

EFFECTS AND IMPACTS OF CHILD ABUSE ON CHILDREN



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Course Overview

x Children experience varied responses to child abuse that affect them while coercive control is on-going and after it stops. This course addresses the types of child abuse, effects on children and adults on multiple levels, and short and long-term impacts from initiation of abuse throughout the lifespan.

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Child Abuse Definitions

According to the World Health Organization (WHO, 2002), **child maltreatment**


- is a global problem with serious life-long consequences.
- is the **abuse and neglect** that occurs to children under 18 years of age.
- includes all types of **physical and/or emotional ill-treatment, sexual abuse, neglect, negligence and commercial or other exploitation.**
- results in **actual or potential harm to the child's health, survival, development or dignity** in the context of a relationship of responsibility, trust or power.



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Child Abuse Definitions

Child abuse and neglect are defined by federal and state laws.



The Federal Child Abuse Prevention and Treatment Act (CAPTA) defines child abuse and neglect as:

CAPTA (Public Law 96-272, 11/19/79, 42 U.S.C. § 5101, Note (b))

"Any recent act or failure to act on the part of a parent or caregiver that results in death, serious physical or emotional harm, sexual abuse, or exploitation," or

"An act or failure to act that presents an imminent risk of serious harm."

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Physical Abuse

"Any nonaccidental physical injury to the child," and can include:

Striking

Kicking

Burning

Biting

any action that results in a physical impairment of the child

<https://www.childwelfare.gov/topics/systemwide/laws-policies/states/define/>

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Physical Abuse

- x **~44 states**- the definition also includes acts or circumstances that threaten the child with harm or create a substantial risk of harm to the child's health or welfare
- x **18 states**- includes human trafficking (including labor trafficking, involuntary servitude, or trafficking of minors)
- x **9 states**- includes female genital mutilation

<https://www.childwelfare.gov/topics/systemwide/laws-policies/states/define/>

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Neglect

The failure of a parent or other person with responsibility for the child to provide the following, to the degree that the child's health, safety, and well-being are threatened with harm:

- Food
- Clothing
- Shelter
- Medical Care
- Supervision

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Neglect

- x ~27 states- includes failure to educate the child
- x 12 states- define medical neglect as failing to provide any special medical treatment or mental health care needed
- x 8 states- define medical neglect as withholding of medical treatment or nutrition from disabled children with life-threatening conditions
- x **Abandonment**- when the parent's identity or whereabouts are unknown, the child has been left by the parent in circumstances in which the child suffers serious harm, or the parent has failed to maintain contact with the child or to provide reasonable support for a specified period of time.

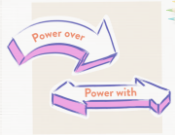
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Sexual Abuse/Exploitation

According to the **World Health Organization (WHO)**:

- x **Sexual abuse**- the involvement of a child in sexual activity that he or she:
 - does not fully comprehend
 - is unable to give informed consent to, or
 - for which the child is not developmentally prepared
 - or else that violates the laws or social taboos of society
- x Children can be sexually abused by both adults and other children who are - by virtue of their age or stage of development - in a position of responsibility, trust or **power over the victim**.
 - Ritual Abuse



<https://www.childhelpline.gov.in/spaces/victim/index.html#sexual-abuse-definition>

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Sexual Abuse/Exploitation

- X **All states**- include **sexual abuse** in their definitions of child abuse.
- X **Some states**- refer in general terms to sexual abuse, while others specify various acts as sexual abuse.
- X **In most jurisdictions**- **sexual exploitation** is an element of the definition of sexual abuse in most jurisdictions.
 - includes allowing the child to engage in prostitution or in the production of child pornography
- X **36 states**- include **human trafficking, including sex trafficking** or trafficking of children for sexual purposes.

<https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/define/>

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Emotional Abuse

- X **Almost all states**- include **emotional maltreatment** as part of their definitions of abuse or neglect.
- X **Typical language used includes:**



<https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/define/>

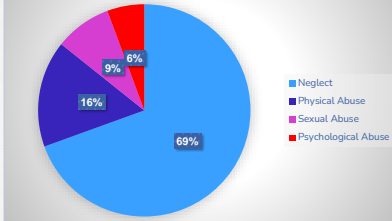
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Types of Child Abuse/Maltreatment

AmericanSPCC.org American Society for the Positive Care of Children



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Child Maltreatment Statistics- U.S.

THE EPIDEMIC OF CHILD MALTREATMENT

- 4.3 MILLION Child Abuse Cases
- 7.5 MILLION Children Affected
- 5 CHILDREN DIE Every day from child abuse

AmericanSPCC.org

- x A report of child abuse is made **every 10 seconds**.
- x **66.2% of all child fatalities** were under the **age of 3**.
- x **Between 50-60% of child fatalities due to maltreatment** are not recorded as such on death certificates.

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Child Maltreatment Statistics- U.S.

- x **More than 90% of juvenile sexual abuse victims** know their perpetrator in some way.
- x **About 30% of abused and neglected children** will later abuse their own children, continuing the horrible cycle of abuse.
- x **About 80% of 21 year olds that were abused as children** met criteria for at least **one psychological disorder**.

Child abuse crosses all socioeconomic and educational levels, religions, and ethnic and cultural groups.

