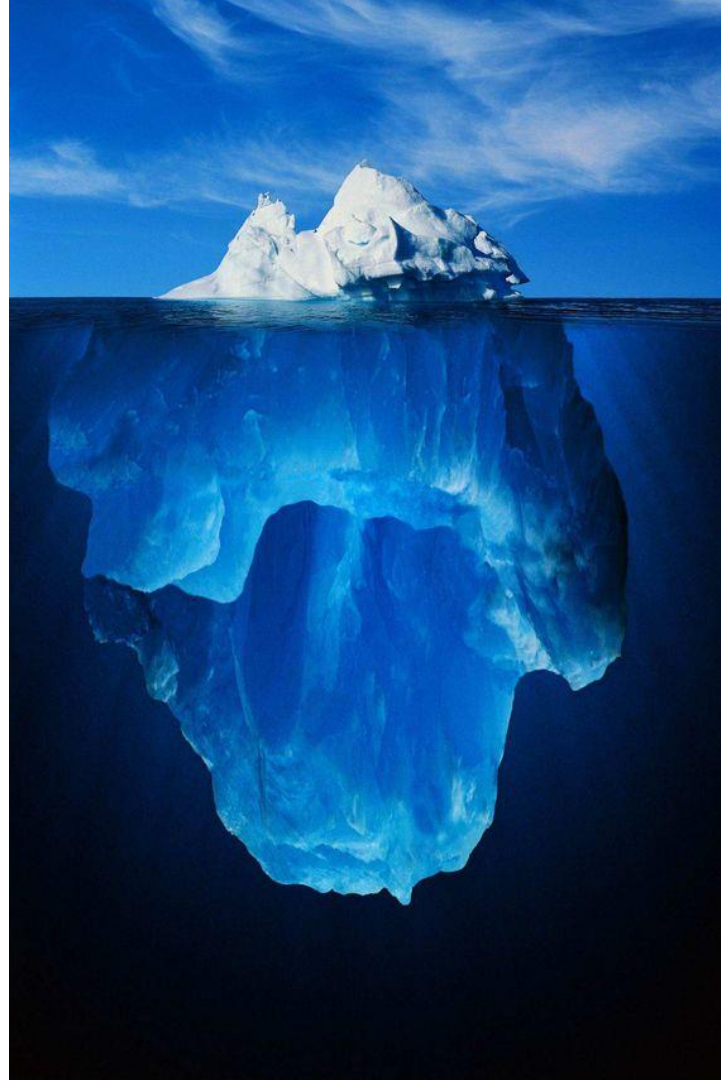


# More to Success than Language and Learning

## The Safety Connection

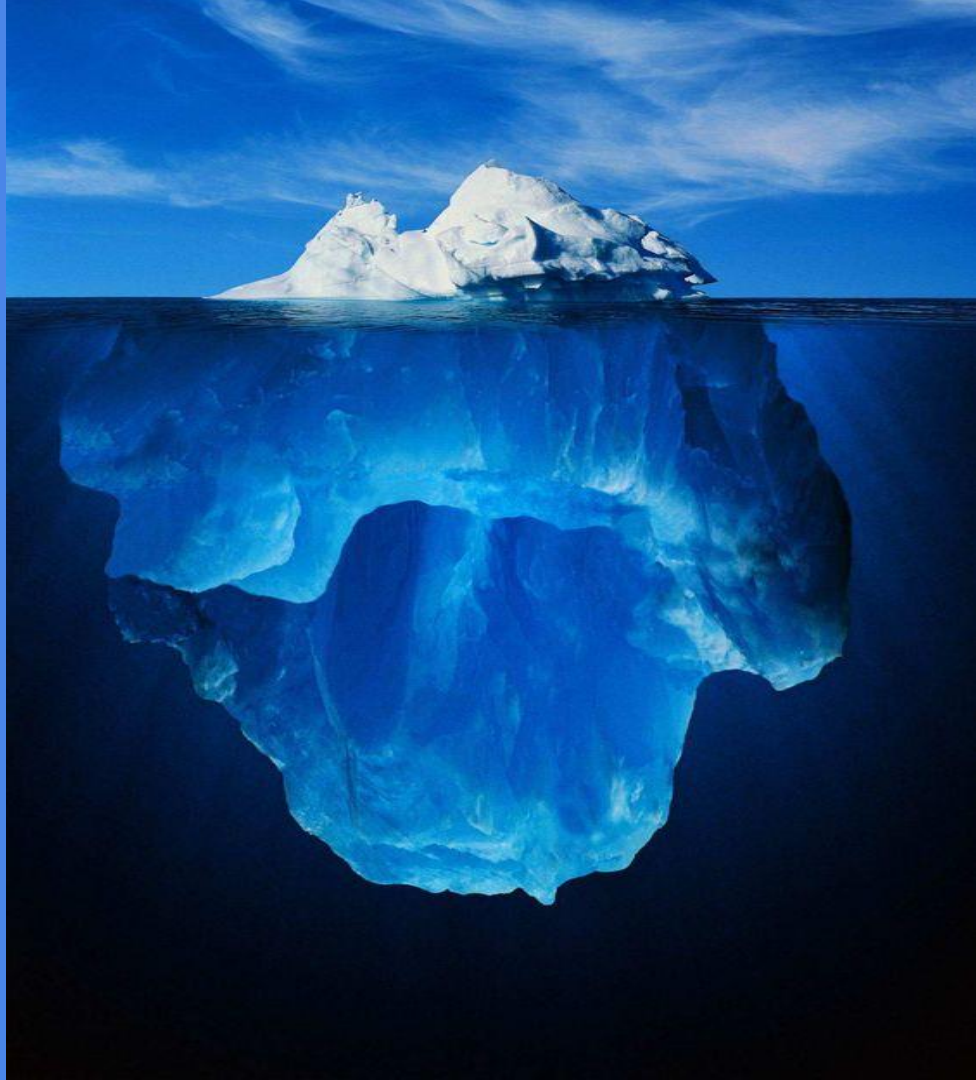
Denise Davis-Pedrie, MA, CCC-SLP,  
Sara Kennedy, Parent





*Human beings become a  
reflection of the world in  
which they develop.*

Bruce Perry





# Since 2009; a Community of Learners



# Zero To Three Critical Competencies for Infant -Toddler Educators

Teaching methods and practices to support & nurture social-emotional development & learning

- ★ *Building* warm, positive & nurturing relationships
- ★ *Providing* consistent & responsive caregiving
- ★ *Supporting* emotional expressions & regulation

# Zero To Three Critical Competencies for Infant -Toddler Educators (*cont.*)

- ★ *Promoting* socialization
- ★ *Guiding* behavior
- ★ *Promoting* children's sense of identity & belonging



# Our Why



Every child should grow with  
the opportunity to be all they can be.  
Often, hurt kids grow up to hurt themselves  
and others.

