Real Cases Project:
Social Work Research

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INTRODUCTION

A. Overview of this Course within the Social Work Curriculum

When the first social work training program was founded, teaching strategies and research was one of the three courses that program provided. Since that time, research has always remained a part of the social work curriculum. This does not mean however, that from school to school the course is taught in the same way. Some social work programs teach it all in the foundation year curriculum and others have a course or courses in each part of the curriculum. What they have in common is the demand of CSWE that research be taught, and that it go beyond teaching the ability to competently read a piece of research. In recently years with the push to evidence based practice there has been a further support for an in-depth understanding of research methods.

Given the current curriculum demands and differences in approach among the various schools, the teaching strategies and assignments suggested here are universal in nature and connect to broad areas of research learning. Research, whether quantitative or qualitative, follows a set of steps. The learning activities here will reflect this process. Research begins with creating a clear definition of the problem to be studied. This is followed by a literature review to clarify what is known and not known so as to have a conceptual understanding of the problem. Subsequent to that is the process of data gathering (including issues of sample and measurement). The process ends with an analysis of the findings and an identification of the use to which the findings can be put.

B. Relevance of Case Studies to Course

The three case studies provide an opportunity to explore each of these areas. Ultimately research fails not because of technical issues but failures in conceptualization. How is it we understand the term neglect? Given the common use of the category "Abuse and Neglect" is there no difference between the two? How are efforts to apply structural analytic measurements useful to case understanding? Moving from case to cause, there is the question of how research based methods can offer

structure to the handling of such cases? Finally it is important to say that the writer of this curriculum subscribes to the idea that learning is a discovery process facilitated by, not directed by, the professor. As such the teaching strategies and assignments reflect the active involvement of the students in the learning process.

For each of the specific learning areas identified specific class activities, assignments and readings will be suggested. In addition to specific readings, students should be asked to become familiar with the following sources on information on child neglect: the Child Abuse and Neglect, Child Abuse Review and Child Welfare Journals and the materials available from the National Clearinghouse on Child Abuse and Neglect.   It is anticipated that the instructor will use the cited readings as a general framework since readings, (while "classic pieces do exist), go out of date and professors have personal styles that need to be acknowledged.

C. Specific Learning Objectives Related to Using these Cases in this Course

Along with the readings the cases are a vehicle for students learning the skills necessary to:
- Define how a particular case fits within a larger conceptual definition of the problem at hand;
- Utilize standardized instruments to help in the early identification needs;
- Understand how service tracking is an integral piece of good service provision;
- Understand how basic research skills can strengthen practice.

D. Overview of What is Included in this Guide

This guide is based on the premise that research and direct practice are integrally related. In order to understand the difference between fact and belief it is important to learn how definitions are impacted by culture, race, class and the role of the definer. Strategy one addresses this issue. Further, since students need to know how to understand the ecology of a problem strategy two uses the skills learned in defining a problem to explore the issue of causality and develop skills in researching what is known about the etiology of child neglect. Conceptual mapping is a skill that relates directly to the issue of causality. Students are often resistant to the use of standardized instruments and so one module is devoted to the use of standardized instrument. Particular emphasis is placed on how standardization can assure quality services defined by client need rather than the idiosyncratic nature of personal beliefs. Finally there is an effort to show how tracking a case can prevent the tragedy of cases slipping through the cracks.

TEACHING STRATEGIES

A. Strategy One: Defining Neglect

1. Area/issue of the case studies to be highlighted:
The studies highlight differences in how various persons conceive of child neglect. One of the things that research can do is to help students see:
1. the need for conceptual clarity and
2. how values impact upon ones understanding of a case.

2. Timing within the semester:
The activities described need to come early in the semester when one explores the basic steps in beginning the research process. In all research the first step involves creating a clear statement of the research question. To do that one must be clear about the terms being used. This is explored through a series of progressive activities. Some take place in class, either individually or collectively, and others are outside assignments that are brought back to class for further exploration.

3. Teaching methods:
These cases have been defined in various ways. Common to the definitions (inadequate guardianship, inadequate supervision, chronic mental illness, and domestic violence) is the general category of child neglect. Common to the literature in the field of child maltreatment is that through the use of the term "abuse and neglect" two different conditions with quite different etiology have been merged. What we want the students to do is unpack that phrase so as to be clear about what is meant by the term child neglect.

The learning process involves students obtaining clarity about what the term child neglect means. Two approaches to this are suggested below.