AmericanSPCC.org

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Child Maltreatment Statistics- U.S.

x National CPS data for 2021:

- # of total screened-in referrals: 2021: screened in **2,045,000 referrals** (27.6 per 1,000 children in population)
- # of children who were subjects of a CPS response: 2021: **3,016,000 children** received investigation or alternative response (40.7 children per 1,000 in population)
- # of victims: 2021: **600,000 victims** of child abuse and neglect (8.1 victims per 1,000 children in population)

Child Maltreatment Report 2021
U.S. Department of Health & Human Services
Administration for Children and Families, Children's Bureau

x <https://www.acf.hhs.gov/media/press/2023/new-child-maltreatment-report-finds-child-abuse-and-neglect-decreased-five-year>

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Child Abuse Statistics- Different Countries

- <https://www.childhelp.org/child-abuse-statistics/>
- <https://www.childstats.gov/americaschildren/>
- <https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrenswellbeingindicatorreviewuk2020/2020-09-02>
- <https://www.aihw.gov.au/reports/children-youth/australias-children/contents/health-social-emotional-wellbeing>
- <https://www.unicef.ca/en/what-canadian-index-child-and-youth-well-being>
- <https://resourcecentre.savethechildren.net/node/6046/pdf/6046.pdf>
- <https://endviolenceinamerica.org/site/index.php/resources/documents/apecac-publications>

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Costs of Child Abuse: USA



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How Child Abuse Impacts Children

SOCIAL/ BEHAVIORALLY			MEDICALLY
EMOTIONALLY			COGNITIVELY

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Grounding & Reminder

There is hope. Healing is possible!




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The Adverse Childhood Experiences (ACE) Study

The largest study of its kind ever done to examine the health and social effects of these childhood experiences throughout the lifespan (17,421 participants)

What do we mean by Adverse Childhood Experiences?

- Experiences that represent physical & mental health or social problems of national importance
 - childhood abuse and neglect
 - growing up with domestic violence, substance abuse or mental illness in the home, parental discord, crime

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ACE Study: Key Findings

<https://www.cdc.gov/violenceprevention/acestudy/>

Key finding 1:	Key Finding 2:	Key finding 3:	Key Finding 4:	Key Finding 5:
<ul style="list-style-type: none"> Expanding definition of childhood "maltreatment" had real life significance: Each of the 10 types of adverse childhood experiences influence adult health. 	<ul style="list-style-type: none"> Adverse childhood experiences can have an astonishingly broad based, harmful influence on adult health 	<ul style="list-style-type: none"> The health effects of adverse childhood experiences may not manifest for decades. 	<ul style="list-style-type: none"> The more kinds of adverse childhood experiences a participant reported the greater the risk for a given health problem (trauma-dose relationship). 	<ul style="list-style-type: none"> The more kinds of adverse childhood experiences a participant reported the greater the risk for more health problems (co-morbidity)

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The three types of ACEs include

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical	Physical	Mental Illness	Incarcerated Relative
Emotional	Emotional	Mother treated violently	Substance Abuse
Sexual		Divorce	

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How Common Are ACEs?

- 2 out of 3 people (67%) of the study population had at least one ACE
- More than 1 in 5 (20%) reported 3 or more ACEs
- 1 out of 8 people (13%) of the population had 4 or more ACEs

<https://www.courts.org/https://www.courts.org/https://www.courts.org/>

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Types of Stress

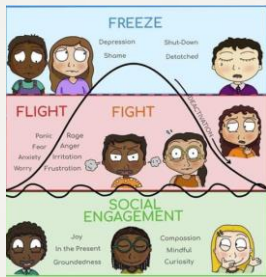
<p>Positive Stress</p> <ul style="list-style-type: none"> ➤ Characterized by a mild stress response, including brief increases in heart rate and mild elevations in stress hormone levels. This type of stress alerts and prepares us— it can benefit us in situations where we need to be focused and energized. ➤ This type of stress actually builds healthy response systems to cope with future stress 	<p>Tolerable Stress</p> <ul style="list-style-type: none"> ➤ Characterized by a more serious but temporary physical stress response ➤ Consistently buffered by supportive relationships. These experiences would have the potential to negatively affect development, but with support from trusting relationships, they do not have long-term impact on the brain and body. 	<p>Toxic Stress</p> <ul style="list-style-type: none"> ➤ Characterized by an intense, frequent, or chronic activation of the stress response system ➤ In the absence of protective relationships. ➤ It is this type of stress that can change the way a child's brain and body develops.
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The Fight-Flight-Stress Response System

<https://www.accessconnection.com/big/fight-or-flight-infographic>



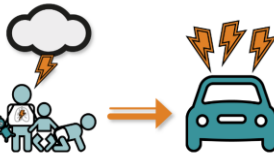


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- Flight**
 - Kicking
 - Screaming
 - Spitting
 - Pushing
 - Throwing
 - Hands in fists
 - Glaring
 - Gasping for breath
- Flight**
 - Darting eyes
 - Restlessness
 - Excessive Fidgeting
 - Doing anything to get away
 - Running without concern for safety
- Fawn**
 - People-pleasing to point of disconnecting from own emotions, sensations, and needs;
 - Self-criticism, self-loathing, or self-harming behaviors
- Freeze**
 - Holding breath
 - Heart pounding and/or decreasing heart rate
 - Shutting down
 - Feeling unable to move
 - Escaping into their mind
 - Feeling numb
 - Daydreaming
- Flop**
 - Muscles loosen
 - Total bodily collapse
 - Disorientation
 - Flat affect
 - Appearing disengaged
 - Physically or mentally unresponsive
 - Loss of control over bodily functions
 - Fainting or unconsciousness

TOXIC STRESS EXPLAINS HOW ACEs "GET UNDER THE SKIN."