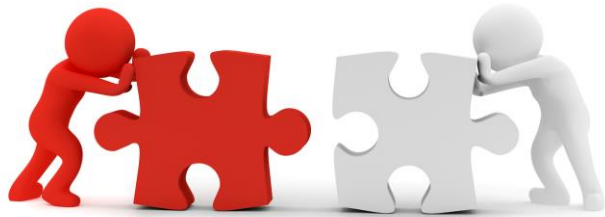
# Who is attending today?

## ● Polling Questions





# What you can expect today:



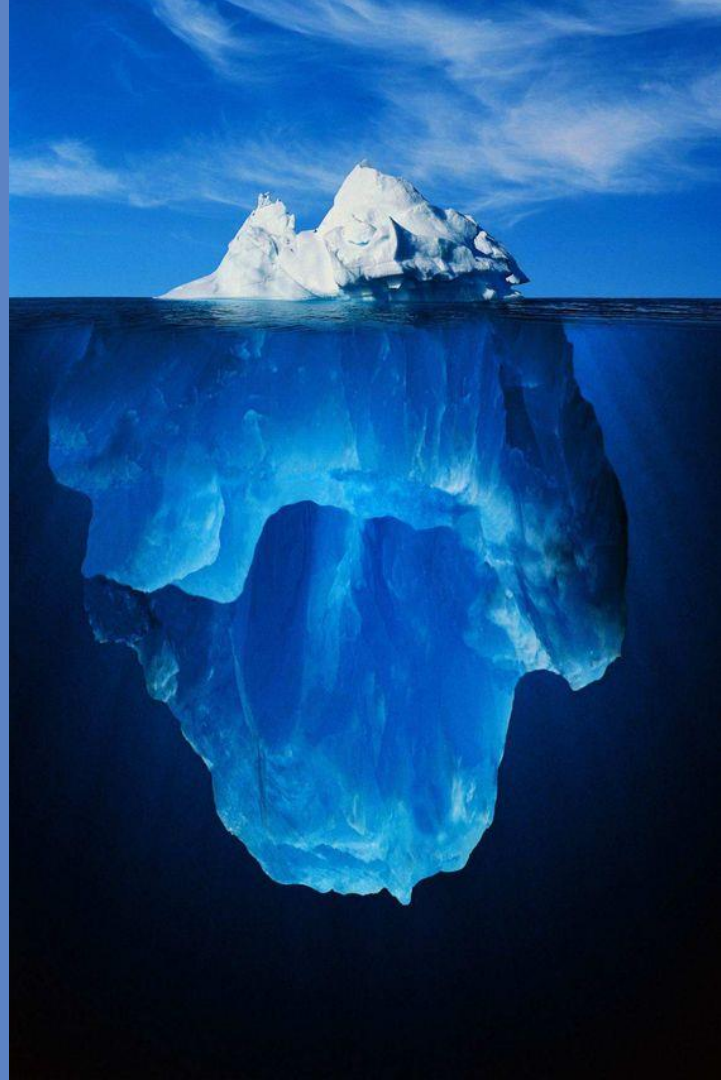
Goal: Give EI Providers the knowledge, skills and resources needed to effectively help families to:

**Step 1:** Observe, understand, document & share emerging communication skills;

**Step 2:** Encourage development and use of communication and social skills that enhance safety; and

**Step 3:** Determine who earns a place in the family's *"circle of trust"*.

As we look at  
Maltreatment...



# What is Maltreatment?

- Neglect
- Emotional Abuse
- Physical Abuse
- Sexual Abuse

*How does this relate to childhood deafness?*

## Position Statement on Child Maltreatment



# What are Adverse Childhood Experiences (ACEs)?

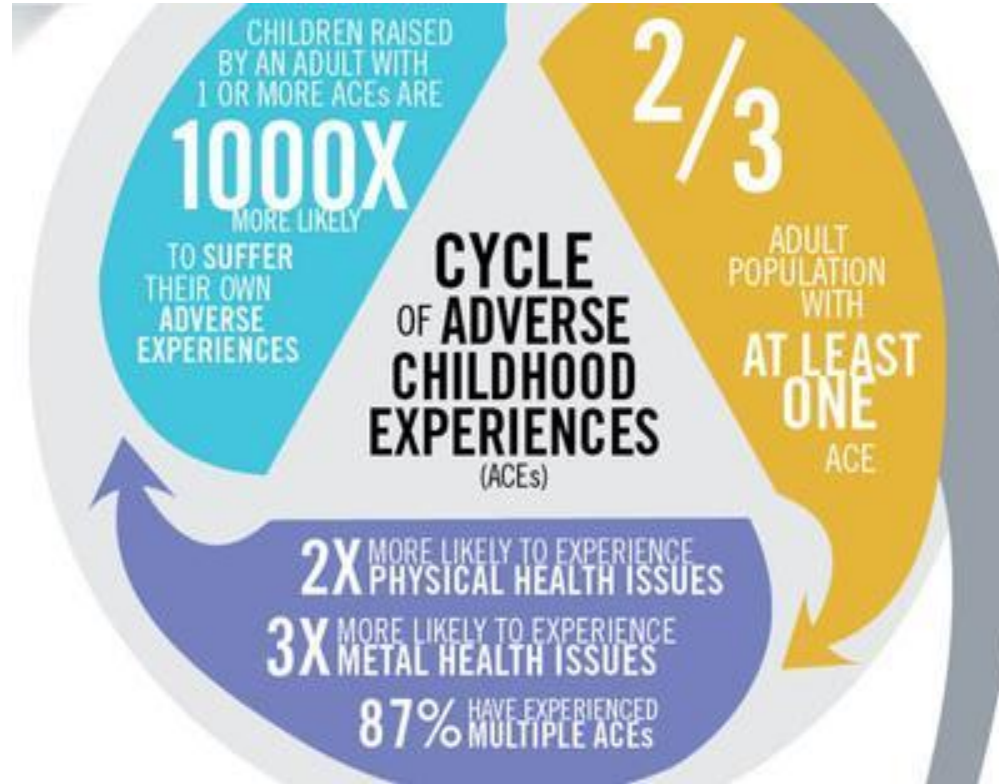
Children with disabilities are...

- 3x more likely to experience **maltreatment than** nondisabled peers. (Sullivan and Knutson, 2000)





Not *“What’s the matter with you?”*



But ask instead, *“What happened to you?”*

# Reporting Processes

Far fewer reports than incidents

★ How many times does a child typically report?

Myths people believe about reporting

★ “My supervisor should be the one to report.”

★ “Nothing will happen.”

★ “I will keep watch on the family.”

★ “The situation will be worse for the family or me.”

