



UNIVERSITY OF
ILLINOIS
URBANA-CHAMPAIGN

WEEK 3: POPULATIONS AT RISK; RISK FACTORS FOR MALTREATMENT

WHO'S AT RISK?

- Maltreatment and trauma do not discriminate. Children and people of both genders and gender identities, all races, ethnicities, religious affiliations, sexual orientations, education levels, and socio-economic levels are impacted. **Some children experience significantly higher risk for maltreatment than others.**
- In adult populations, maltreatment and trauma histories are present in all socio-demographic groups as well. However, **adults served by some institutions are far more likely to have trauma and maltreatment histories.**
- **Children living in protective custody (foster care), and children with disabilities** experience significantly higher rates of maltreatment compared to their peers without disability and without foster care experience.
- **Adults in treatment for substance use disorder, severe mental illness, those who are incarcerated, living in transitional housing, and those living with disability** are significantly more likely to have maltreatment histories.

RISK FACTORS AND CAUSES OF STRESS:

LIST INDIVIDUAL, FAMILY, AND COMMUNITY RISK AND PROTECTIVE FACTORS FROM CDC WEBPAGE

- Some risk factors in the home environment increase the likelihood that maltreatment will occur. Poverty, chronic unemployment, parental substance abuse, marital discord, parent(s) with mental illness, a child in the family with severe disability, are all conditions that create high levels of stress in the home environment. **Stress occurs when the demands of a situation exceed the resources to cope with the situation. The greater the gap between situational demand and available resources, the greater the stress.**
- Resources include **money, time, energy, education/information, emotional stability, social support**, among others. Each of these resources is needed to address specific life challenges; at times, more than one is used to address a problem. A shortage of any one of these, and particularly when multiple resources are inadequate, stress results.
- Review the **Centers for Disease Control** website outlining risk factors for maltreatment exposure and perpetration:
- <https://www.cdc.gov/violenceprevention/childabuseandneglect/riskprotectivefactors.html>

READ AND REFLECT/RESPOND TO EACH QUESTION. WRITE AND TALK ABOUT THIS WITH SOMEONE YOU TRUST. SUBMIT YOUR RESPONSES TO THIS WEEK'S DISCUSSION.

- Think about the top three stressors in your life at the present time. Write these down. Think about the resources you currently access to address these stressors. Write these down.
- Are the resources in your life [less than adequate, adequate, more than adequate] to address the level of stress, and type of stress you are currently dealing with? [Choose one option]
- Was there a time in your life when you experienced insufficient quantity or quality of resources to address stress in your life? How did you cope?
- Reflect on the most stressful experience you've had in life. How long did you experience this stressful period? What specifically helped you the most? During this stressful period of life, was there any aspect of your life that suffered? Education? Work? Relationship? Health?
- How would you feel if you knew you were going to experience this level of stress indefinitely? Would your loved ones, or others, be impacted? Explain.

CASE STUDY: READ, REFLECT, AND ANSWER THE QUESTIONS

- Imagine a single working parent with limited resources in the following way: Highest level of education is high school diploma; lives with type II diabetes; is low on energy and time due to working long hours at low-wages to make ends meet; has a meager social support system. The typical demands of a child may exceed this parent's capacity at times. The emotional "serve-and-receive" process between parent and child is not consistently provided. This parent may not be able to take time off from work when the child needs to go to the doctor. This parent may chronically struggle to keep the house and clothes clean; meals are not regularly prepared, so the child occasionally eats what is available, which is not always enough, and rarely nutritious. At times, the child is left unsupervised when care cannot be secured during a time the parent must work. Tired at the end of each day, and frequently experiencing feelings of hopelessness, this parent rarely has the energy to read to, or play with the child.
- Review the definitions on physical and emotional neglect (see readings in week 2 and videos in week 1). **Is this parent demonstrating neglect? Does a parent need to be intentionally neglectful to be harming their child? Did you imagine this parent as a mother or father? Does your view change depending on gender roles and expectations? Did you imagine this parent-child dyad as any particular ethnicity? How does your view change if you imagine the dyad as the same ethnicity to you? Different? What is the best way to address the needs of both parent and child in this example?**
- **Submit your responses to Week 3 Case Study Drop Box**