Approach one involves asking students to bring to the next class the definition of "child neglect" used in two different States. Students will share the definitions they have obtained. What will become clear in the class discussion is that while "child neglect" is a widely used legal term it is defined differently in different geographic areas. In addition the legal and commonly held definitions are unlikely to be the same. For example, in some states the definition is based upon the child's condition, and in others it is defined in terms of parental action or fault. Similarly, while social workers may define neglect in terms of child well being lawyers are likely to demand clear evidence that the parents behavior resulted in specific physical damage or impairment or some identifiable symptom of emotional damage to the child.

If the reason to intervene is to protect the child, then "neglect" must infer that the care being given, or not given, by the parent is harmful to the child. Neglect can also be defined in terms of increasing the risk of harm to the child. This is further complicated by the fact that child development researchers are not totally agreed on what is essential for child development. Finally, it should be noted that the standard for what is child neglect will vary by the standards of the local community, by culture, and by social class.

The second approach also has several steps:
Step 1. In class, students are asked to write down their own definition of "child neglect." Students will then share their definitions. The elements of the students' definitions should be listed on the board. In exploring the divergent views, the professor should stress that since decisions about whether the client is to receive services or not, or even whether a child will be removed from the home, depends upon professional judgments, it is extremely important that professionals agree on the definition of child neglect if clients are to receive equal treatment.

Students will be asked how, if at all, the definition is impacted by race, social class, and role of the perceiver (policeman, social worker, attorney, etc). For example the professor might ask: "You have mentioned the child being left at home under the care of a sibling, how old do you think an older sibling needs to be to take care of a 5 year old child when a single mother is out at work?" One can also explore how geographical area might impact the definition given that there are still states in which teachers can paddle the children for misbehavior. The discussion will highlight how values play a part in the definitions we use, providing an opportunity to discuss the post modern position that all knowledge is contextual. The in-class activity should end with a commonly agreed upon definition of child neglect.

Step 2. Students are assigned to review the literature on child neglect and select a commonly held definition of child neglect. They are then to write a brief paper that discusses how the definition created in class compares with the definition they found in the literature. Questions to be explored in the paper are: What was missing? How comprehensive was it? Why would the identified differences occur in the interpretation of such a commonly used term? (This second step can be used as the evaluation of the activity)

Before moving on, whether approach one or two was used, the professor should use this exercise to emphasis the need to reduce the breath of ones definition if one is to have a commonly accepted definition.

4. Materials:
None

5. Supporting readings:
It is well to use an early and a recent piece from the selections below so the issue of changes of definitions over time can be considered. For example one might use the Straus and Kantor paper along with the Zuravin. Articles are usually easier to obtain unless your social work program has an electronic reserve that has the selections.

Murray A. Straus and Glenda Kaufman Kantor, "Definition and measurement of neglectful behavior: some principles and guidelines" *Child Abuse and Neglect* Volume 29, Issue 1, Pages 1-96 (January 2005) *Pages 19-29*

Review Vol 29, Issue 5, (May 2005) of *Child Abuse and Neglect* journal Pages 441-511 and 533-551 have a number of articles dealing with the topic of defining child maltreatment including child neglect.

M. Giovannoni and R. M. Becera, *Defining Child Abuse* (New York: The Free Press, 1979).

S. J. Zuravin, "Suggestions for Operationally Defining Child Physical Abuse and Physical Neglect," in R. H. Starr and D. A. Wolfe, eds., *The Effects of Child Abuse & Neglect* (New York: Guilford Press, 1991).

M. Wald, "State Intervention on Behalf of Neglected Children: Standards for Removal of Children from their Homes, Monitoring the Status of Children in Foster Care and Termination of Parental Rights," *Stanford Law Review* 28(1976):637.

Bensley-L et al. "General population norms about child abuse and neglect and associations with childhood experiences" *Child Abuse and Neglect.* 28(12): 1321-1337, Dec 2004.

6. Evaluation plan:
The evaluation procedure described here is used for approach one and for evaluating approach two if the professor chooses to not use step two as an evaluation technique. Students are asked to write a few sentences to identify what they have learned from the activity. What students are expected to learn is that common definitions require reduction to a common core idea and learn how values impact upon how commonly used terms are defined.

B. Strategy Two: Conceptual Mapping of Child Abuse and Neglect

1. Area/issue of the case studies to be highlighted:
The second step in research is to identify what is known. While a single "best practice" intervention model has yet to be developed in the child neglect area it remains important that the child welfare worker have an understanding of what might be causing child neglect. In the process the student will learn to create

conceptual maps of a domain. Creating a conceptual map of child neglect, (not unlike doing an eco-map of a clients life space), enables the social worker to better plan the intervention strategy to be used. Students will be asked to reduce what is known from the literature into a systematic mapping of the problem area.

