work:** ( 5 minutes)

*(Post or project the following as students enter the classroom.)*

- Is there a difference between child abuse and discipline? Where do parents/caregivers draw the line?
- What is child endangerment? What is abuse? Is there a difference?
- What are the consequences of child abuse in Kansas?

**Vocabulary:**

Abandonment

Child Abuse

Child Endangerment

Neglect

**Introduction (anticipatory set)**

**L. Teacher: Introduction to Child Abuse** (45 minutes)

Parenting styles differ, with parents using different types of discipline to teach their children. Most parents do not want to physically or mentally injure their child. However, punishment and abuse can seem similar, with a fine line separating the two. Understanding where this line lies can be tricky. To help find it, you need to understand the concept of punishing your child and how it develops into child abuse.

As you already know, **child discipline** shapes your child's behaviors and actions. Discipline is necessary to teach a child about society's rules and expectations. Children need to learn where boundaries lie so that they can understand the difference between right and wrong.

Not disciplining your child is providing a disservice to him/her. Disciplining your child should be effective in teaching the lesson and should never harm your child. In some cases, child discipline can do damage.making it child abuse.

**Child abuse** is used to control a child--to get the desired behavior and get the child to conform to the adult. Very little is done in the area of teaching so the child can learn from mistakes, but rather is an adult making demands upon a child. Child abuse can also be linked to cruelty or done because the adult gets satisfaction from it.

Distribute the **Child Abuse Quiz** (Worksheet 7.12) to set the stage for the following discussion on child abuse. Discuss statistics as answers are provided.

**Activity #9: Is This Abuse?** (15-20 minutes)

After the teacher’s introduction of the difference between child discipline and child abuse, conduct this activity.

**Directions:**

1. Distribute the Worksheet 7.11 “**Is This Abuse?**”
2. Direct individual students to read each situation and describe if the situation is discipline or abuse.
3. Once completed, discuss each situation as a class.

**Learning Process/Activities**

**M. Teacher: Endangerment or Abuse** (15 minutes)

The law holds parents responsible for the care and safety of their children. If a parent permits their child to be in a situation where he or she may be injured, the parent can be prosecuted if the child is injured.

This can lead one to have two questions:

- What is child endangerment?
- What is child abuse in the State of Kansas?

Read the following situations out loud and ask the students to determine if the situation is endangerment or abuse: *(Optional: Write out the following on small papers from which the students will draw. Duplicate if needed so each student will get one. Once each is drawn, assign students to answer which it is, supporting their answers. )*

**Endangerment or Abuse?**

1. *A parent leaves a seven-month-old infant home alone for an hour and a half unattended.*
2. *A parent leaves a 1-year-old child in a car unattended with an outside temperature of almost 100 degrees F.*
3. *A 2-year-old child is living in a home where methamphetamine is manufactured.*
4. *A child falls out of the back of a pickup truck that the father was driving while intoxicated.*
5. *Two women supplied alcohol to several 14-year-old girls at a sleepover.*

**All** of these real situations **are** considered Child Endangerment in the State of Kansas.

Kansas law defines **child endangerment** as “*causing or allowing a child under the age of 18 to be in a situation in which harm or injury to the child could result.*”

Child endangerment includes:

- Leaving a Child Unattended
- Reckless Behavior
- Exposure to Methamphetamine, and
- Abuse of Alcohol and Minors

Now that we have looked at child endangerment, let’s look at what is defined as child abuse.

**N. Teacher: Child Abuse in America** (80 minutes)

Discuss the quiz questions (*answers provided with quiz*) about child abuse with the students, emphasizing the current statistics about child abuse in our country.

Defining abuse can be difficult. (*Distribute Handout 7.13 “Defining Abuse”*), however you can see what the four most common forms of child abuse are--Physical, Sexual, Emotional/Verbal and Neglect.

One of the statistics just discussed was that five children die as a result of child abuse in the United States each day. Unfortunately, we hear reports of child abuse in the news often. We will be viewing a newscast about one such abuse report and as you watch the report, listen for the different types of child abuse that this child suffered.

Watch “**The Murder of Baby Brianna**”

<http://www.krqe.com/dpp/news/crime/the-short-life-and-brutal-death-of-baby-brianna>  
(©2000-2013 LIN Television Corporation.)

**Debriefing Questions:**

After viewing the newscast about Baby Briana, ask students the following questions:

- Does this newscast upset you, make you angry? Why?
- What legal rights did Baby Briana have?
- Does it surprise you about the prison sentences for those that abused Briana? Those that didn’t report the abuse?
- What do you think needs to be done to stop child abuse?
- What were the types of abuse that happened to Baby Briana?

In the class discussion, point out the physical and behavioral indicators of each type of abuse.

**Activity #10: Public Awareness Brochures** (45-60 minutes)

Now that the class has discussed discipline, child abuse, and child endangerment, students will be asked to create awareness brochures for a public place. Websites that could be helpful include:

- [http://helpguide.org/mental/child\\_abuse\\_physical\\_emotional\\_sexual\\_neglect.htm](http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm)
- <https://www.childwelfare.gov/preventing/>
- [www.national.avanceinc.org](http://www.national.avanceinc.org)
- [www.childabuse.com](http://www.childabuse.com)
- [www.childhelp.org](http://www.childhelp.org)
- [www.human.cornell.edu/che/fldc/progrmas/Child-Abuse.cfm](http://www.human.cornell.edu/che/fldc/progrmas/Child-Abuse.cfm)
- [www.preventchildabuse.com](http://www.preventchildabuse.com)
- [www.preventchildabuse.org](http://www.preventchildabuse.org)

**Directions:**

1. In cooperative learning groups, assign each group to design and create a brochure which will promote the difference between discipline, child abuse and child endangerment.
2. Share the intent is to encourage appropriate discipline and discourage child abuse or endangerment.
3. Encourage the use of class materials and other reliable sources.
4. Allow 40-60 minutes for design and creation.
5. Utilize a rubric of the teacher’s choosing which meets local school writing guidelines.
6. Once submitted, determine best placement and distribute.

**O. Teacher: Consequences of Child Abuse** (30-45 minutes)

In this unit, we have discussed the definitions of discipline, child endangerment, and child abuse. We have examined current statistics about child abuse and the legal consequences of child abuse. The one thing we haven’t discussed is the direct impact or consequences on the abused child. What can happen to children when abuse happens?

Distribute the Handout 7.16 **Consequences of Child Abuse** and discuss.

**What are the consequences of abuse?**

Permanent physical damage  
 Inability to trust and love others  
 Antisocial behavior  
 Violent behavior  
 Behavioral difficulties  
 Poor mental and emotional health  
 Abusive toward others, even own children

Mental Retardation  
 Lack of self-esteem  
 Cycle of abusive behavior  
 Death  
 Increase juvenile delinquency  
 Alcohol/Drug use  
 Physical health problems

In addition, factors research has shown to influence the effects of abuse include:

- Age of the child when the abuse happened; younger is usually more harmful.
- Who committed the abuse; effects are generally worse when it was a parent, step-parent or trusted adult than a stranger.
- Whether the child told anyone, and if so, the person's response.
- Doubting, ignoring, blaming and shaming responses can be extremely harmful - in some cases even more than the abuse itself.
- Whether or not violence was involved, and if so, how severe.
- How long the abuse went on.
- Whether the abuse involved deliberately humiliated the child.
- How "normal" such abuse was in the extended family and local culture.
- Whether the child had loving family members, and/or knew that someone loved her or him.
- Whether the child had some good relationships - with siblings, friends, teachers, coaches, etc.
- Whether the child had any relationships in which "negative" feelings were acceptable, and could be expressed and managed safely and constructively.
- Victims may have experienced dissociation (feeling separate from their body) and may even have delayed recall of the abuse.

**Debriefing Questions:**

- In Kansas, what is considered endangerment? Abuse?
- What is neglect?
- What are the different types of abuse?
- How will our society stop abuse?
- What can happen to a child after abuse occurs?