Experiencing many ACEs, as well as things like racism and community violence, without supportive adults, can cause what's known as toxic stress. This excessive activation of the stress-response system can lead to long-lasting wear and tear on the body and brain.



The effect would be similar to revving a car engine for days or weeks at a time.

<https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions>

Instructions for Parents



- X "Train up a child in the way he should go, even when he is old he will not depart from it." (Proverbs 22:6)
- X "We will not hide them from our descendants; we will tell the next generation the praiseworthy deeds of the LORD, his power, and the wonders he has done." (Psalm 78:4)
- X "Fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." (Ephesians 6:4)
- X "**Discipline** your son while there is hope, and do not desire his death." (Proverbs 19:18) (properly, chastisement; figuratively, reproof, warning or instruction; also restraint—bond, chastisement, check, correction, discipline, doctrine, instruction, rebuke.)

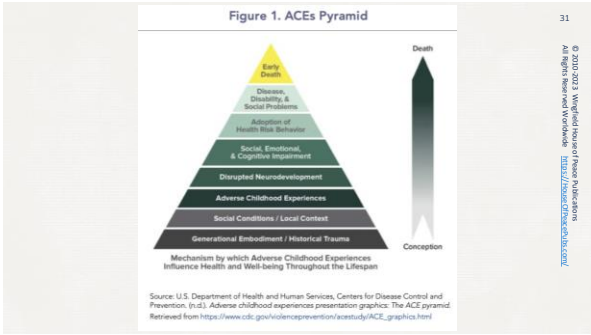
Spiritual Impacts

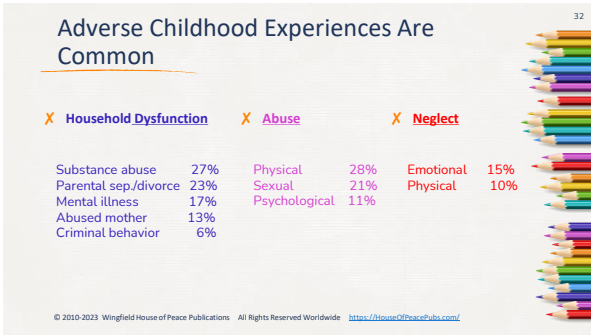


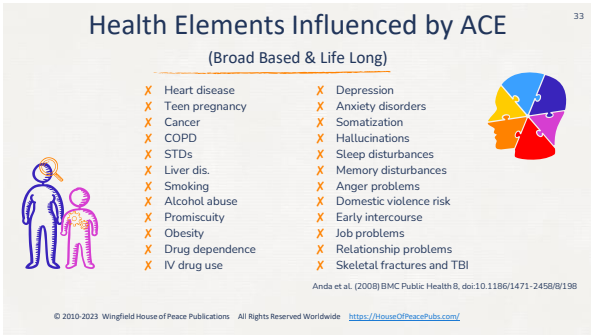
- X In her groundbreaking book, Trauma and Recovery, Judith Herman, M.D. addresses the issue of faith. She states "(Traumatic events)...violate the victim's faith in a natural or divine order and cast the victim into a state of existential crisis."
- X "With his mouth the godless man would destroy his neighbor [or child]..." (Proverbs 11:9)
- X "They sharpen their tongues like swords and aim their bitter words like arrows." (Psalm 64:3)
- X "[By] sorrow of heart the spirit is crushed." (Proverbs 15:13)
- X "The human spirit can endure in sickness, but a crushed spirit who can bear?" (Proverbs 18:14)

Long-term Impacts From Initiation Of Abuse Throughout The Lifespan









Why Do Adverse Childhood Experiences, Alone, Increase the Risk for Diseases, Such as Cancer, Decades Later?

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ACE Study: Implications

The long-term impact of abuse and coercive control cannot be overstated.

- Child abuse and neglect is **15 times** more likely to occur in homes where domestic abuse and coercive control takes place.
- Boys from homes where domestic abuse is present are **25 times** more likely to commit rape as an adult and **6 times** more likely to commit suicide.
- **1/2 - 2/3** of men who commit acts of domestic abuse also have substance abuse problems, and a sizable percentage of convicted abusers were raised by parents who abused drugs or alcohol.

Exposure to domestic abuse has varying effects depending upon the age of the child.

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ACE Study: Implications

Pregnant women who are subject to domestic abuse have high levels of the stress hormone cortisol, which can result in poor fetal growth and a reduction in early brain development.

Infants are often directly involved in domestic abuse incidents.

Even when they are lying passively in their cribs, infants are exquisitely sensitive to their surroundings.

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ACE Study: Implications

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Disruption in the **infant/caregiver attachment process** can have long-term effects on a child's ability to form relationships throughout life.