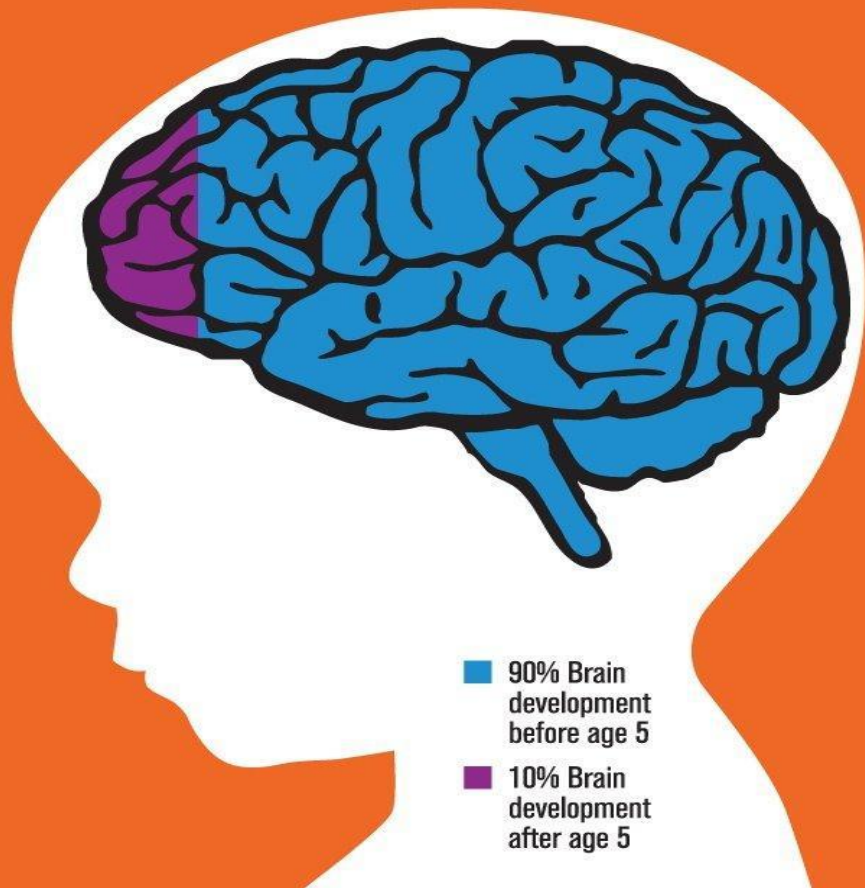
# Discussion

- ★ Who has made a report of maltreatment before?
- ★ How long should you wait to report?
- ★ What is essential about reporting?

# 90%

**of a child's brain  
development  
happens  
before age 5**

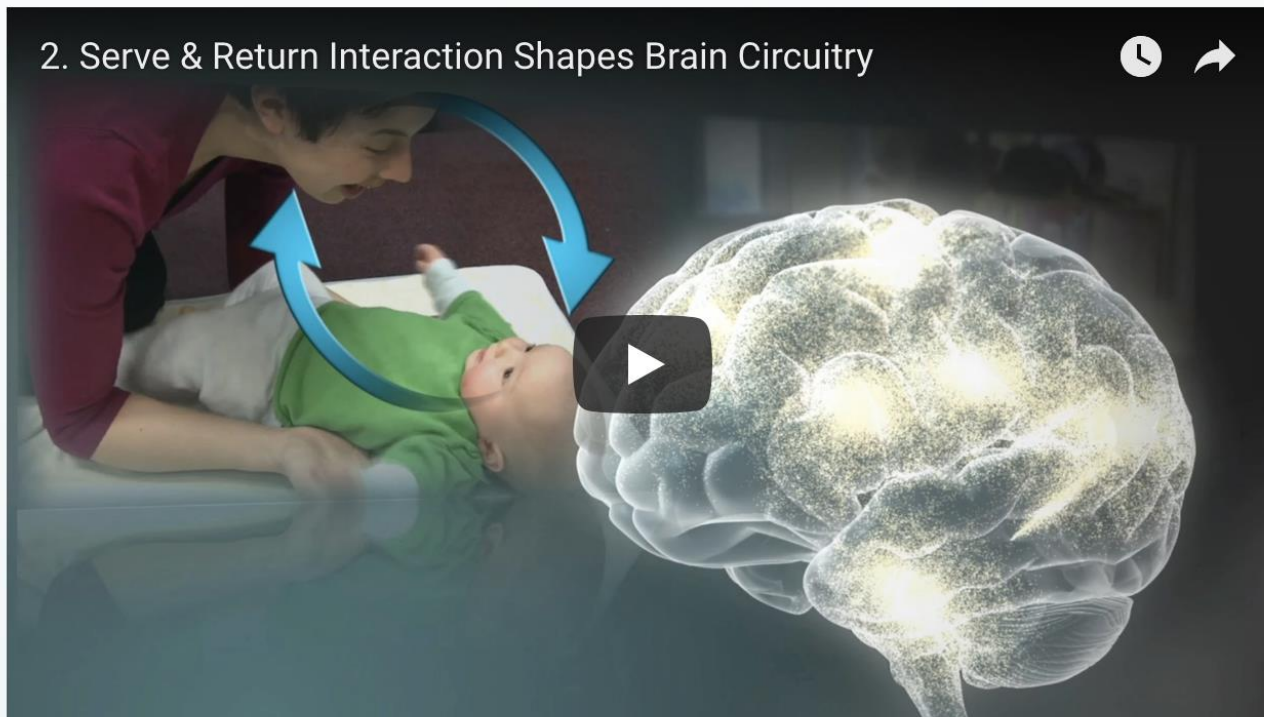
*Source: Harvard Center for the Developing Child*