*(OPTIONAL: Add legal consequences for crimes against children in Kansas. See Teaching Resources 7.14 & 7.15, )*

IN CONCLUSION, you can see, this isn't a topic to be taken lightly. It can have far reaching impacts on children and those it impacts.

**Assessment:**

Revisit the baby simulation. Assign a research paper or a series of reflection questions.

Select one or more of the following:

### **Option #1--Promotional Posters or Presentations:**

Instruct the students to create a poster or presentation that advocates for healthy parenting to promote the prevention of child abuse and endangerment. Instruct them to use facts, and resources they have been given in this unit as well as refer to the websites listed below. Students should be prepared to present their poster to the class or an outside entity.

### **Option #2--Awareness Campaign**

Have students create a promotional campaign to raise awareness of child abuse. Assign students to work in small groups to create a logo and a slogan or phrase that could be used on buttons, tee shirts, billboards or posters. Have groups share their work and explain how they chose the words and images for their campaign.

### **Option #3--School/Community Channel—Newscast**

Have students plan a special television program on the issue of child abuse. Assign students in cooperative groups with one or more members responsible to:

- identify the purpose and scope of the topic,
- how it will be presented,
- the kind of graphics that will be needed,
- what if any statistics, personal stories, interviews with experts and so on will be included.

Allow time for students to write, practice and then present their feature story.

### **Option #4--Resource Guide Activity**

Have students create a guide of local, state and national resources on child abuse available to adults and children. Encourage them to include a variety of sources in their guide such as books, web sites, 800 telephone numbers, agencies, shelters, technical or legal terms and so on. This guide could be in the form of a multi-media presentation, a video, a bulletin board or a booklet.

### **Handouts Needed:**

7.11--Is This Abuse? Worksheet

7.12--Child Abuse Quiz Worksheet (Quiz)

7.13--Defining Abuse Handout

7.14—Optional Teaching Resource--The Consequences of Child Endangerment and Child Abuse in Kansas Teaching Resource

7.15—Optional Teaching Resources--Legal Consequences of Child Abuse and Neglect/Kansas Felony Classifications/Crimes Affecting Family Relationships/Children

7.16--Consequences of Child Abuse Handout

### **Materials:**

Computer/Projection Unit for Video Clip

Poster Supplies for Poster Project

Video Camera for Television Program Project

Large strip of paper for the hallway time line (see Activity #4) or numerous poster board.

**FCCLA Integration:** (*Affiliated chapter is required to use these materials.*)

[www.fcclainc.org](http://www.fcclainc.org) )

FCCLA Activity:

- **Option #1**--Invite a police officer, social worker, child advocate, abuse counselor, nurse, and/or doctor to discuss child abuse prevention. Allow students ask questions and interview the panel. Follow up by asking members to share one new thing that they learned during the group discussion.
- **Option #2**--FCCLA members can create magnetic cards with the Kansas Child Abuse and Neglect Hotline and the Parents Anonymous number. The chapter can distribute these magnetic cards to the local hospital, realtors for new homes packets, etc.

National Program: Stop the Violence

National Program: Families First

STAR Events:

- Focus On Children,
- Interpersonal Communications,
- Chapter Service Project,
- National Programs in Actions

**Resources:**

- <http://www.livestrong.com/article/75229-child-discipline-abuse/#ixzz2JJpEiiYf> (Copyright © 2013 Demand Media, Inc.)
- **Child Abuse Quiz and Website:** ChildHelp USA <http://www.childhelp.org/> (© Childhelp® 1959–2013)
- “Defining Abuse” Utah Education Network [www.UEN.org](http://www.UEN.org) Utah Curriculum Guide, Author, Virginia Nicholson (© Utah Education Network in partnership with the Utah State Office of Education and Higher Ed Utah--Reproduced with permission.)
- Definitions of Child Abuse and Neglect [www.childwelfare.gov](http://www.childwelfare.gov) 38 ( This material maybe freely reproduced and distributed. However, when doing so, please credit Child Welfare Information Gateway. Available online at [www.childwelfare.gov/systemwide/laws\\_policies/statutes/define.cfm](http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.cfm) )
- [www.StateLaws.net](http://www.StateLaws.net) (Copyright ©2012)
- Crimes Affecting Family Relationships and Children [www.Crimeandpunishment.net](http://www.Crimeandpunishment.net) (© 2010-11 National Crime and Punishment Learning Center.)

- **Video Clip:** “The Murder of Baby Brianna” KRQE News (Albuquerque, New Mexico) <http://www.krqe.com/dpp/news/crime/the-short-life-and-brutal-death-of-baby-brianna> (©2000-2013 LIN Television Corporation.)

### **Additional Resources:**

#### **Websites:**

- [http://helpguide.org/mental/child\\_abuse\\_physical\\_emotional\\_sexual\\_neglect.htm](http://helpguide.org/mental/child_abuse_physical_emotional_sexual_neglect.htm)
- <https://www.childwelfare.gov/preventing/>
- [www.national.avanceinc.org](http://www.national.avanceinc.org)
- [www.childabuse.com](http://www.childabuse.com)
- [www.childhelp.org](http://www.childhelp.org)
- [www.human.cornell.edu/che/fldc/progrmas/Child-Abuse.cfm](http://www.human.cornell.edu/che/fldc/progrmas/Child-Abuse.cfm)
- [www.preventchildabuse.com](http://www.preventchildabuse.com)
- [www.preventchildabuse.org](http://www.preventchildabuse.org)

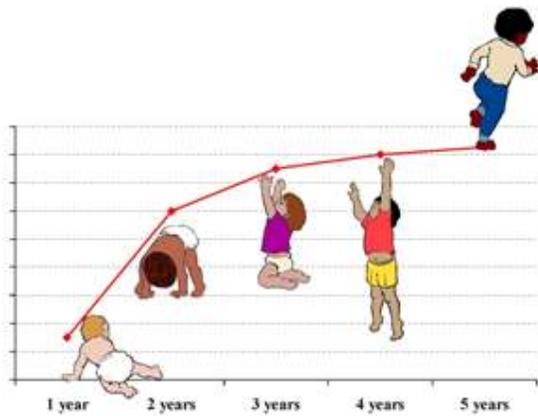
#### **Hotline Help:**

- Childhelp USA® National Child Abuse Hotline, 1-800-4-A-CHILD®.
- Kansas Child Abuse and Neglect Hotline at(800) 922-5330
- Parents Anonymous at (800) 554-2323.

## Types of Development

Name \_\_\_\_\_

Listed below are common skills and behavior in children. Place a check in the column that identifies the type of development being used in each one of the listed skills or behaviors. Remember, some of these may have more than one check.



	Physical Development	Intellectual Development	Social Development	Emotional Development
1. Recognizes mother's voice.				
2. Does not like to share toys.				
3. Understands the different types of animals.				
4. Can point to body parts.				
5. Smiles at a familiar face.				
6. Says "no" just to see what will happen.				
7. Hugs a friend.				
8. Rides a tricycle.				
9. Can count to ten.				
10. Marches to music.				
11. Understands "smaller" and "larger".				
12. Crawls toward a toy.				
13. Cries because parent left the room.				
14. Tells original stories.				
15. Demands "that's mine".				

Adapted from: *Working With Young Children- Goodheart-Willcox.Co.* (Copyright © 2012 The Goodheart-Willcox Co., Inc.

## Developmental Milestones Notes/Worksheet

**Name:** \_\_\_\_\_

Babies tend to follow the same progression through these milestones. However, no two babies go through these milestones at exactly the same rate.

Babies also spend different amounts of time at each stage before moving on to the next. Parents should contact their health care professional if they have any concerns about their baby's development.

Review these major milestones, conduct research and enter the typical age of the milestone in the left column.