2. Timing within semester:
This assignment is designed to be used when the class is exploring issues of causality and inference. It also is useful when making the distinction between an indicator and a causal factor. The assignment also allows one to explore the nature of independent, dependent, moderating and modifying variables.

3. Teaching methods:
In any situation of risk, one needs to identify the causes of child neglect if one is to intercede, especially if intercession is to be on the primary level rather than on the tertiary level represented in these cases. This activity begins by the students reviewing the literature to identify what is known about the causes of child neglect. They are asked to develop for submission a graphic picture of the relationship of the various forces that are associated with the development of child neglect. In the subsequent class students will share their mapping of the factors associates with child neglect.

The activity will provide an opportunity to talk about the follow issues:
   a. What is "a cause of" and what is "an indicator of" child neglect. For example if 43% of neglect cases in the 1988 NIS-2 study found that the evidences of parental neglect cited were children living in unsafe housing, not being fed nutritionally adequate meals, and not having adequate clothes the question remains what is the cause of the neglect? Is it poverty or something about the parent that "causes" child neglect?
   b. What are causal variables? The class should be able to recognize that such variables must precede the dependent variable and the dependent variable must vary with the severity of the condition. Also one can explore what variables might modify the causal relationship (such as is true of resiliency factors)?
   c. What is the difference between a statistically significant variable and meaningful variable? (An attribute may be statistically more frequent among neglectful parents but be true of far fewer then half the neglectful families. Should we be using such a variable in identifying who is at risk?)

4. Materials:
None

5. Supporting readings:

These readings reflect a variety of ways people have defined the ecology of neglect. Basically, some articles argue a view that suggests that neglect is as much determined by the deprivations that the client faces and others see it a more due to individual factors. The titles are suggestive of different views. Once again, articles may be easier to obtain over the Internet and thus are perhaps better selections.

N. A. Polansky et al., *Damaged Parents* (Chicago: University of Chicago Press, 1987)

N. A. Polansky, P. W. Ammons, and J. M. Gaudin, "Loneliness and Isolation in Child Neglect," *Social Casework* 66(1985):38-47.

N. A. Polansky et al., "The Psychological Ecology of the Neglectful Mother," *Child Abuse and Neglect* (1985):265-275.

J. Garbarino, "The Human Ecology of Child Maltreatment: A Conceptual Model for Research," *Journal of Marriage and the Family* 39(1977):7221-7235.

J. Belsky, "Child Maltreatment: An Ecological Integration," *American Psychologist* 4(1980):320-335.

S. J. Zuravin, "Child Abuse, Child Neglect and Maternal Depression: Is there a connection?," in *Research Symposium on Child Neglect* (Washington, DC: U.S. Department of Health and Human Services, National Center on Child Abuse and Neglect, 1988).

Elmer, E. "Etiology of Emotional Maltreatment." In *Social Work Treatment With Abused and Neglected Children*, edited by C. M. Mouzakitis and R. Varghese. Springfield, IL: Charles C. Thomas Publisher, 1985.

Hegar, R. L., and Yungman, J. J. "Toward a Causal Typology of Child Neglect." *Children and Youth Services Review* 11(1989):203-220.

Horwath, J. "Identifying and assessing cases of child neglect: learning from the Irish experience." *Child and Family Social-Work*. 10(2): 99-110, May 2005.

Roditti, M.G. "Understanding communities of neglectful parents: child caregiving networks and child neglect. *Child-Welfare*. 84(2): 277-298, Mar/Apr 2005.

Ernst, J.S; Meyer, M; DePanfilis, D. "Housing characteristics and adequacy of the physical care of children: an exploratory analysis." *Child-Welfare*. 83(5): 437-452, Sept/Oct 2004.

McSherry, D. "Which came first, the chicken or the egg? Examining the relationship between child neglect and poverty." *The British Journal of Social Work*. 34(5): 727-733, July 2004.

Hazen-A-L; Connelly-C-D; Kelleher-K; Landsverk-J; Barth-R "Intimate partner violence among female caregivers of children reported for child maltreatment." *Child Abuse and Neglect*. 28(3): 301-319, Mar 2004.

DiLauro,M. "Psychosocial factors associated with types of child maltreatment." *Child-Welfare. 83*(1): 69-98, Jan/Feb 2004.

Connell-Carrick, K "A critical review of the empirical literature: identifying correlates of child neglect." *Child and Adolescent Social Work Journal. 20*(5): 389-425, Oct 2003.