IF YOU CAN ANSWER THESE QUESTIONS RELATED TO THE READINGS, YOU WILL DO WELL ON QUIZ

- While reading the Sullivan and Knutson (2000) seminal paper on *Maltreatment and disabilities*, answer the following questions:
- T/F: CPS offices accurately and routinely record disability status of children.
- Who were the participants of this study?
- What was the overall rate for maltreatment among non-disabled children? Compare this to the rate for maltreatment among the kids with disabilities.
- Which disability categories present the greatest risk for maltreatment?
- Which form(s) of maltreatment were most prevalent?
- T/F: Children with disabilities were more likely to experience multiple types of maltreatment and more adverse life effects.
- Who were the most likely perpetrators?
- T/F: Children with disabilities were more likely to be maltreated in middle school.

IF YOU CAN ANSWER THESE QUESTIONS, YOU WILL DO WELL ON THE QUIZ

- While reading the Wolff & Shi (2012) paper on *Childhood and adult trauma experiences of incarcerated persons*...answer the following questions:
- Who are the participants of this study?
- What are the research questions? Or put another way, what is the purpose of this study?
- What types of traumas were investigated?
- What are the estimated rates of childhood trauma exposure for people incarcerated?
- Men who reported childhood sexual trauma were more likely to experience what adult conditions?
- T/F: traumas experienced in adulthood were more likely than childhood traumas among incarcerated men.

IF YOU CAN ANSWER THESE QUESTIONS, YOU WILL DO WELL ON THE QUIZ*

*SOME ASSIGNED READINGS FOR THIS CLASS INCLUDE COMPLEX STATISTICAL ANALYSES. IF YOU DON'T UNDERSTAND THE RESULTS SECTION, DON'T WORRY...FOCUS ON UNDERSTANDING THE INTRODUCTION AND THE DISCUSSION SECTIONS AND USE THE QUESTIONS IN THE SLIDES TO GUIDE YOUR FOCUS AS YOU READ. IF YOU HAVE DIFFICULTY UNDERSTANDING READINGS, PLEASE EMAIL ME FOR HELP!

- While reading the Smith, Johnson, Pears, Fisher & DeGarmo (2007) study on *Child maltreatment and foster care: Effects of prenatal and postnatal Substance Use* answer the following questions:
- Which substance is associated with increased rates of child sexual abuse?
- T/F: Parents who abuse substances are more likely to implement harsh punishments.
- What are the stated purposes of the study?
- Who are the participants?
- What was measured in the current study?
- What do the authors suggest are two of the most important targets for intervention and prevention of child maltreatment, based on their findings?
- T/F: Paternal (father) substance abuse was found to be unrelated to increases of maltreatment and foster care placements.

INTER-GENERATIONAL MALTREATMENT, DISABILITY, AND SUD

- http://www.washingtonpost.com/sf/local/2017/06/02/generations-disabled/?utm_term=.e405280bd4f4
- After reading the articles on populations at risk for experiencing maltreatment, and the above article in the Washington Post, answer this question:
- Consider the phenomena of inter-generational maltreatment, disability, incarceration, substance abuse, poverty, or any combination of two or more of these adversities. How would you explain to someone outside this class, the inter-generational patterns related to these conditions that are frequently observed in families?
- https://www.youtube.com/watch?v=GUBFo9NiNXI&list=PLuKMerOIzya_3krFpcOKgaeB2_2zQgYua
- Watch the above video. What do you think is needed to break cycles of inter-generational conditions and problems such as these?
- **Submit your responses to drop box to the above questions after you have completed readings and watched video**

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