Typical Age:	Milestone with description.
	<b>Grasp objects-</b> This indicates baby can control muscles and intellectual focus
	<b>Smiling-</b> This is baby's first social skill as well as a signal of emotional growth
	<b>Sits with Support/Rolls Over-</b> Flipping from back to front requires additional coordination and strength.
	<b>Chest up/Arm support-</b> This indicates upper body and shoulder muscle development.
	<b>Crawling-</b> This movement may take on several versions with different children. (NOTE: Some babies start to move without doing the typical hands-and-knees crawl.)
	<b>Plays peek-a-boo—</b> This shows continued muscle control and brain development.
	<b>Sits without support-</b> Baby has gained balance, arm strength and head, neck and lower-body control.
	<b>Walking-</b> First steps represent a huge developmental leap as walking requires muscle strength, coordination, and balance along with a certain level of emotional maturity, too.
	<b>Holding chin up-</b> This shows beginning development of strong neck muscles.
	<b>Pulling Up-</b> Baby's torso and leg muscles will be strong enough for him/her to stand up on their own usually holding furniture.

## KEY-Developmental Milestones Notes/Worksheet

Babies tend to follow the same progression through these milestones. However, no two babies go through these milestones at exactly the same rate.

Babies also spend different amounts of time at each stage before moving on to the next. Parents should contact their health care professional if they have any concerns about their baby's development.

Some major milestones include: (Answers in worksheet order.)

(ORDER)	Milestone with description.
5	<b>Grasp objects-</b> This indicates baby can control muscles and intellectual focus
1	<b>Smiling-</b> This is baby's first social skill as well as a signal of emotional growth
4	<b>Sits with Support/Rolls Over-</b> Flipping from back to front requires additional coordination and strength.
3	<b>Chest up/Arm support-</b> This indicates upper body and shoulder muscle development.
8	<b>Crawling-</b> This movement may take on several versions with different children. (NOTE: Some babies start to move without doing the typical hands-and-knees crawl.)
6	<b>Plays peek-a-boo—</b> This shows continued muscle control and brain development.
7	<b>Sits without support-</b> Baby has gained balance, arm strength and head, neck and lower-body control.
10	<b>Walking-</b> First steps represent a huge developmental leap as walking requires muscle strength, coordination, and balance along with a certain level of emotional maturity, too.
2	<b>Holding chin up-</b> This shows beginning development of strong neck muscles.
9	<b>Pulling Up-</b> Baby's torso and leg muscles will be strong enough for him/her to stand up on their own usually holding furniture.

TEACHER REFERENCE: Reordered so can see progression by average age:

<b>8 Weeks</b>	<b>Smiling-</b> This is baby's first social skill as well as a signal of emotional growth
<b>2 Months</b>	<b>Holding chin up-</b> This shows beginning development of strong neck muscles.
<b>3 Months</b>	<b>Chest up/Arm support-</b> This indicates upper body and shoulder muscle development.
<b>4 Months</b>	<b>Sits with Support/Rolls Over-</b> Flipping from back to front requires additional coordination and strength.
<b>5 Months</b>	<b>Grasp objects-</b> This indicates baby can control muscles and intellectual focus
<b>6 Months</b>	<b>Plays peek-a-boo—</b> This shows continued muscle control and brain development.
<b>7-8 Months</b>	<b>Sits without support-</b> Baby has gained balance, arm strength and head, neck and lower-body control.
<b>6-10 Months</b>	<b>Crawling-</b> This movement may take on several versions with different children. (NOTE: Some babies start to move without doing the typical hands-and-knees crawl.)
<b>8-9 Months</b>	<b>Pulling Up-</b> Baby's torso and leg muscles will be strong enough for him/her to stand up on their own usually holding furniture.
<b>10-18 Months</b>	<b>Walking-</b> First steps represent a huge developmental leap as walking requires muscle strength, coordination, and balance along with a certain level of emotional maturity, too.

## Major Theorists of Child Development

### Theorist

Sigmund Freud  
(1856-1939)

Maria Montessori  
(1870-1952)

Arnold Gessell  
(1880-1961)

Jean Piaget  
(1896-1980)

Lev Vygotsky  
(1898-1934)

Erik Erikson  
(1902-1994)

B. F. Skinner  
(1904-1990)

### Findings or Ideas

Freud believed that personality develops through a series of stages. Emotional experiences in childhood have profound effects on a persona as an adult.

Montessori stressed that children learn by using their senses and that they learn best by pursuing their interests.

Gessell developed basic information about the order in which children master various skills and the typical rate of this development.

Piaget, the first to study children in a scientific way, focused on how children learned. He said that children go through four stages of thinking that shape how they see and learn about the world.

Vygotsky believed that both biological development and cultural experiences influenced children's ability to think and learn. He said social contact was essential for intellectual development.

Erikson, like Freud, said personality develops through stages. He thought that each stage includes a unique psychological crisis. If that crisis is met in a positive way, the individual develops maturity.

Skinner argued that when a child's action repeatedly brings positive effects, it will be repeated and learned. When negative results repeatedly occur, the child will eventually stop the action.

### Significance

The idea that early experiences affect adult life has profound importance for anyone caring for a child.

Children need to be given objects to manipulate so they can exercise their sensory learning.

Parents and other caregivers need to be aware of the standard course of development.

Children should be given learning tasks that are suitable for their stage of thinking.

Children should have many opportunities for social interaction to develop intellectually.

Parents and other caregivers must be aware of a child's needs at a particular stage and be sensitive to the child's needs at that stage.

Parents and other caregivers can use rewards and punishments to try to influence a child's behavior.

Albert Bandura  
(1925-)

Bandura said that children learn by modeling. He disagreed with Skinner. He pointed out that although the environment shapes behavior, behavior also affects the environment.

Since children learn by modeling, parent and caregivers must provide good examples.

Robert Coles  
(1929-)

Coles has studied children's moral development. He stresses the important role that parents and other caregivers play by the examples they set.

For children to adopt moral learning, parents must show moral behavior

Source:

<http://www.hazelwood.k12.mo.us/SchoolsAndPrograms/High%20Schools/HazelwoodWestHighSchool/MrsKniepkampsSite/Assignments/CD1%20Unit%202Major%20Theorists%20of%20Child%20Development.pdf>

## Helping Children Build Strong Morals and Character (DRAFT)

Teaching morals can be challenging, especially because children develop gradually in this area. It is important to understand ways you can help pass on morals and teach right from wrong in any stage of your child's moral development. The following list provides ways that parents can aid in the moral development of their children:

**1. Talk to your child** about what good moral behavior looks like. Using storybooks or movies that have moral issues is a great way to teach children morals. The stories should incorporate values important to the parents. Use these opportunities to discuss what is right and wrong. Ask the child how he/she would feel in certain situations.

**2. Stay away from violent movies and videogames.** Violent movies and games desensitize children to violence. Children think that the violence is acceptable and think nothing of it when presented with a violent situation. As children grow up they will eventually play these violent games and watch violent movies. It is when they are young that they should not be exposed to such dramatic situations. Growing up with strong values and morals enables children to recognize what is appropriate and what is not.

**3. Set an example in your daily life.** Parents must lead by example and reinforce the morals on a daily basis. Parents should make sure they do not engage in any activities that contradict their **values**. An example is if a parent smokes cigarettes and tells their children not to smoke cigarettes. The parent sets the standard by their actions. Treat your child with fairness, kindness and empathy, and treat other adults and family members that way as well. If you encourage your child's moral development only verbally and do not demonstrate how morals work, he/she may not grasp the concept as well. Your child measures you by your actions.

**4. Respect your child, and make it clear that he/she must respect you in return.** Requiring courtesy and respect can help your child realize that respect should be given to adults and caregivers.

**5. Weigh your child's opinions before determining rules or disciplinary actions.** Even if you choose not to reflect his/her opinions in your final decision, you are showing your child that his/her thoughts are valued. This exhibits fairness and contributes to his/her moral understanding by helping them realize that every point of view is important.