Older children exposed to domestic abuse often exhibit signs of PTSD, including anger or **depression**, illnesses and absences from school, and a high likelihood of involvement in **extreme risk-taking behaviors**—including **suicide attempts**, substance abuse and criminal activity.

Exposure to trauma and threatening events at any age demands extraordinary coping efforts. The ACE researchers stress that recognizing the overlap of multiple types of abuse is important to understanding the true burden of **cumulative stressors on later-life adjustment**.

<http://www.aceinquiry.org/wp-content/uploads/2014/11/11-17-14-ACE-implications.pdf>

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Conclusions

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X Intimate partner violence (Coercive Control) is not just a violent act against a caregiver – it should be considered a **direct risk to a child's health**

- High risk of violence
- Effects of exposure

X Intimate partner violence (Coercive Control) often precedes child maltreatment and identification of the former may prevent the latter



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Positive Childhood Experiences (PCEs)

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Positive experiences mitigate the impact of adverse or negative childhood experiences (ACEs).

Experiences or relationships that foster a safe, supportive environment for children to develop.

Research shows that these experiences:

- Promote children's long-term health and wellbeing
- Enable children to form strong relationships and meaningful connections
- Cultivate positive self-image and self-worth
- Provide a sense of belonging
- Build skills to cope with stress in healthy ways

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Protective Factors

Individual level <ul style="list-style-type: none"> • Sense of purpose • Agency (self-efficacy) • Self-regulation skills • Relational skills • Problem-solving skills • Involvement in positive activities 	Relationship level <ul style="list-style-type: none"> • Parenting competencies • Positive peers • Parent or caregiver well-being 	Community level <ul style="list-style-type: none"> • Positive school environment • Stable living situation • Positive community environment
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Grounding & Reminder

There is hope. Healing is possible!



Developmental Neuroscience and Economics of Child Development

The economics of human capital formation are yielding a common focus on development in the early years.



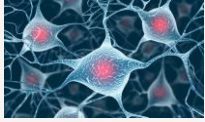
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Brain Architecture

Key to Healthy Development

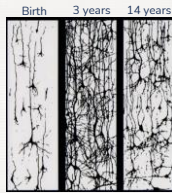


Constructed through an ongoing process that begins before birth and continues into adulthood



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Experience Shapes Brain Architecture by Over-Production of Connections Followed by Pruning



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Effects On Children On Multiple Levels



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Breakout:

How would you educate a survivor on the ACEs study?

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Our Example

- X "Just as a father has compassion on his children, so the Lord has compassion on those who fear Him," (Psalm 103:13)
- X "Then some children were brought to Him so that He might lay His hands on them and pray, and the disciples rebuked them. But Jesus said, "Let the children alone, and do not hinder them from coming to Me; for the kingdom of heaven belongs to such as these." (Matthew 19:13-14)
- X "As one whom his mother comforts, so I will comfort you; you shall be comforted in Jerusalem." (Isaiah 66:13)
- X "Can a woman forget her nursing child, that she should have no compassion on the son of her womb? Even these may forget, yet I will not forget you." (Isaiah 49:15)
- X "Like a shepherd He will tend His flock, In His arm He will gather the lambs And carry them in the fold of His robe; He will gently lead the nursing ewes." (Isaiah 40:11)

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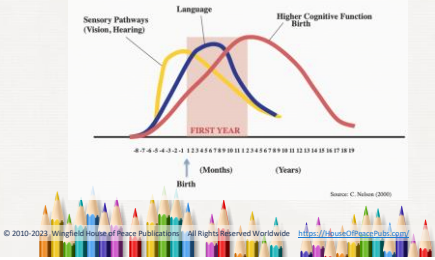
Warning

- X "Woe to you shepherds of Israel who only take care of yourselves! Should not shepherds take care of the flock? You have not strengthened the weak or healed the sick or bound up the injured. You have not brought back the strays or searched for the lost. You have ruled them harshly and brutally. As surely as I live, declares the Sovereign LORD, because my flock lacks a shepherd and so has been plundered and has become food for all the wild animals, and because my shepherds did not search for my flock but cared for themselves rather than for my flock; therefore, you shepherds, hear the word of the LORD: This is what the Sovereign LORD says: I am against the shepherds and will hold them accountable for my flock." (Ezekiel 34:2-10; selected verses)

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Brains Are Built from the Bottom Up: Skills Beget Skills

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5 Numbers to Remember About Early Child Development

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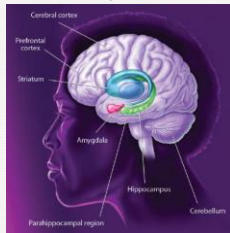
- 700** New neural connections per second
- 18** Months: Age at which disparities in vocabulary begin to appear
- 90-100%** Chance of developmental delays when children experience 6-7 risk factors
- 3:1** Odds of adult heart disease after 7-8 ACEs
- 60-80%** Of financial benefits from investments in early childhood programs accrue to society

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NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD

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The Brain Architecture of Anxiety and Fear



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NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD 52

Persistent Stress Changes Brain Architecture

Normal

Chronic stress

Prefrontal Cortex and Hippocampus

Source: C. Nelson (2008)
Book et al Car 15/02 (2005)

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NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD 53

Experiences in childhood have a lasting impact on how our fear and anxiety systems work