2

## Serve and Return Interaction Shapes Brain Circuitry

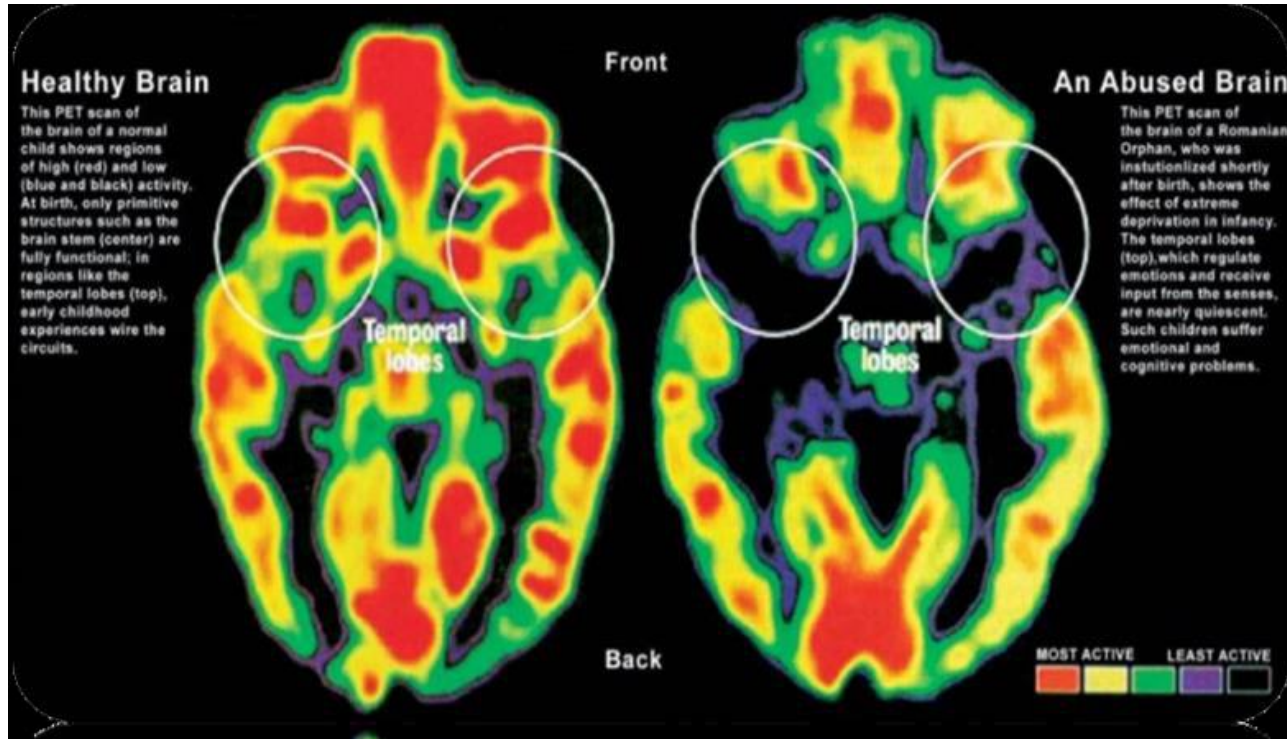
### 2. Serve & Return Interaction Shapes Brain Circuitry



Courtesy of the Center for the Developing Child, Harvard University



# Brains change with abuse



Brains can recover...if...

# Discussion



If a supervisor or a parent said to you,  
“Babies don’t remember much, so it doesn’t  
really matter. It’s older children we have to  
worry about.”

**How would you respond?**

resilience

relationship

attachment

safety

love

self-identity

insight

memory

academics

emotional

humor

vocabulary

culture

independence

social

attention

language

persistence

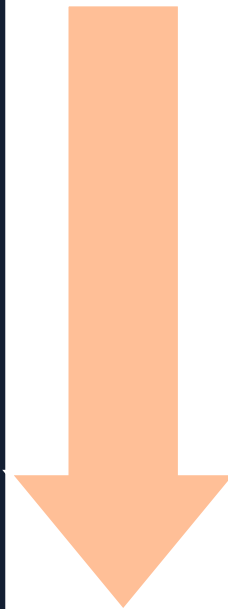
# What are Protective Factors?





- Solutions oriented
- Observing
- Understanding
- Reporting
- Prevention

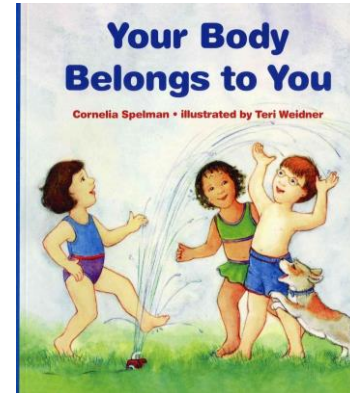
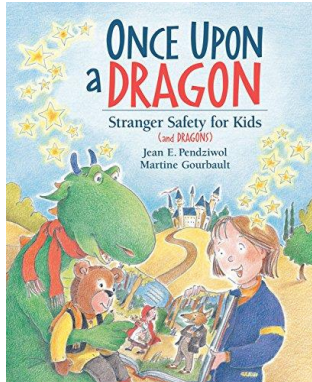
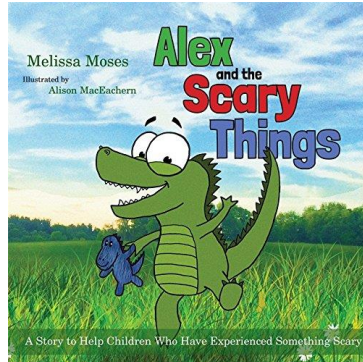
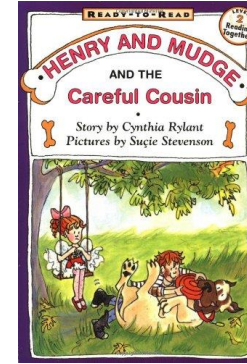
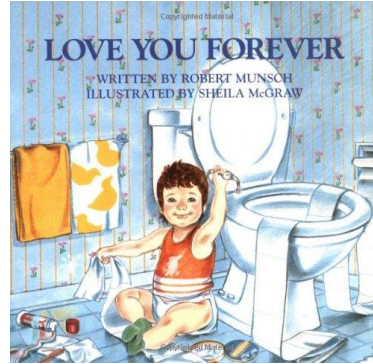
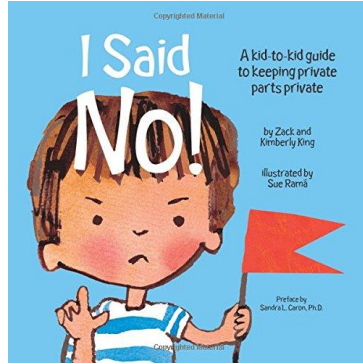
- Scary Statistics
- Helplessness
- Guilt
- “Other people’s kids”
- Only experts can share information







# Protective Factors: Sharing Books



You and the parents you serve work to insure the safety of your children by:

Using car seats



Giving them healthy food



Talking about a safe place to sleep



Supporting fall  
and injury prevention



Promoting water safety



Reinforcing safety with a new  
pet



Preventing electrical shock



Teaching them how to avoid burns



**+ so MUCH more!**

It is also critical that you work to ensure a child's physical & emotional safety in the care of others, i.e., “people safety.”



Very young children (ages 0-3 yrs) experience the greatest incidence of child neglect and abuse.



Maltreatment is predominantly carried out by those known and trusted by the child's parents.



Due to differences in health, cognition, behavior, communication & mobility, children with disabilities are at the highest risk.



# Step 1: Parents as Observers...

Parents spend the most time observing, interacting, encouraging, trying to figure out and then responding to their child.



Provide parents with essential contexts needed to interact, understand & nurture a child.

Milestone Tracker App assists parents in observing, understanding, responding, nurturing, documenting, tracking & sharing their child's development.