**6. Give your child age-appropriate household chores** so he/she can begin to understand the importance of responsibility and encourage him/her to volunteer for a

service project or donate items to charity. This helps children understand the importance of giving.

**7. Spend as much quality time with your child as possible.** Parents who spend quality time with their children and combine that with abundant love have children with higher moral development.

**8. Parents should also use their lives as a teaching tool for children.** Mistakes that parents made should be explained to children. Children will see that every choice has a consequence and some are more painful than others. Explain to children that they can avoid the bad consequences now that they have been warned. The moral development of children is very important and benefits kids greatly as they mature.

**9. Children need to be challenged when making bad moral judgments and encouraged to select the right options.** They want to please their parents. Teach them how with good morals. It does not happen by accident. Parents must be involved in their child's life all of the way through the teen years. Watch for every opportunity to instruct in right and wrong actions and thinking.



## Why do Children Misbehave?

Before a parent disciplines a child, it helps to figure out why the child is behaving the way they are. Then, if the parent wants the behavior to change, they will know what to do. Children misbehave because:

- **They want attention.** To a child, any kind of attention is better than no attention. Some children feel their parents do not like them or do not talk or spend time with them. Therefore, these children act up to gain attention. Children who feel this way may even try to get in trouble to be noticed by a parent. Give your child attention when he or she is behaving well. When that is the case, picking the child up or playing with him might improve his behavior. If the child is old enough to understand, you might be able to explain that you're busy, but that you can play with him later. Children need attention to thrive. If you are going to be a parent, be prepared to spend a lot of time with your child. And remember, if you only pay attention when your child misbehaves, you will be teaching your child to misbehave! Don't make your child misbehave to get your attention.
- **Sometimes it's because of boredom.** Give your child a toy or play with them. Games and books are always good choices.
- **Inconsistent parenting.** Once guidelines and rules are established, parents should adhere to them consistently. Don't say "no" one time and "yes" the next time. You'll confuse the child and they do not understand your reasons behind your inconsistent responses. You will need to be persistent as you guide your child's behavior. Say "no" calmly but firmly.
- **Children need to feel that they belong** to you, to the family, to the class at school, to a group of friends. They may misbehave to gain membership or to find out if they will still be accepted. Thus, it is important to let children know you love them and that they are still part of the family, even when they behave badly.
- **Children misbehave when they feel inadequate or lack confidence.** They may act out when afraid to try new things or fear failure at a new task. Help children understand that everyone makes mistakes.
- **Children misbehave when they do not feel well.** Children need 8-12 hours of sleep each night, healthful foods, fresh air, and exercise every day. Without these essentials, they may be hard to get along with, just as an adult might be. Most discipline problems occur around 8 a.m., noon, 6 p.m., and 8 p.m., times when children are hungry and tired. A change in behavior is often a sign that a child is ill or has a physical discomfort. Be careful not to punish your child for having a physical ailment.
- **When children misbehave,** they are usually trying to communicate something. Remember that children have not yet developed good communication skills and they often use behavior (positive or negative) to communicate their feelings.
- **Children misbehave when they are upset.** A change in the season, daylight savings time, or a new schedule are minor factors that can upset a child's routine. Major factors

can include divorce or moving to a new home. The child does not know how to act in the new situation and needs reassurance and instruction to guide their behavior.

- **Children misbehave when they are disappointed.** A canceled trip, a parent that does not show up for visitation, or a rained-out ball game can cause frustration and irritability in all of us. This is when children need adults who can accept their feelings to help them cope with their disappointment.
- **Children misbehave when they are discouraged.** Adults are often too quick to tell a child when they do something wrong and forget to tell them what they are doing right. Children who believe that they are bad will act bad, and perhaps hurt others. A child who believes he or she is stupid will not do well in school. Children need praise and approval, even for small things like saying “thank you.” This prevents them from having to misbehave to get attention. People often say discouraging things to children that they would never say to an adult. Try to show your child the same courtesy and encouragement that you give your adult friends.
- **Children misbehave when they feel unloved.** The bond between parent and child makes the child want to please the parent by behaving well. Parental love motivates the parent to care for the child. A loving relationship is essential for positive discipline to guide the child’s behavior. Your child’s actions will improve if you show signs of love: hugs, kind words, and sharing experiences.
- **Children may misbehave when they do not know what to do in a new setting or circumstance.** Children make mistakes when they are learning something new; for instance, falling often when learning to walk, or mispronouncing new words. Try to have patience as your child learns acceptable behavior. Some acts that parents refer to as wrong are simply mistakes. The child needs to see appropriate behavior. Try to anticipate new situations your child may encounter and talk about what they will be like. Discuss the problems and choices of behavior a child needs to make when exposed to a new setting. Parents cannot always be with their child when situations arise. Thus, it is important to practice thinking ahead. For example, because of the wide-spread use of cell phones, many parents do not allow three year olds to answer the phone.
- **Children misbehave when they imitate others.** Children experiment with behavior they see on television, at school, and at child care by mimicking other adults and children. Unfortunately, we cannot control what our children see others doing, but we can control what we do by acting as good role models and admitting our mistakes. If a parent swears, the child may use bad language as well. If a parent hits a child, the child may hit a brother or sister. Parents can say, “I was wrong to yell.” We need to make clear to children which behaviors we want them to choose for themselves. This is especially important when bad behavior is presented as cute, heroic, or funny in television and movies.

*(Adapted from Oklahoma Cooperative Extension Service; Guiding Young Children Series Oklahoma State University Extension)*

# What Would You Do? Name \_\_\_\_\_

When parents discipline a child, they are teaching a lesson. In each of the situations below, say why you think the child is misbehaving. What is the child trying to communicate? And what could you do to teach the child to behave better? In these examples, find solutions that do not include hitting or spanking. There is almost always an effective alternative to physical punishment, if you think about it.

## *Situation 1:*

Jenny goes to pick up her three-year-old son Jay from his grandmother’s house where he is living. Jay is happy to see his mom, but he doesn’t want to leave with her. When Jenny tries to take Jay firmly by the hand and lead him out of the house, Jay holds onto his grandmother and screams, “No, I don’t want to go with you!”

Why does Jay scream and cling? What could Jenny do?

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Parents and family members can work together in the best interests of the child. Grandparents, aunts, and uncles, brothers and sisters can cooperate. In the example, Jenny could team up with Jay’s grandmother to help him understand who Jenny is and how she must fit into his life.

What could Jenny say to enlist Jay’s grandmother’s help?

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## Situation 2:

This was the first time that Michelle had taken her two-year-old daughter, Sia, to the babysitter's house. The babysitter and her husband keep a total of six children. When Michelle got there, Mrs. Jackson was handling a problem, so Michelle started a conversation with Mr. Jackson. While Michelle was talking, Sia clung to her legs. When Michelle tried to ignore her, she climbed into her lap, put her hands over Michelle's eyes and in front of her face to try to get her attention. Embarrassed by Sia's behavior, Michelle tried to push Sia away. Sia began to hit her mother's legs and scream and cry in a full-blown tantrum.

Why did Sia fly into a tantrum? What could Michelle have done differently?

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The team approach to parenting can include people outside the family who are involved with the child. Teachers, child care workers or even a child's doctor might have a suggestion for how to handle a problem. Michelle could talk to Mr. or Mrs. Jackson about how she might handle Sia's tantrums.

What could Michelle say/ask Mr. or Mrs. Jackson to help Sia?

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**Situation 3:**

Keith has taken his five-year-old daughter, Claudette, out for the day. Keith's new girlfriend, Sherise, is also with them. Off and on, Claudette has been rude to Sherise, ignoring her and demanding her father's attention. Finally, Sherise says to Claudette, "I don't think you like me very much." Claudette gets right in Sherise's face and says, "You're right. Why should I like you? My mommy says you're a hag, and I think you are, too!"

What is Claudette trying to communicate?

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Do you think Keith or Sherise should handle it? How?