Early positive experiences

A balancing act

New homeostatic "set point"

homeostasis

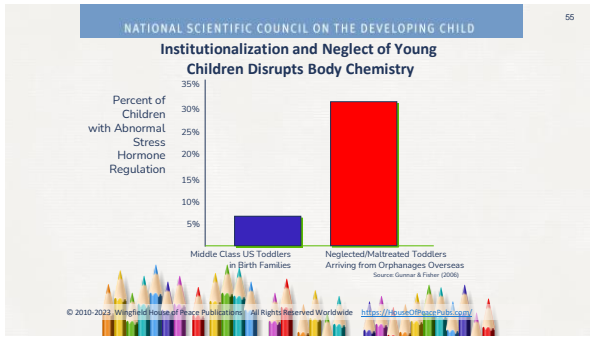
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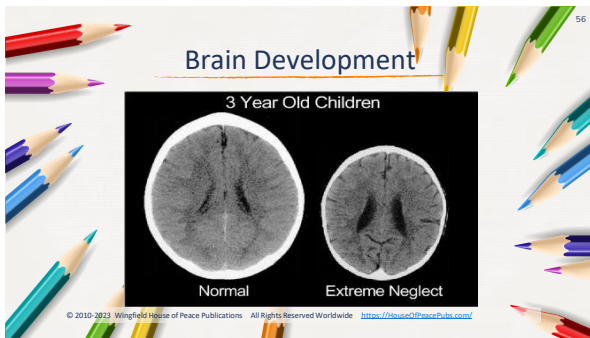
NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD 54

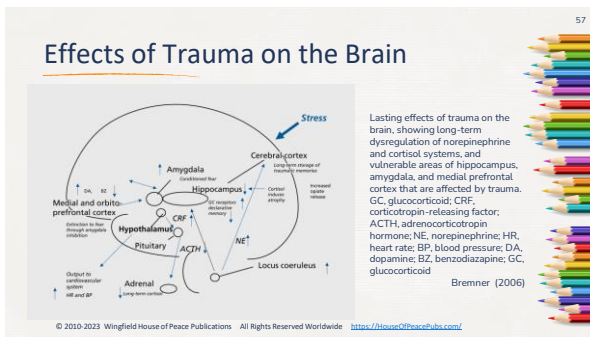
Early childhood adversity can influence a range of lifelong outcomes.

- Research on the biology of stress helps explain some of the underlying reasons for differences in learning, behavior, and high risk for physical (cancer, cardio, diabetes), and mental health disorders.

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The multi-level brain in Complex PTSD

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Grounding & Reminder

There is hope. Healing is possible!

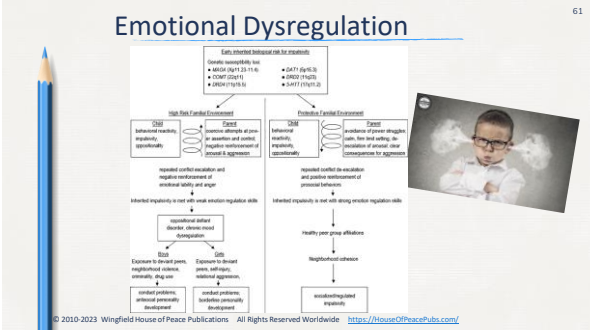
Disruptive Mood Dysregulation Disorder (DMDD)

DMDD is diagnosed when a child has temper tantrums that happen 3+ times a week on average, along with an angry mood between tantrums. These symptoms last at least a year, and any break in the symptoms lasts less than 3 months.

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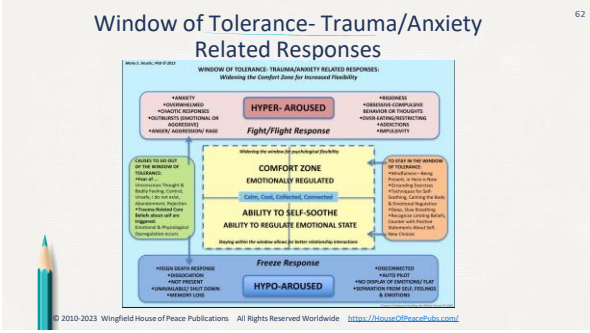
Emotional Dysregulation

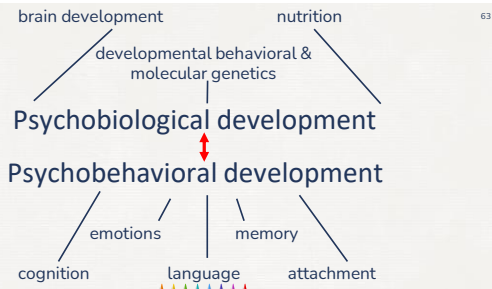
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Window of Tolerance- Trauma/Anxiety Related Responses

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Neurobiological Impacts of Trauma



Especially when experienced in childhood, trauma produces neurobiological impacts on the brain, causing dysfunction in the hippocampus, amygdala, medial prefrontal cortex, and other limbic structures.

When confronted with danger, the brain moves from a normal "information-processing" state to a survival-oriented, reactive "alarm state."



Trauma causes the body's nervous system to experience an extreme adrenaline rush, intense fear, problems processing information, and a severe reduction or shutdown of cognitive capacities, leading to confusion and a sense of defeat.