Ages 2 months - 5 years

Free on iOS and Android devices, English & Spanish from the CDC



# CDC Milestone Tracker

Centers for Disease Control and Prevention  
Health & Fitness

★ ★ ★

 Everyone

 You don't have any devices...

 Add to Wishlist



# Sample App info:

## Your Baby at 9 Months



Child's Name \_\_\_\_\_

Child's Age \_\_\_\_\_

Today's Date \_\_\_\_\_

How your child plays, learns, speaks, acts, and moves offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 9 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

### What Most Babies Do at this Age:

#### Social/Emotional

- ☐ May be afraid of strangers
- ☐ May be clingy with familiar adults
- ☐ Has favorite toys

#### Language/Communication

- ☐ Understands "no"
- ☐ Makes a lot of different sounds like "mamamama" and "bababababa"
- ☐ Copies sounds and gestures of others
- ☐ Uses fingers to point at things

#### Cognitive (learning, thinking, problem-solving)

- ☐ Watches the path of something as it falls
- ☐ Looks for things he sees you hide
- ☐ Plays peek-a-boo
- ☐ Puts things in her mouth
- ☐ Moves things smoothly from one hand to the other
- ☐ Picks up things like cereal o's between thumb and index finger

#### Movement/Physical Development

- ☐ Stands, holding on
- ☐ Can get into sitting position

### Act Early by Talking to Your Child's Doctor if Your Child:

- ☐ Doesn't bear weight on legs with support
- ☐ Doesn't sit with help
- ☐ Doesn't babble ("mama", "baba", "dada")
- ☐ Doesn't play any games involving back-and-forth play
- ☐ Doesn't respond to own name
- ☐ Doesn't seem to recognize familiar people
- ☐ Doesn't look where you point
- ☐ Doesn't transfer toys from one hand to the other

**Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age,** and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to [www.cdc.gov/concerned](http://www.cdc.gov/concerned) or call **1-800-CDC-INFO (1-800-232-4636)**.

The American Academy of Pediatrics recommends that children be screened for general development at the 9-month visit. Ask your child's doctor about your child's developmental screening.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Renner Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS.

# Help Your Baby Learn and Grow

You can help your baby learn and grow. Talk, read, sing, and play together every day. Below are some activities to enjoy with your 9-month-old baby today.



## What You Can Do for Your 9-Month-Old:

- ☐ Pay attention to the way he reacts to new situations and people; try to continue to do things that make your baby happy and comfortable.
- ☐ As she moves around more, stay close so she knows that you are near.
- ☐ Continue with routines; they are especially important now.
- ☐ Play games with "my turn, your turn."
- ☐ Say what you think your baby is feeling. For example, say, "You are so sad, let's see if we can make you feel better."
- ☐ Describe what your baby is looking at; for example, "red, round ball."
- ☐ Talk about what your baby wants when he points at something.
- ☐ Copy your baby's sounds and words.
- ☐ Ask for behaviors that you want. For example,
- ☐ Teach cause-and-effect by rolling balls back and forth, pushing toy cars and trucks, and putting blocks in and out of a container.
- ☐ Play peek-a-boo and hide-and-seek.
- ☐ Read and talk to your baby.
- ☐ Provide lots of room for your baby to move and explore in a safe area.
- ☐ Put your baby close to things that she can pull up on safely.

# Milestones In Action : By Nine Months

[Español \(Spanish\)](#)

## Milestones Photo and Video Library

**Social/Emotional**

Language/Communication

Cognitive

Movement/Physical Development



[Low Resolution Video](#)

### May be afraid of strangers

#### Description

In this video, a baby girl shows she is afraid of the woman she doesn't know, a 9-month social/emotional milestone.

[Right click here and select "Save Target As..." to download the video](#)



[Low Resolution Video](#)

### May be clingy with familiar adults

#### Description

By clinging to her mother, this baby is showing a 9-month social/emotional milestone.

[Right click here and select "Save Target As..." to download the video](#)



[Low Resolution Video](#)

### Has favorite toys

#### Description

This baby is excited when she sees her favorite toy. Having favorite toys is a 9-month social/emotional milestone.

[Right click here and select "Save Target As..." to download the video](#)



The App provides the what, when, and why of developmental progression...



YOU come in with the HOW



Parents' greater understanding of communication is critical to the safety and success of their child.



## *What are Touchpoints?*



**“Touchpoints”** are *predictable* periods of disorganization in a child’s development that can *disrupt* family relations, but can also provide an opportunity for providers to connect with parents.

Ideal Baby: Pregnancy  
Real Baby: Newborn  
Energy Sink: 3 wks  
Rewarding Baby:  
6-8 wks  
Looking Outward:  
4 mos  
Up at Night: 7 mos  
Pointer: 9 mos  
Walker: 12 mos



Mebane, North Carolina, 1988

Clinger: 15 mos  
Rebel w/a Cause:  
18 mos  
Getting to "No!": 2 yrs  
"Why?": 3 yrs  
What I Do Matters: 4  
Who I Am Matters: 5  
Entering Real World: 6



# Step 2: Safety Communication Skills...

**Living with infants/toddlers is full of joy & drama!**

**The kids are:**

Happy...



Angry...



Sad...



Sleepy...





Scared...



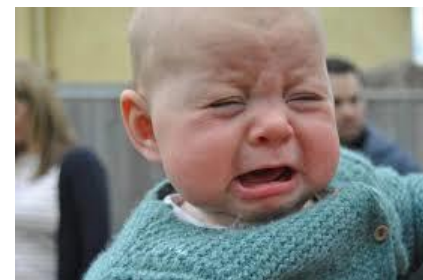
Surprised...



Friendly...



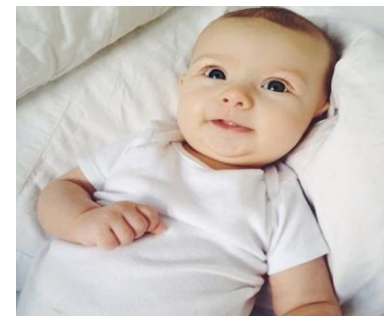
Upset...



Loving...



Hungry...



Not hungry...



Not hungry for “that!”...

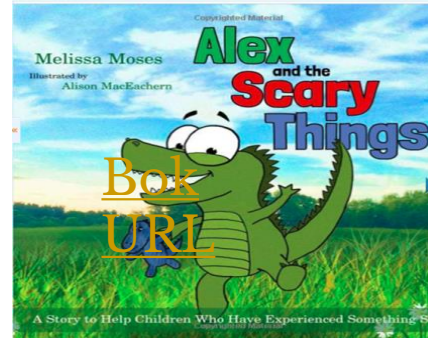




And then there are the unknowns,  
the ones that you have to guess at the  
meaning or cause...



Parents' turntaking supports a child's increasingly "adult-like" use of emotions vocabulary.



The child can begin to express how they feel before, during and after an experience.