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How could Keith explain to Claudette's mother the problem he had regarding Sherise? To get the discussion off to a good start, he could say, "Hey, I really appreciate the way you take care of Claudette. She seems to be doing really well. I really enjoy visiting with her, and I think it's great that we can cooperate with each other so she's happy..." What could he say next?

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### Situation 4:

Donnell lives with his mother and his three-year-old son, Chris. Chris calls his grandmother “Mom”. Today, Chris is riding his little bike in the living room and Donnell sternly tells him to stop. Chris sasses back, “Don’t you yell at me. I’m telling mom.”

What’s going on? What should Donnell do?

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### Just A Few More Tips:

Parents can keep conflicts and issues they may have with each other from harming their own or each other’s relationship with their child. Some rules for parents to follow:

- When something is going on between you and the other parent, consider how it is affecting your child.
- At a time when you are both able to talk, call a time-out to discuss how you can work together to minimize the impact of your conflicts on your child.
- Try not to involve your child in your conflict: discuss your issues in private, and try not to use your child as a go-between, an informant or a bargaining chip.
- Take the initiative to protect your child and leave your child out of your conflicts, even if it means apologizing, make the first move or refrain from reactions.
- Be sure to acknowledge the other parent’s positive efforts and any mistakes you have made. Make any concessions you can to separate the conflict from your child’s well-being.

*(Reprinted and Adapted with permission from the P.A.P.A. (Parenting and Paternity Awareness) Curriculum, Texas State Department of Education, 2010)*

## Twelve Alternatives to Striking A Child

When the big problems of everyday life begin to pile up on parents to the



point where they feel like lashing out at their children, they need to stop. The suggestions below are things parents can do to give themselves time to cool down. What other suggestions can you add to the list?

1. Stop in your tracks. Step back. Sit down.
2. Take five deep breaths. Inhale. Exhale...slowly, slowly.
3. Count to 10. Better yet, to 20. Or say the alphabet aloud.
4. Phone a friend...a relative.
5. Punch a pillow. Or munch an apple. Knead some yeast bread.
6. Thumb through a magazine, book, newspaper, photo album.
7. Do some sit-ups. Take a walk. Do aerobics.
8. Pick up a pencil and write down your thoughts.
9. Take a hot bath or a cold shower.
10. Lie down on the floor, or just put your feet up.
11. Put on your favorite CD or turn on the radio.
12. Water your plants

## Ideas for Positive Guidance

1. Remind about rules in a positive way. Use “do’s” instead of “don’ts.”
2. Model acceptable behavior by demonstrating the kinds of behavior you want your children to use.
3. Be encouraging. Focus on the positive. Be helpful and encourage children’s trying new or acceptable behavior.
4. Change the environment to encourage acceptable behavior. Set regular routines, add materials, or remove those things that encourage negative behavior.
5. Remove the child from the situation for a time out. Allow time for tempers to cool down. Then talk with the child in positive terms about how he or she can behave in acceptable ways.
6. Offer acceptable choices whenever possible to allow the child to feel some control. Explain positive choices to negative behavior, such as positive ways to express negative emotions.
7. Express affection in positive, respectful ways to make children feel secure. Use hugs and humor where appropriate.



## Shaken Baby Syndrome Pre-Test

Name \_\_\_\_\_

1. What does SBS stand for? \_\_\_\_\_

2. What can happen to a baby when it is shaken?

_____	_____
_____	_____
_____	_____
_____	_____

3. What signs that you observe might show that a baby has been shaken?

_____	_____
_____	_____
_____	_____
_____	_____

4. Is there ever a time that makes shaking a baby OK? (circle one) Yes No

Explain your answer.

5. Why are fathers or male partners more likely to shake a baby?

_____	_____
_____	_____

6. Can a baby become a victim of SBS while in the care of a babysitter or a day

care provider?      Circle one.    Yes    No

Explain your answer.

7. Why do you think twins have a higher chance of being shaken?

8. What are some reasons that babies cry?

Common Reasons

Less Common Reasons

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9. What are some things a person can do to avoid shaking a baby?

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10. Imagine that you have been up all night with a sick baby that has been fussy and crying. You have had no sleep and you're tired. You are frustrated because no matter what you try, the baby won't stop crying. What do you think is the best way to handle this situation?

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*(Quiz adapted from SBS Curriculum; Reality Works. Copyright © 2013 Realityworks.)*

## Shaken Baby Syndrome Pre-Test **Answers**

1. What does SBS stand for? Shaken \_\_\_\_\_ Baby \_\_\_\_\_ Syndrome

2. What can happen to a baby when it is shaken?

- |                                       |  |
|---------------------------------------|--|
| • Bleeding behind the eyes, blindness | • Paralysis from bleeding in the brain |
| • Broken ribs                         | • Broken long bones (arms and legs)    |
| • Loss of memory and emotion          | • Learning disabilities                |
| • Loss of speech and hearing          | • Death                                |

3. What signs that you observe might show that a baby has been shaken?

- |   |                        |
|---|------------------------|
| • Rolling Eyes                                      | • Difficulty breathing |
| • Vomiting  | • Convulsions          |
| • No response to voice, touch,<br>other stimulation | • Unconsciousness      |

4. Is there ever a time that makes shaking a baby OK? (circle one) Yes **No**

Explain your answer.

No situation justifies shaking a baby. Shaking a baby is not a form of punishment; it is child abuse. No amount of frustration justifies a caregiver's shaking a baby. It is the caregiver's job to cope with frustration.

5. Why are fathers or male partners more likely to shake a baby?

- |  |                                 |
|--|---------------------------------|
| • May not be used to a baby's crying       | • May have additional stresses  |
| • May be less familiar with a baby's needs | • May use force when frustrated |

6. Can a baby become a victim of SBS while in the care of a babysitter or a day care provider? Circle one. **Yes** No

Explain your answer.

Any caregiver is at risk of shaking a baby or young child.

7. Why do you think twins have a higher chance of being shaken?

Caregivers could experience additional stress, less sleep, and less time for themselves.

8. What are some reasons that babies cry?

<u>Common Reasons</u>	<u>Less Common Reasons</u>
• Hunger	• Reacting to caregiver's stress
• Needs to burp	• Over-stimulation
• Needs a diaper change	• Bored
• Tired	• Sickness
• More ...	• More...

9. What are some things a person can do to avoid shaking a baby?

• Play music that soothes or distracts you	• Say or sing the alphabet
• Take deep breaths and count to ten	• Take a warm shower or bath
• Recite an inspirational poem	• Exercise
• Put the baby in a safe place and leave the room	• Call a friend, neighbor, relative or hotline or 911

10. Imagine that you have been up all night with a sick baby that has been fussy and crying. You have had no sleep and you're tired. You are frustrated because no matter what you try, the baby won't stop crying. What do you think is the best way to handle this situation?

Responses will differ, but should refer to a number of the answers to Questions 8 and 9

**Name** \_\_\_\_\_

## **Is This Abuse?**

In each of the following situations mark whether you think it is abuse or not. Explain why or why not.

1. A girl is slapped for screaming at her mother; the slap stings, but leaves no lasting mark or pain.
2. A boy is punished in a way that requires stitches.
3. A father burns his daughter's palms with a lighted cigarette when he finds her smoking.
4. A mother is careless and spills scalding coffee on her daughter, who is seriously burned.
5. A boy's arm is broken after wrestling with his father for sport.
6. A girl is spanked so hard she is badly bruised, but the father says he did not mean to hurt her.
7. A boy is grounded for a week for not taking the trash out.
8. A father takes away his son's driver's license for getting a parking ticket.
9. A mother makes her son eat very hot peppers when he breaks the quiet rule after 9:00 p.m.

Name: \_\_\_\_\_

### CHILD ABUSE QUIZ: TEST YOUR KNOWLEDGE OF CHILD ABUSE

We hear about child abuse in the news nearly every day, but how much do we really know about it? Test your knowledge.