Neurobiological Impacts of Trauma



- X If there are insufficient biological or social resources to assist in coping, the "alarm state" may persist even when the immediate danger has passed, and this can lead to PTSD.
- X Excessive and repeated stress causes the release of chemicals that disrupt brain architecture by impairing cell growth and interfering with the formation of healthy neural circuits.
- X When trauma occurs repeatedly, permanent changes in the brain can occur, compromising core mental, emotional, and social functioning – and resulting in a brain that is focused on simply surviving trauma.

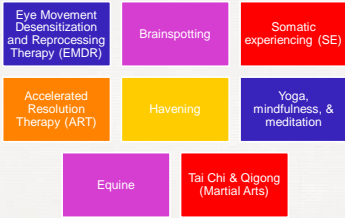
Neurobiological Impacts of Trauma

• Research suggests post-traumatic stress is not a permanent neuropsychological condition, but rather a functional and largely reversible distortion in the multi-dimensional pathways that meld the mind and body.

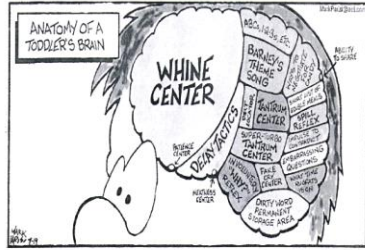
• These discoveries, together with a range of new therapy approaches, are opening new perspectives on healing, and new treatments are being explored within this context.



Holistic Approaches/Options for Trauma



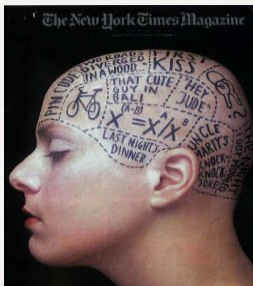
OFF THE MARK! by Mark Parisi



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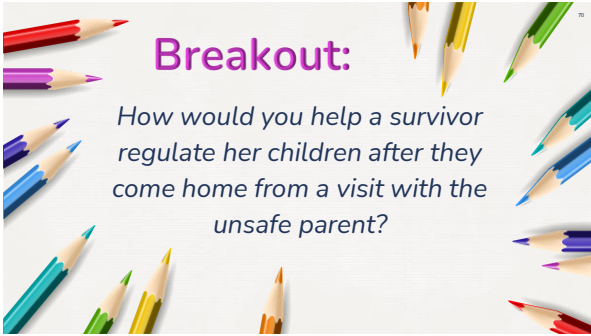


The New York Times Magazine



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Breakout:

How would you help a survivor regulate her children after they come home from a visit with the unsafe parent?



God's Heart for the Oppressed and Vulnerable

- X "Defend the weak and the fatherless; uphold the cause of the poor and the oppressed." (Psalm 82:3)
- X "Give justice to the weak and the fatherless; maintain the right of the afflicted and the destitute. Rescue the weak and the needy; deliver them from the hand of the wicked." (Psalm 82:3-4)
- X "Open your mouth for the mute, for the rights of all who are destitute. Open your mouth, judge righteously, defend the rights of the poor and needy." (Proverbs 31:8-9)
- X "Whoever mocks the poor insults his Maker; he who is glad at calamity will not go unpunished." (Proverbs 17:5)
- X "I know that the LORD will maintain the cause of the afflicted, and will execute justice for the needy." (Psalm 140:12)

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God's Heart for the Oppressed and Vulnerable

- X "Learn to do good; seek justice, correct oppression; bring justice to the fatherless, plead the widow's cause." (Isaiah 1:17)
- X "Do not oppress the widow, the fatherless, the sojourner, or the poor, and let none of you devise evil against another in your heart." (Zechariah 7:10)
- X "Is not this the fast that I choose: to loose the bonds of wickedness, to undo the straps of the yoke, to let the oppressed go free, and to break every yoke? Is it not to share your bread with the hungry and bring the homeless poor into your house; when you see the naked, to cover him, and not to hide yourself from your own flesh?" (Isaiah 58:6-7)

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The Child as a Victim of IPV/Coercive Control

- x IPV/Coercive Control often precedes child maltreatment!
- x Co-occurrence of child abuse and IPV/Coercive Control has been established in the literature-
 - https://calio.org/wp-content/uploads/2021/10/Co-Occurrence-of-Intimate-Partner-Violence-with-Child-Maltreatment-10.12.21.FINAL_.pdf



- x Children often need physical and emotional nurturing to regulate their nervous system