**SAFETY ENHANCED**

Experiences that were fun, happy, etc. can be repeated.



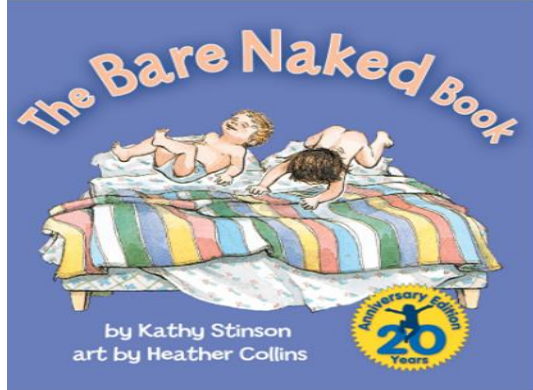
Experiences that were scary, painful, etc. should be stopped and investigated.

If a child cannot communicate how they feel, you cannot know if they are safe.



If a parent does not know their child is safe, they cannot prevent or respond to abuse or neglect of their child.

Naming ALL body parts, e.g., eye, finger, belly, etc. enhances safety.



Routines provide ample opportunities to coach parents in naming body parts as they care for and play with their child.

**Safety Rule: Touch is a choice, except...**

*Kidpower* notes that children should not be required to give affection if they don't want to.



How can parents model boundary-setting?

# The Importance of No

Young children have the right to say “no”.

“No” should be respected,  
Children who are deaf/hh  
will need to be taught.

“Grooming” will go on until the  
abuser gets a “no”.





Many children with disabilities are expected to be compliant; to do what they are told, often without a good understanding why.



Compliance makes them particularly vulnerable to maltreatment.

**Safety Rule: Saying “no” is a right.**

Learning when and how to say “No” begins with choices.



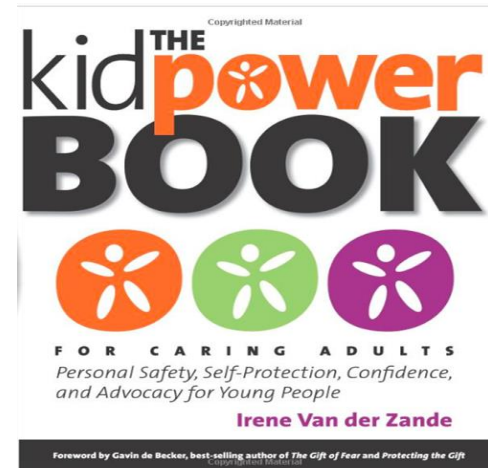
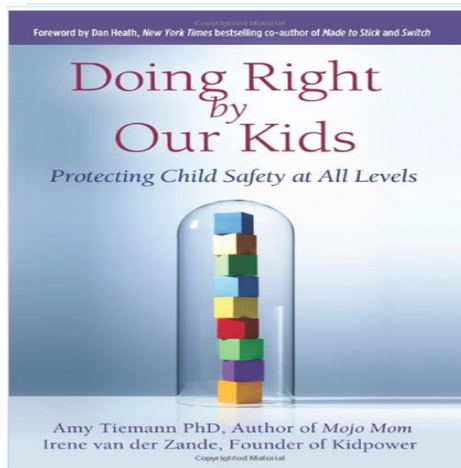
While toddlers do not get to decide if they brush their teeth or take a bath, they can be given other choices in other situations.



In making choices, children begin to learn they can decide what to do. Their choice matters. They begin to learn when and how they can say “no”.



Kidpower, Full Power, Teen Power International focuses on enhancing the safety of both children and adults, including those with disabilities.



*Kidpower:* Touch or play for fun or affection should always be a choice.



The 4 rules for touch or play for fun/affection:  
Be safe, a free choice of each person, allowed  
by the adult in charge, and **NEVER** a secret.

The initial safety language skills are:

- Learning the vocabulary of emotions and basic body parts.
- Learning how and when to say “No.”
- Learning that touch is a choice.



These skills along with the parents “O.U.R.” enhance the safety and success of a child through fostering a responsive, emotionally secure, nurturing AND language-rich environment for a child to grow.



# Breaking the Taboo: Expect This!

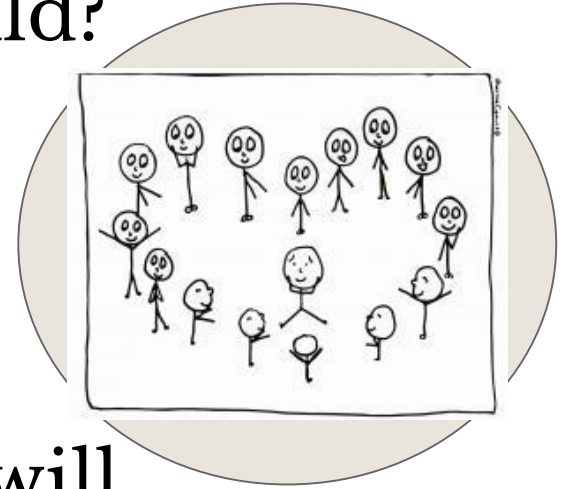
Sometimes, being an adult means handling our own uncomfortable emotions for the good of others.

What to expect:  
How to respond:



## Step 3: Establishing the “*Circle of Trust*”

How can parents determine who gets the privilege of caring for their child?



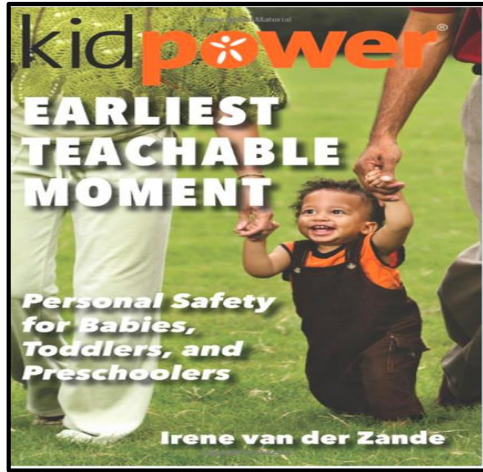
Who are the individuals,  
(adults or older children) who will  
always promote the well-being of a child and  
follow parents' safety rules?

In Kidpower's *Doing Right by Our Kids* a “Circle of Trust” is composed of individuals who have:

- ★ Privacy (controls time alone with a child)
- ★ Control (more power than the child)



In the Kidpower text entitled *Earliest Teachable Moments: Personal Safety for Babies, Toddlers and Preschoolers* criteria for who should be allowed in your “Circle of Trust” are presented.



1. Good cleanliness practices
2. Protection from hazards
3. Clear boundaries for touch, teasing and play between adults and children
4. Effective, respectful behavior management
5. Adequate supervision: adults see and know what children are doing



6. Specific permission for any changes in the expected routines

7. Age appropriate activities for the child

8. Permission for older children to always be able to call [parent] if they need help



What else comes to mind?