1. Five children die as a result of child abuse in the United States each
  - a) Year
  - b) Day
  - c) Week
  - d) Month
2. About \_\_\_\_\_ of 21 year olds that were abused as children met criteria for **at least one psychological disorder**
  - a) 20%
  - b) 40%
  - c) 60%
  - d) 80%
3. What is the single, leading cause of death for children ages four and younger?
  - a) Drowning
  - b) Motor vehicle accidents
  - c) Child abuse and neglect
  - d) Choking on food
  - e) Residential fires
  - f) Suffocation
  - g) Falls
4. On average, child abuse is reported somewhere in the United States every
  - a) 10 seconds
  - b) 20 minutes
  - c) Hour
5. Strangers pose the greatest risk of sexual abuse to children.
  - a) True
  - b) False
6. Child molesters get their sexual gratification only from children.
  - a) True
  - b) False
7. The average age that child molesters first attack a child is when they (the attackers) are
  - a) In their early 20s
  - b) Middle-aged
  - c) In their teens
8. Which of the following actions can help stop child abuse and neglect?
  - a) Helping a stressed-out parent by baby-sitting, making a meal for their family, or lending an understanding ear.
  - b) Learning the signs and symptoms of child abuse so you can recognize them when you see the “red flags.”
  - c) Reporting known or suspected child abuse to the police or local child protective services agency.
  - d) All of the above.

**ANSWERS:**

1. B) Day
2. D) 80%
3. C) Child abuse and neglect
4. A) 10 seconds. Based on 3.3 million reports per year.
5. B) False. Most children are abused by people they know.
6. B) False. Many child molesters also have adult sexual relationships.
7. C) In their teens—and often as young as age 12.
8. D) All of the above.

For additional information about child abuse and neglect, call the Childhelp USA® National Child Abuse Hotline, 1-800-4-A-CHILD®. The 24-hour hotline is staffed with professional counselors who offer abuse intervention, literature, information and referrals to more than 55,000 emergency, social service and support resources.

If a parent is frightened for their own safety or for that of their child, they can call the Kansas Child Abuse and Neglect Hotline at (800) 922-5330 or local law enforcement. If a parent is uneasy about their own behavior toward their child, they can call Parents Anonymous at (800) 554-2323.

## DEFINING ABUSE

1. **Physical Abuse** – non-accidental injury of a child that leaves marks, scars, bruises, or broken bones.

**Physical indicators of physical abuse:** unexplained bruises, burns, human bites, broken bones, missing hair, scratches.

**Behavioral indicators of physical abuse:** wary of physical contact with adults, behavioral extremes (aggressive or withdrawn), frightened of parents, afraid to go home, cheating, stealing, lying (a sign that expectations in the home are too high), layered clothing.

2. **Neglect** – failure of parents or caretakers to provide needed, age appropriate care including food, clothing, shelter, protection from harm, and supervision appropriate to the child’s development, hygiene, and medical care.

**Physical indicators of neglect:** constant hunger, poor hygiene, excessive sleepiness, lack of appropriate supervision, unattended physical problems or medical needs, abandonment, inappropriate clothing for weather conditions.

**Behavioral indicators of neglect:** begging or stealing food, frequent sleepiness, lack of appropriate supervision, unattended physical problem or medical needs, abandonment, inappropriate clothing for weather conditions.

3. **Sexual abuse** – any inappropriate sexual exposure or touch by an adult to a child or an older child to a younger child. This includes, but is not limited to: fondling, sexual intercourse, sexual assault, rape, date rape, incest, child prostitution, exposure, and pornography.

**Physical indicators of sexual abuse:** difficulty in walking or sitting, torn, stained, or bloody underclothing, pain or itching in genital area, bruises or bleeding in rectal/genital area, sexually transmitted disease.

**Behavioral indicators of sexual abuse:** age-inappropriate sexual knowledge/sexual touch, abrupt change in personality, withdrawn, poor peer relationships, unwilling to change for gym or participate in physical activities,

promiscuous behavior/seductive behavior, drop in school performance/decline in school interest, sleep disturbances, regressive behavior (i.e., bed wetting).

4. **Emotional abuse** – parental behavior, such as rejecting, terrorizing, berating, ignoring, or isolating a child, that causes, or is likely to cause, serious impairment of the physical, social, mental, or emotional capacities of the child.

**Physical indicators of emotional abuse:** speech disorders, lags in physical development, failure to thrive.

**Behavioral indicators of emotional abuse:** habit disorders (sucking, biting, rocking), conduct disorders (withdrawal, destructiveness, cruelty), sleep disorders or inhibition of play, behavior extremes (aggressive or passive).

*(Source: Utah Education Network, copied with permission. Copyright © 2009-2013 State of Utah Office of Education)*

## The Consequences of Child Endangerment and Child Abuse in Kansas

### What Is Considered Child Endangerment in Kansas?

Kansas state law defines child endangerment as causing or allowing a child under the age of 18 to be in a situation in which harm or injury to the child could result. In Kansas, child endangerment is known as a "wobbler" offense, meaning that it may be charged as a misdemeanor or a felony at the discretion of the prosecutor and depending on the circumstances of the crime. In addition to jail time and fines, a parent convicted of child endangerment may lose parental rights to the child.

### Child endangerment includes the following:

- **Leaving a Child Unattended:** Prosecution on a child endangerment charge requires that an adult intentionally allowed or caused a child to be in a situation in which he could be harmed. Actual harm does not need to occur to constitute child endangerment. This includes leaving a child unattended without adequate supervision.

*In Wichita, a couple was charged with felony aggravated child endangerment after allegations that they had left their seven-month-old infant home alone for at least an hour and a half. Another Wichita mother faces a child endangerment charge stemming from accusations that she left her 1-year-old child in a car unattended with an outside temperature of almost 100 degrees F.*

- **Reckless Behavior:** Kansas law classifies reckless behavior that puts a child at risk of harm or endangerment as aggravated child endangerment. In legal terms, "reckless" means behaving without regard for the possibility of adverse consequences.

*In Kansas City, a man allegedly shot and killed his former girlfriend and her mother, who was holding her 2-year-old grandchild at the time of the shooting. The child was unharmed, but the suspect was charged with felony child endangerment as well as murder.*

- **Exposure to Methamphetamine:** Exposure of a child to the manufacture, distribution, sale or delivery of methamphetamine constitutes aggravated child endangerment in the state of Kansas. The potential for harm to a child living in a meth lab is great, presenting dangers such as inhalation of toxic fumes, fires and explosions. The presence of drug paraphernalia and toxic chemicals used to manufacture the illegal drug in a home where children reside is also considered aggravated child endangerment.

*After a raid on a residence in Labette County, six adults were charged with aggravated child endangerment when a 2-year-old child was found living in the home where methamphetamine was thought to be manufactured.*

- **Abuse of Alcohol and Minors:** Operating a vehicle under the influence of drugs or alcohol with a child under the age of 14 in the vehicle can result in an enhanced sentence of an additional 30 days of jail time. The offender may also be charged separately with child endangerment, depending on the circumstances of the arrest.

*In Lawrence, a father pleaded guilty to child endangerment after his stepson fell out of the back of the pickup truck that the father was driving while intoxicated. Serving alcohol to minors also constitutes child endangerment in Kansas, as in the case of two women who supplied alcohol to several 14-year-old girls at a sleepover. Both women were charged with multiple counts of misdemeanor child endangerment.*

(Child Welfare.gov)

## What is Considered Child Abuse in Kansas?

In Kansas, several types and degrees of child abuse are recognized as misdemeanor or felony offenses. Kansas defines the following abuses:

### Physical Abuse Citation: Ann. Stat. § 38-2202

*'Physical, mental, or emotional abuse'* means the infliction of physical, mental, or emotional harm, or the causing of a deterioration of a child, and may include, but shall not be limited to, maltreatment or exploiting a child to the extent that the child's health or emotional well-being is endangered. A second Kansas statute (Statute 21-3609: Abuse of a Child) states that abuse of a child is intentionally torturing, cruelly beating, or shaking, which results in great bodily harm or inflicting cruel and inhuman corporal punishment upon any child under the age of 18 years.