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Abuse of Children Wheel

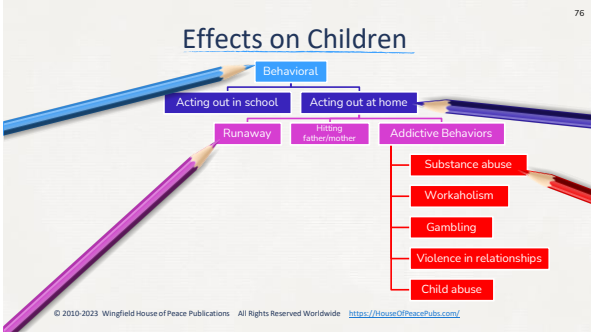


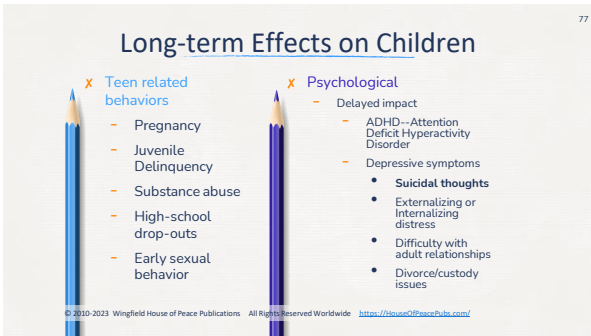
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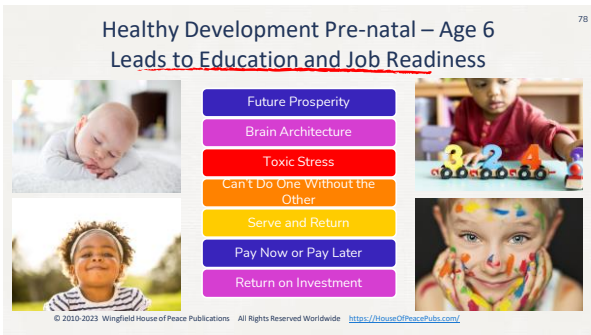
Nurturing Children Wheel



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Future Prosperity

- Today's children will become tomorrow's citizens, workers, and parents
- Ingenuity and Innovation
- Increased job productivity
- Future prosperity-society, community, family
- Right balance between individual and shared responsibility for a strong foundation




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Can't Do One Without The Others


Social , Emotional, and Cognitive Development Are Connected: You Can't Do One Without the Other



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X Serve and Return Interaction Builds Healthy Brain Architecture



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Safe, Stable, Nurturing Relationships

Prevent Child Abuse & Neglect:
When we make relationships and environments safe, stable, and nurturing, we help all kids and families thrive.

There are four types of child abuse and neglect:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

About **1 in 7**

- X About 1 in 7 children experienced child abuse and neglect in the last year. That is millions of kids (self-report data).
- X The prevention of child abuse and neglect is a CDC priority. They're not inevitable.
- X **Safe, stable, nurturing relationships and environments** are essential to prevent child abuse and neglect and to assure all children reach their full potential.

SURVIVOR EMPOWERMENT STARTS WHEN WE LEARN: or Agency

How trauma has impacted our brain and nervous system and how to regulate our responses.

The skills and link in our behavior are not because we are crazy, broken, or irrationally angry, but that trauma are normal responses to abnormal circumstances.

What is abnormal about the pain, betrayal, and shame of abuse.

There is hope presented by neuroplasticity: the ability to regulate our emotions, form new neural habits, and release trauma stored in our brains, and learn and rediscover trust through safe, stable, nurturing relationships.

Safe, purposeful and meaningful relationships contribute to post-traumatic growth.

Advocating for ourselves releases us from learned shame, and the lack of power and control we experienced during the trauma that empowers us to act or be active.

HOW TO SURVIVE TRAUMA REMINDERS

- BE IN THE MOMENT**
When you feel panic or fear, focus on the present. Breathe in and out slowly. Ground yourself by naming things you can see, hear, and feel. This helps you stay present and reduces the intensity of the trauma reminder.
- HOLD THEM TOGETHER**
When you feel overwhelmed, hold onto your support system. Reach out to someone you trust for help. Remember, you are not alone.
- SELF SOOTHING**
Your body and mind are resilient. Use self-soothing techniques like deep breathing, visualization, or listening to calming music to help you feel better.
- GET ACTIVE**
Physical activity is a great way to manage stress. It releases endorphins, which are natural mood lifters. Find an activity you enjoy and do it regularly.
- RESISTANCE**
It's okay to resist. You have the right to feel angry, sad, or frustrated. Express your feelings in a healthy way, such as through journaling or talking to a therapist.
- SEEK COMMUNITY**
You are not alone. Find a support group or community where you can share your experiences and receive encouragement and advice from others who understand.

Breakout:

How would you help a survivor build agency in herself and her children ?

Trauma Informed Support

- Create Safety (2 Cor. 5:9)**
 - Attunement (Gen. 16:3)
 - Requires addressing the environment and schedule (Phil. 2:3)
 - Requires Self-Awareness (Jer. 17:9)
- Regulate the nervous system (Ps. 139:14)**
 - Stress brings pattern of physiological responses
 - Hyperarousal/Hypoarousal
 - Strategies to reduce stress become a conscious choice of the survivor

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Trauma Informed Support

- Relationship (Rom. 5:8; Zeph. 3:17; Jn. 15:13)**
 - Building Connectedness (Gal. 6:2; Rom. 12:10; 1 Thess. 5:14)
 - Making a point to connect and hear children's voices (Prov. 20:5)
 - Value relationships over rules, routines, ebbs and flows (Lk. 10:38-42; Jn. 12)
- Support development of coherent narrative**
 - Predictability
- Practice 'power-with' strategies**
 - Giving options and offering choices
 - Shifting our focus from "what's wrong with you?" To, "What do you need?" or "What happened to you?"
 - Encouraging children to communicate if something makes them feel uncomfortable.
 - Using "open-ended" questions.