# More *Kidpower* Childcare Safety Strategies

- ★ Research caregivers carefully
- ★ Make unexpected visits; check in often
- ★ Raise concerns right away about any potential problems
- ★ Notice changes in personnel, location, policies, and activities that may affect your child



Look for this and many other topics here:

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

And on [Youtube](#)



COLORADO  
HANDS &  
VOICES™

How we broach this topic with new families?

**7 kidpower® Strategies  
for Keeping Your Child Safe**

- 1. Put Safety First**
- 2. Keep your radar on**
- 3. LISTEN to your children -  
and teach them not to  
keep unsafe secrets**
- 4. Make SURE kids know you care**
- 5. Don't let kids throw stones  
at safety or respect**
- 6. Assess each child and make  
Safety Plans**
- 7. Prepare children to take charge  
of their safety by practicing skills**

**kidpower®.org** | 30 years

# Safety Skills Summary



**Step 1:** Teach parents to observe, document & share their child's emerging communicative behaviors;

**Step 2:** Model/Teach...vocab for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_, and safety rules.

**Step 3:** Introduce *Circle of Trust* concept. Who is allowed to \_\_\_ \_\_\_\_\_ with and have \_\_\_\_\_ over a child, monitoring for quality



“There comes a point where we need to stop just pulling people out of the river.

We need to go upstream and find out why they’re falling in.”

— **Desmond Tutu**

# What About Infant Early Childhood Mental Health (I-ECMH) and Social/Emotional Development?

Social and emotional development, or infant and early childhood mental health, is the developing capacity of a child from birth to 5 years old to:

- Form close and secure peer and adult relationships
- Experience, manage and express a full range of emotions to explore the environment



# Questions





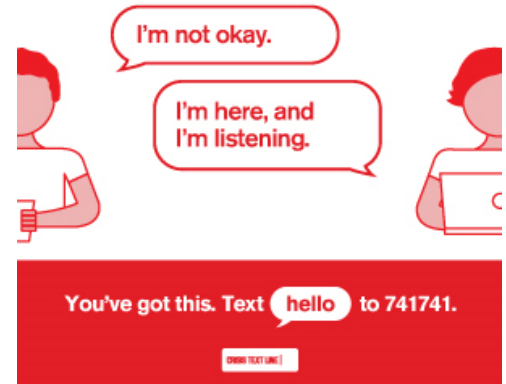
*If I have questions about behavior...*

★ Concerned about any child, even your own? Call 1-800-4-A-CHILD

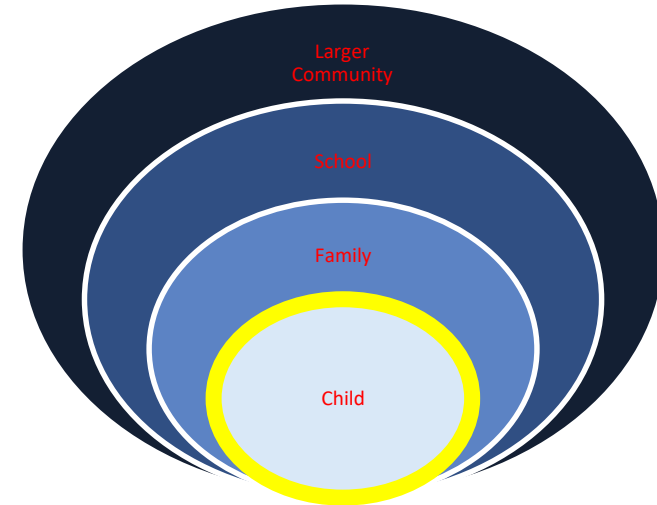
(1 800 422-4453) or text 1-800-422-4453

★ Reach a trained counselor - free and confidential.

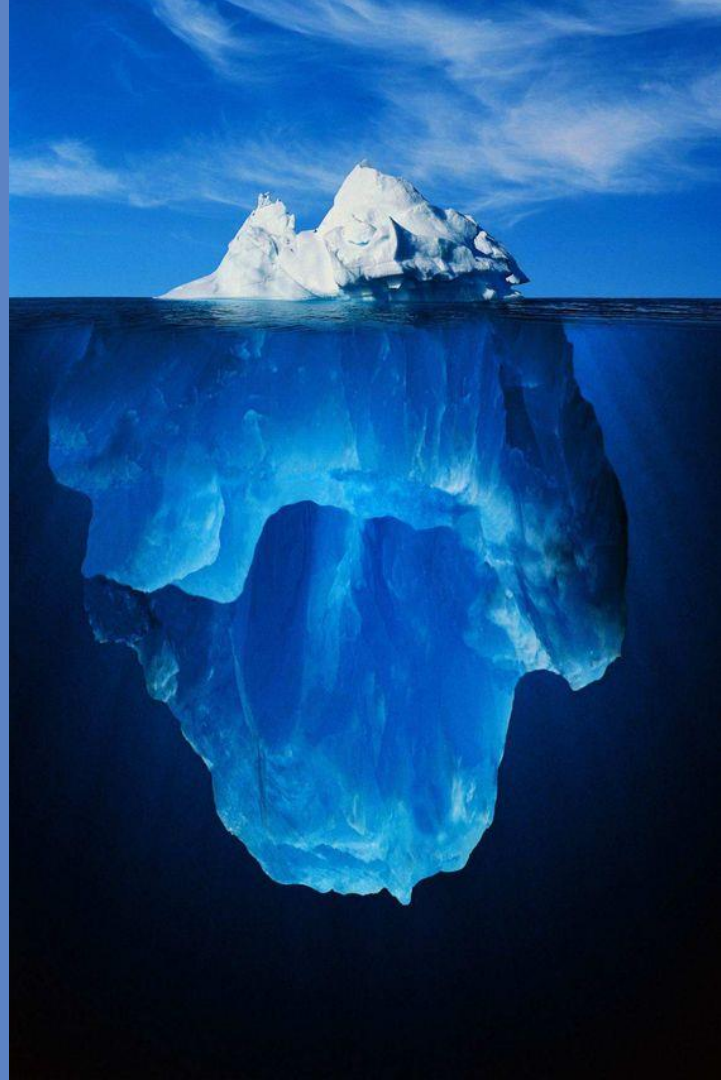
★ Also - call your local DHS



# Positive Family Stories



So, who will do what  
by when?