### Neglect Citation: Ann. Stat. § 38-2202

*'Neglect'* means acts or omissions by a parent, guardian, or person responsible for the care of a child that results in harm to a child or presents a likelihood of harm, and the acts or omissions are not due solely to the lack of financial means of the child's parents or other custodian.

Neglect may include but shall not be limited to:

- Failure to provide the child with food, clothing, or shelter necessary to sustain life or health
- Failure to provide adequate supervision of a child or to remove a child from a situation that requires judgment or actions beyond the child's level of maturity, physical condition, or mental abilities and that results in bodily injury or a likelihood of harm to the child
- Failure to use resources available to treat a diagnosed medical condition if such treatment will make a child substantially more comfortable, reduce pain and suffering, or correct or substantially diminish a crippling condition from worsening.

### Sexual Abuse/Exploitation Citation: Ann. Stat. § 38-2202

*'Sexual abuse'* means any contact or interaction with a child in which the child is being used for the sexual stimulation of the perpetrator, the child, or another person. Sexual abuse includes allowing, permitting, or encouraging a child to engage in prostitution or to be photographed, filmed, or depicted in pornographic material.

**Emotional Abuse Citation: Ann. Stat. § 38-2202**

The term 'physical, mental, or emotional abuse' includes the infliction of physical, mental, or emotional harm or the causing of a deterioration of a child and may include, but is not limited to, maltreatment or exploiting a child to the extent that the child's health or emotional well-being is endangered.

**Abandonment Citation: Ann. Stat. § 38-2202**

'Abandon' or 'abandonment' means to forsake, desert, or cease providing care for the child without making appropriate provisions for substitute care.

Source: Definitions of Child Abuse and Neglect [www.childwelfare.gov](http://www.childwelfare.gov) 38 This material may be freely reproduced and distributed. However, when doing so, please credit Child Welfare Information Gateway. Available online at [www.childwelfare.gov/systemwide/laws\\_policies/statutes/define.cfm](http://www.childwelfare.gov/systemwide/laws_policies/statutes/define.cfm)

## Legal Consequences of Child Abuse, Neglect and Endangerment

**TEACHER NOTE:** Anything in yellow highlight may not be suitable for discussion. Review entire document before using. Anything in red font relates to crimes against children.

A person charged with child abuse faces a wide range of penalties and sentencing possibilities, depending on several factors. These include the state where the abuse took place, the age of the child, whether the offense involved sexual abuse, whether the child was physically or mentally injured, and the criminal history of the offender.

Sentencing for child abuse and neglect cases is often difficult for everyone involved -- especially since child abuse cases are often highly publicized and the potential for a social stigma on the family is great.

In most states, child abuse may be charged as either a felony or a less serious offense depending on the circumstances. The most severe cases of child abuse may carry felony lifetime sentences, while the least serious cases are considered gross misdemeanors with potentially no jail time. Punishment will typically be more severe if the offender has a prior record of criminal child abuse activity and greatly reduced if there is no prior record.

For sentencing purposes, a person charged with child abuse may enter a guilty, not guilty, or no contest plea. In a large number of cases, sentencing will typically include probation or a prison term of up to five years. Sentencing in other, more serious, cases may include a longer prison term.

Other possible penalties and/or consequences may include:

- Lifetime requirement to register as a child sexual offender
- Termination of parental rights
- Ruined reputation
- Criminal record
- Supervised access to the child
- Physical or actual loss and enjoyment of a child
- Continual involvement with a child protective services agency

## Kansas Felony Classifications

In the state of Kansas felonies are classified by a severity level. These severity levels are based on level 1 as the most severe and level 10 as the least severe. Each classification has its own predetermined sentence. The following are each criminal offense considered as a felony in the state of Kansas by its classification. Those offenses that are directly related to children are highlighted.

Sentence	Crime
<b>Felony offenses punishable by a life sentence or execution</b>	Capital Murder Murder: 1st degree Treason
<b>Level 1 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment for <b>20 years</b>	Murder: 2nd degree Aggravated kidnapping <b>Rape</b>
<b>Level 2 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment of <b>15 years</b>	<b>Aggravated criminal sodomy (must register as a sex offender)</b>
<b>Level 3 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment of <b>7 years:</b>	Voluntary Manslaughter Assisted Suicide Kidnapping Aggravated robbery <b>Aggravated liberties with a child by spouse of parent (must register as a sex offender)</b> <b>Criminal sodomy (must register as a sex offender)</b> Aggravated arson
<b>Level 4 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment of <b>5 years and six months:</b>	Aggravated battery Aggravated criminal threat <b>Aggravated indecent liberties with a child (must register as a sex offender)</b>
<b>Level 5 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment of <b>4 years and 6 six months:</b>	Involuntary manslaughter Robbery Injury to pregnant woman Injury to pregnant woman with vehicle <b>Indecent liberties with a child (must register as a sex offender)</b> <b>Sexual exploitation of a child (must register</b>

	<p>as a sex offender)  Aggravated sexual battery (must register as a sex offender)  Aggravated incest (must register as a sex offender)  Abuse of a child  Aggravated burglary</p>
<p><b>Level 6 Felonies:</b> Felony offenses punishable by a mandatory sentence of imprisonment of <b>2 years and six months:</b></p>	<p>Aggravated assault of law enforcement officer  Aggravated criminal threat  Mistreatment of an adult  Promoting prostitution  Arson  Criminal use of explosives  Tampering with a pipeline</p>
<p><b>Level 7 Felonies:</b> Felony offenses punishable by a mandatory sentence of <b>2 years</b> imprisonment:</p>	<p>Aggravated assault  Aggravated interference with parental custody  Blackmail  Exposing others to life threatening communicable disease  Contributing to a child's misconduct/deprivation  Burglary  Criminal property damage  Aggravated tampering with traffic signal  Criminal use of financial card  Impairing a security interest  Perjury  Filing a false Medicaid claim</p>
<p><b>Level 8 Felonies:</b> Felony offenses punishable by a mandatory sentence of <b>1 years and 3 months</b> imprisonment:</p>	<p>Aggravated Assault: second degree  Child abandonment  Forgery  Providing false information  Computer crimes  Adding foreign materials to grains  Compounding a crime  Inciting a riot  Commercial bribery</p>
<p><b>Level 9 Felonies:</b> Felony offenses punishable by mandatory sentence of <b>1 year</b> imprisonment:</p>	<p>Assisted suicide: second degree  Criminal threat: second degree  Lewd/lascivious behavior  Furnishing alcohol to a minor for illicit</p>

	<p><b>purposes</b></p> <ul style="list-style-type: none"> <li>Altering legislative document</li> <li>Piracy of recording(s)</li> <li>Theft detecting shielding device</li> <li>Obstruction of justice</li> <li>Bribery of a judge</li> <li>Aggravated false impersonation</li> </ul>
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Source: <http://statelaws.net/>

## Crimes Affecting Family Relationships and Children

The following chart lists crimes related to families and children. The crime and statute is listed in the left column with any fines and the prison term in the right column.