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Trauma Informed Support

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6. Build Social, Emotional & Resiliency Skills

- Learning to care for one another is the most important job for a child
- Mutuality, Reciprocity, and Freedom

7. Foster post-traumatic growth

- Problem Solving (Phil. 4:6,13; Prov. 3:5)
- Planning (Heb. 12:1)
- Maintaining focus despite discomfort (1 Cor. 10:13, Heb. 12:1)
- Self-Control (Gal. 5:22-23; 1 Cor. 9:25)
- Seeking Support (Rom. 12: 4-5; Psalm 133:1; Heb. 10:24)



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Resources

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- X Web Site Supports Pediatricians' Efforts To Assist Children Exposed to Violence [AAP children exposed website](#)
- X Jack Shonkoff <https://www.hsph.harvard.edu/jack-shonkoff/>
- X The Science of Early Childhood Development. (2007) National Scientific Council on the Developing Child. <http://www.developingchild.net>
- X <http://www.developingchild.harvard.edu>
- X <https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>
- X https://www.childwelfare.gov/pubpdfs/brain_development.pdf
- X National Symposium on Early Childhood Science and Policy June 27, 2008
- X Pat Levitt, Ph.D. <https://developingchild.harvard.edu/people/pat-levitt/>
- X Prevent Child Abuse America <https://preventchildabuse.org/>
- X Frameworks Institute <http://www.frameworksinstitute.org/children.html>
- X <http://www.childhelp.org/>
- X <http://www.cdc.gov/ncj210101>
- X <https://stopabusecampaign.org/>
- X <https://www.ascd.org/ArticlesInBrief/competencies-for-teaching-empathy>
- X <https://www.thechaosandthelutter.com/archives/helping-child-fight-flight-freeze-mode>
- X <https://www.childwelfare.gov/topics/responding/trauma>

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Resources (continued)

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- X <https://www.strongnation.org/readynation>
- X <https://www.readynationinternational.org>
- X <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/define/>
- X Fact Sheet (2019) Long-Term Consequences of Child Abuse and Neglect. Children's Bureau/ACYF/ACF/HHS, Child Welfare Information Gateway- https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf
- X <https://calio.org/wp-content/uploads/2021/10/Co-Occurrence-of-Intimate-Partner-Violence-with-Child-Maltreatment-10.12.21.FINAL.pdf>
- X <https://www.state.gov/navigating-the-unique-complexities-in-familial-trafficking/>
- X <https://www.who.int/news-room/fact-sheets/detail/child-maltreatment>
- X <https://www.acf.hhs.gov/media/pres/2023/new-child-maltreatment-report-finds-child-abuse-and-neglect-decreased-five-year>
- X American Society for the Positive Care of Children- AmericanSPCC.org
- X <https://www.echotraining.org>

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Resources (continued)

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Positive Childhood Experiences

- X <https://childwellbeingandtrauma.org/healing-and-prevention/positive-childhood-experiences/>
- X <https://www.in.gov/localhealth5josephcounty/files/Positive-Childhood-Experiences-PCE-Guide.pdf>
- X https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf

Economic and Societal Costs of Child Abuse and Neglect

- X **Cost-of-Injury Analysis-** <https://www.childwelfare.gov/topics/preventing/developing/economic-cost-injury/>
- X **Social and Economic Consequences of Child Abuse and Neglect-** <https://www.childwelfare.gov/topics/cam/impact/economic/>
- X <https://www.cdc.gov/violenceprevention/childabuseandneglect/fact.html>
- X <https://www.accesscontinuingeducation.com/ACEB000-11168/index.htm>
- X <https://www.cdc.gov/violenceprevention/childabuseandneglect/EconomicCost.html>

Toxic Stress

- X **Center on the Developing Child at Harvard University-** <https://developingchild.harvard.edu/guide/a-guide-to-toxic-stress/>

Resources- ACEs

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Aces too High. Got your Aces score. Retrieved from <https://acesoothigh.com/got-your-aces-score/>

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The Center for the Developing Child, Harvard University. (2021). ACEs and toxic stress: Frequently asked questions
<https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>

Resources- ACEs (continued)

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<https://www.cdc.gov/violenceprevention/acestudy/>

<https://www.osymigrant.org/legacy/education/ACES.html>

<https://www.acesconnection.com/blog/fight-or-flight-infographic>

http://www.oica.org/ace_study/issue%20Brief%203%20%20tri-fold%29%20fp.pdf

ACES Connection- <https://www.acesconnection.com/>

ACEs Resource Packet: Adverse Childhood Experiences (ACEs) Basics- http://childhealthdata.org/docs/default-source/calmmi/aces-resource-packet_all-pages_17_06_16112336f3c0766255aab2f00001073b1.pdf?sfvrsn=2

Adverse Childhood Experiences- <https://www.cdc.gov/violenceprevention/acestudy/index.html>

Childhood Trauma and Positive Health- <http://www.calmmi.org/projects/adverse-childhood-experiences-aces/>

A National and Across-State Profile on Adverse Childhood Experiences Among U.S. Children and Possibilities to Heal and Thrive- http://www.calmmi.org/wp-content/uploads/2018/05/aces_brief_final.pdf

The Prevalence of Adverse Childhood Experiences, Nationally, by State, and by Race or Ethnicity- <https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>

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