# Deafness Specific Resources



Child Abuse & Neglect

Community of Learners: Hands & Voices

O.U.R. Page <http://www.handsandvoices.org/resources/OUR/index.htm>

- ★ research, presentations, incidence, impact, & prevention of child abuse & neglect
- ★ IFSP, IEP safety documents, *Silence is not an Option* documents
- ★ [www.deafed.net](http://www.deafed.net): currently under construction

# Helpful Websites

- ★ State of Babies Yearbook: 2019: Infant Mental Health indicators, food insecurity, and other reports by state
- ★ Zero to Three: Intro Article:  
<https://www.zerotothree.org/resources/339-the-past-is-present-the-impact-of-your-childhood-experiences-on-how-you-parent-today>
- ★ Recognizing Child Abuse & Neglect: Signs & Symptoms <http://www.childwelfare.gov/pubs/factsheets/signs.cfm>
- ★ Centers for Disease Control and Prevention: ACE Study, Child Abuse and Neglect  
<https://www.cdc.gov/violenceprevention/acestudy/>

# More Resources

- ★ [www.kidpower.org](http://www.kidpower.org): People-safety skills training, curricula and information for young children through teens and adults, parents and educators, worldwide.
- ★ TED talk: Dr. Nadine Burke Harris, pediatrician, advocating for routine ACES screening, powerful introduction to the ACE study.

<https://www.youtube.com/watch?v=95ovIJ3dsNk>

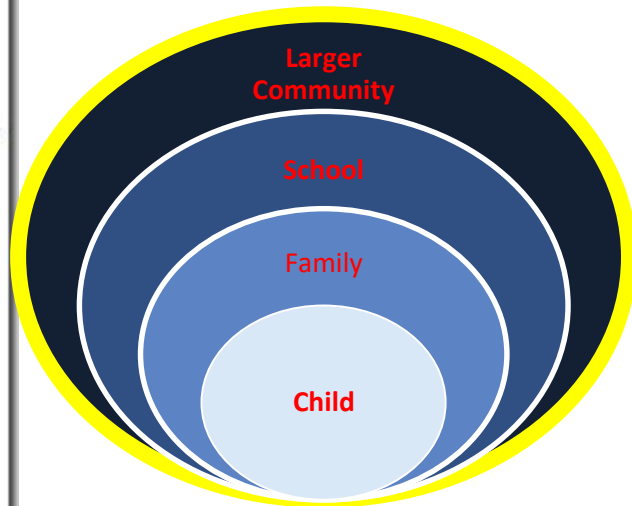
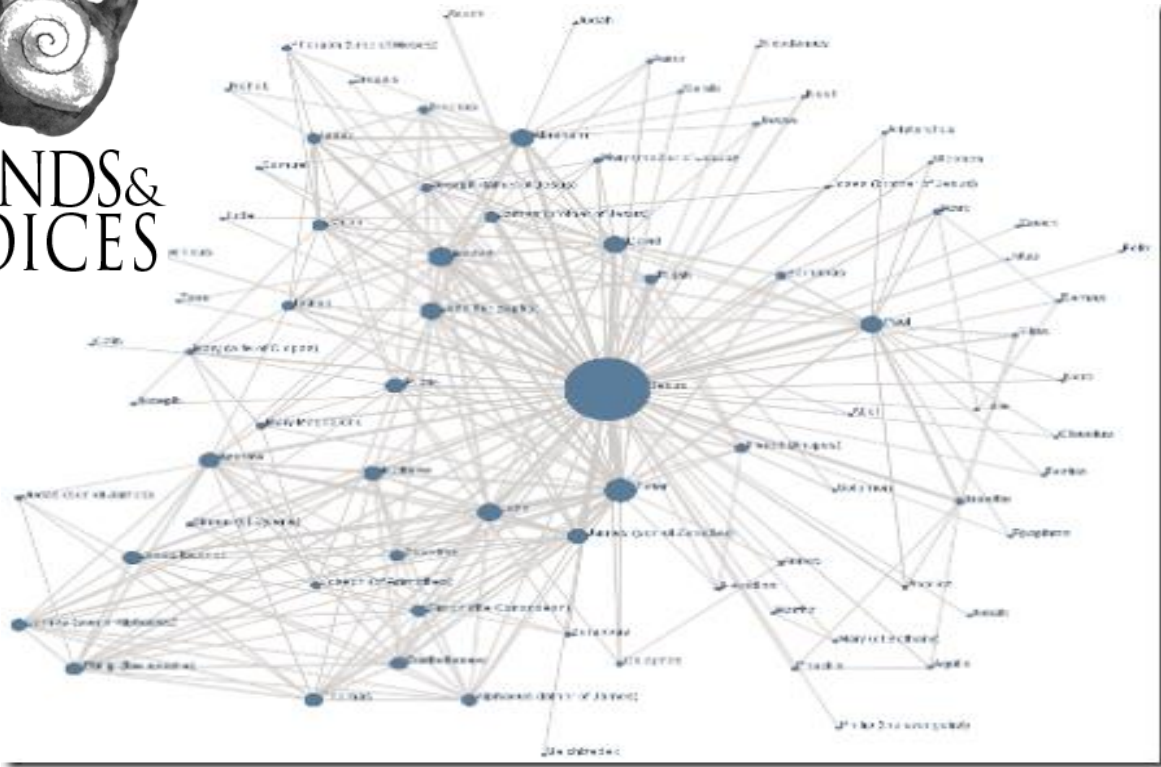


# Apps

- ★ CDC Milestone Tracker App: (free)  
[https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all\\_checklists.pdf](https://www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf)
- ★ The Wonder Weeks (App Store 3.99) and book - <https://apps.apple.com/us/app/the-wonder-weeks/id529815782>

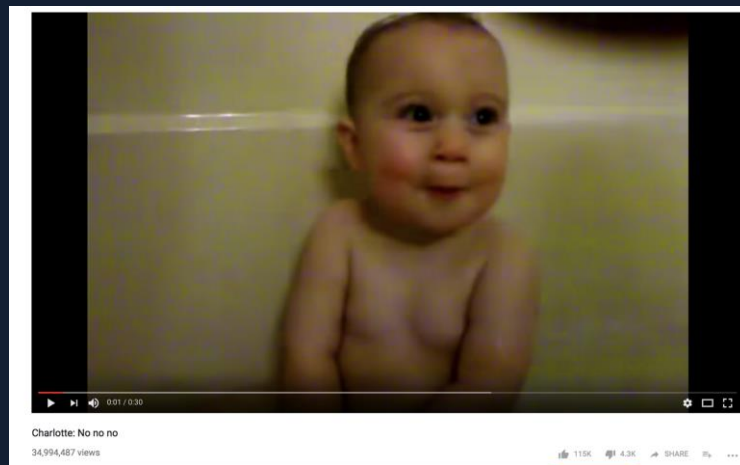


HANDS&  
VOICES



First 100 “Bright Spots” -- Can you be one?

# Permission to Return to Joy!



Denise Davis-Pedrie [ddped@msn.com](mailto:ddped@msn.com)  
Sara Kennedy, [sara@cohandsandvoices.org](mailto:sara@cohandsandvoices.org)