**Teachers Note: Some of the information in this chart may not be suitable for some students. Use with discretion.**

SEX CRIMES	
<b>Adultery</b> 21-3507	Up to \$500 Fine &/or 30 Days in Jail
<b>Aggravated Indecent Liberties with a Child 14 &lt; 16 (intercourse)</b> 21-3504(a)(1)	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 61 Months in Prison
<b>Aggravated Indecent Liberties with a Child &lt; 14 (lewd fondling)</b> 21-3504(a)(1)	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 61 Months in Prison
<b>Aggravated Indecent Solicitation of a Child &lt; 14 to Commit a Sex Act</b> 21-3511	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 19 Months in Prison
<b>Indecent Solicitation of Child &gt;14 &lt;17 to Commit a Sex Act</b> 21-3511	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 13 Months in Prison
<b>Lewd or Lascivious Behavior in Presence of Child &lt; 17</b> 21-3508(b)(1)	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Lewd or Lascivious Behavior &lt; 16</b> 21-3508(b)(2)	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Jail
<b>Prostitution</b> 21-3512	<u>Felony</u> , Up to \$1000 Fine &/or Up to 6 Months in Jail
<b>Promoting Prostitution (prostitute &lt; 16)</b>	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 19 Months in Prison

21-3513(b)(1)	Months in Prison
<b>Promoting Prostitution (prostitute &gt; 16) 2nd Offense</b> 21-3513(b)(2)	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 13 Months in Prison
<b>Rape (sexual intercourse by force)</b> 21-3502	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 165 Months Prison
<b>Rape (of child &lt; 14)</b> 21-3502	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 165 Months Prison
<b>Sexual Battery (touching someone &gt; 16 but not 18 without consent)</b> 21-3517	Up to \$2,500 Fine &/or 1 Year in Jail
<b>Sexual Battery, Aggravated</b> 21-3518	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 34 Months in Prison
<b>Sexual Exploitation of a Child &lt;18</b> 21-3516	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 34 Months in Prison
<b>Sodomy (child 14 but not yet 16)</b> 21-3505	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 61 Months in Prison
<b>Sodomy, Aggravated (child &lt; 14)</b> 21-3506(a)(1)	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 123 Months in Prison
<b>Unlawful Sexual Relations</b> 21-3520	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Unlawful Voluntary Sexual Relations (consensual sodomy and lewd fondling involving a child 14 but &lt; 16 &amp; offender &lt; 19 sodomy or lewd fondling)</b> 21-3520	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Unlawful Voluntary Sexual Relations (child 14 but &lt; 16 &amp; offender &lt; 19 intercourse)</b> 21-3522	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 9 Months in Prison
<b>Sodomy Without Consent</b> 21-3522	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 123 Months Prison

Source: <http://statelaws.net/>

<b>CRIMES AGAINST FAMILY RELATIONS AND CHILDREN</b>	
<b>Bigamy</b> 21-3601	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Child Abandonment &lt; 16</b> 21-3604	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 9 Months in Prison
<b>Child Abandonment, Aggravated &lt; 16 (results in great bodily harm)</b> 21-3604a	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 34 Months in Prison
<b>Child Abuse</b> 21-3609	<u>Felony</u> , Up to \$300,000 Fine &/or Up to 34 Months in Prison
<b>Child Endangering (&lt; 18)</b> 21-3608	Up to \$2,500 Fine &/or Up to 1 Year in Jail
<b>Contributing to a Child's Misconduct (&lt; 18)</b> 21-3612	Up to \$2,500 Fine &/or Up to 1 Year Jail
<b>Contributing to a Child's Misconduct to Commit a Felony (&lt; 19)</b> 21-3612	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 13 Months in Prison
<b>Non-Support of Child or Spouse</b> 21-3605	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Incest</b> 21-3602	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 7 Months in Prison
<b>Incest, Aggravated</b> 21-3603	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 34 Months in Prison
<b>Sheltering or Concealing a Child Runaway (&lt; 18)</b> 21-3612	<u>Felony</u> , Up to \$100,000 Fine &/or Up to 9 Months in Prison

<http://www.crimeandpunishment.net/Home.html>

## Consequences of Child Abuse

*Abused children may suffer:*

Permanent  
Physical  
Damage

Mental  
Retardation

Inability to  
Trust/Love  
Others

Lack of  
Self-  
Esteem

Violent  
Behavior

Antisocial  
Behavior

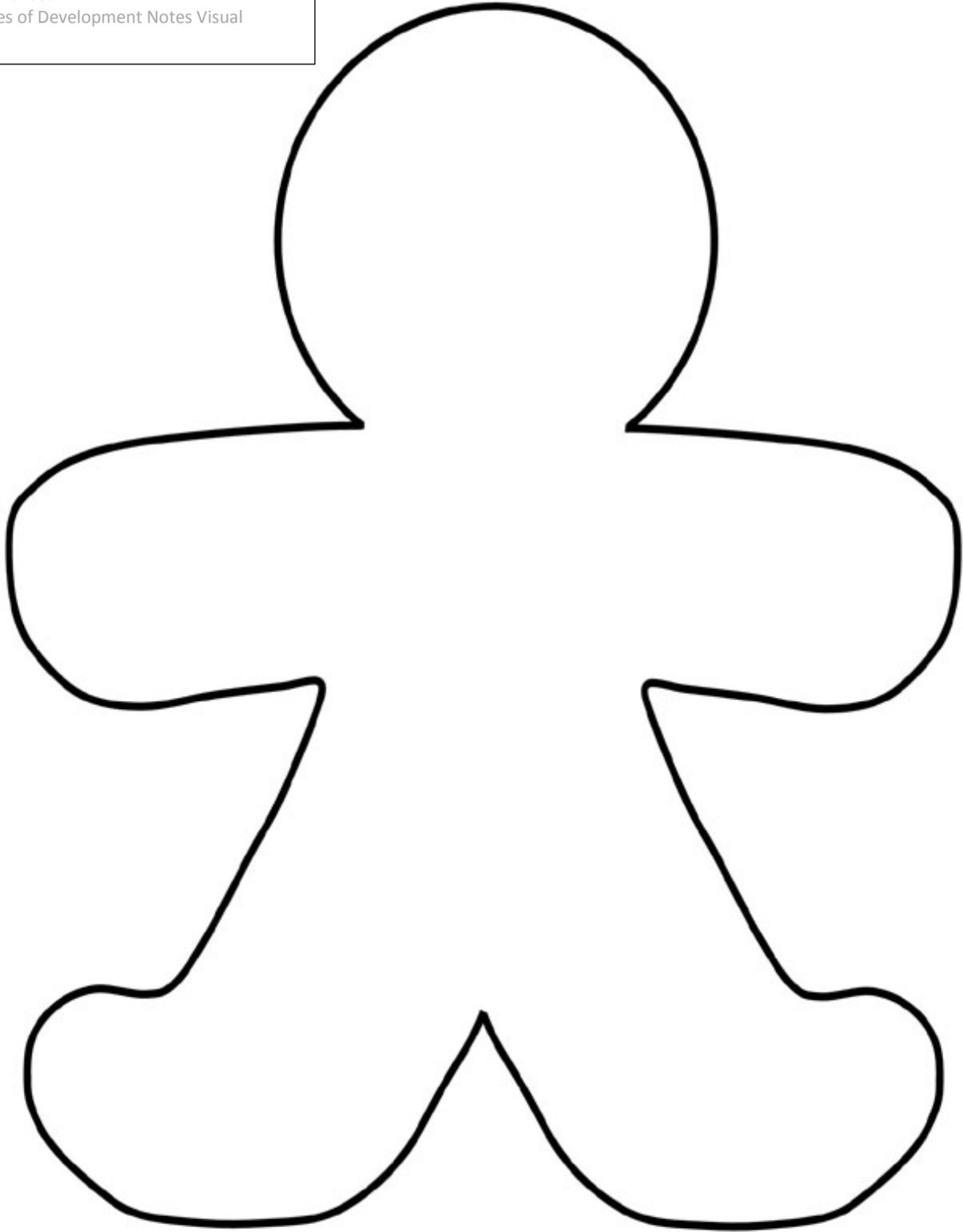
Death

Cycle of  
Abusive  
Behavior

### Sources for Help

- Childhelp USA® National Child Abuse Hotline, 1-800-4-A-CHILD®.
- Kansas Child Abuse and Neglect Hotline at(800) 922-5330
- Parents Anonymous at (800) 554-2323.

Worksheet 7.17  
Types of Development Notes Visual



Teacher Reference 7.18  
Types of Development Notes Visual--  
KEY