Cash, S. J; Wilke, D.J. "An ecological model of maternal substance abuse and child neglect: issues, analyses, and recommendations." *American Journal of Orthopsychiatry*. 73(4): 392-404, Oct. 2003.

Sidebotham, P; Heron, J; Golding, J. "Child maltreatment in the "Children of the Nineties:" deprivation, class, and social networks in a UK sample." *Child Abuse and Neglect. 26*(12): 1243-1259, Dec. 2002.

Arad, B.D. "Parental features and quality of life in the decision to remove children at risk from home." *Child Abuse and Neglect. 25*(1): 47-64, Jan. 2001.

MacLeod, J; Nelson, G. "Programs for the promotion of family wellness and the prevention of child maltreatment: a meta-analytic review." *Child Abuse and Neglect. 24*(9): 1127-1149, Sept. 2000.

Dube, S.R. et al. "Growing up with parental alcohol abuse: exposure to childhood abuse, neglect, and household dysfunction." *Child Abuse and Neglect. 25*(12): 1627-1640, Dec. 2001.

6. Evaluation plan
Students will be asked to add to their conceptual map a critique of what was missing in their formulation and submit that to the next class

C. Strategy Three: Development and Use of Standardized Instruments

1. Area/issue of the case studies to be highlighted:
There is no real evidence of best practice in child neglect, only reports from demonstration projects that have shown mixed results. The interventions at this point only provide information on what should be included in a good child neglect intervention (Intervention references are included in the readings below should

the professor wish to explore intervention issues.). The literature suggests the need for a multifaceted intervention including such elements as use of groups, intensive intervention to obtain resources, structured training in child rearing skills, and goal oriented problem focused work. Given the lack of a best practice model, assignment three will focuses not on what research can tell us about the ideal intervention, but on what we know that can help us in:

      1. the assessment process, and
      2. in evaluating progress.

Through the review of risk assessment instruments and adequacy of child care and identification of domestic violence, the class will be able to explore issues of instrumentation. It will also allow for the discussion of the resistance to the use of structured measurement.

2. Timing within the semester:
This activity is designed to be done at the point in the research class when one is teaching about the development of instruments, including the discussion of reliability and validity. It is meant to introduce both the use of research based scales in practice and highlight the issues of reliability and validity.

3. Teaching methods:
After the professor has covered the issue of scaling and/or the issue of reliability and validity of measures, the professor should introduce how standardized measures can help in the assessment process. This assignment is designed to reinforce that material through a review of real world instruments. One can discuss in class how the outcome in the three cases might have been different if a validated standardized assessment had been used. Consistent with these cases are scales on child well being, adequacy of care, and scales in the area of domestic violence. A group of scales are included in the reading list. This list is not comprehensive and students can find other relevant scales, such as the risk assessment scales that have been developed and would be relevant in this case.

Students are asked to choose one of the listed assessment scales or some other standardized assessment instrument that they have found that is relevant to the cases. They are to review the available research on that scale. At that point they are to write a brief paper evaluating how well the scale covers the relevant domains identified as relevant in child neglect. What is it that they are identifying and what is being excluded will be explored. They are to report how the scale was developed, with whom was it tested, how was its reliability and validity tested. Finally, students should discuss the usefulness and difficulties of using the standardized method in practice.

This activity can also be done by having groups of students work on different scales and have a debate in class why their scale should be used over all others by discussing the above issues. This activity highlights how one makes judgments about the adequacy of a scale.

4. Materials:
None

5. Supporting readings:
        a. Samples of existing instruments:

Alan J. Litrownik et al. Measuring the severity of child maltreatment" Review of
Child Abuse and Neglect. Vol 29, Issue 5, (May 2005) P. 553-573.

N. A. Polansky et al. "Assessing the Adequacy of Child Caring: An Urban Scale,"
Child Welfare 57(1978):439449.

S. Magura and B. S. Moses, *Outcome Measures for Child Welfare Services* (New
York: Child Welfare League of America, 1986).

J. M. Gaudin, N. A. Polansky, and A. C. Kilpatrick, "The Child Well Being Scales:
A Field Trial," *Child Welfare 61*(1992):319-328.

B. M. Caldwell and R. H. Bradley, *Administration Manual, Revised Edition: Home
Observation for Measurement of the Environment* (Little Rock: University of
Arkansas, 1984).

Grietens,H; Geeraert, L; Hellinckx, W. "scale for home visiting nurses to identify
risks of physical abuse and neglect among mothers with newborn infants." *Child
Abuse and Neglect*. *28*(3): 321-337, Mar 2004.

Jones, J. W. (1982). Preliminary Test Manual: The Children of Alcoholics
Screening Test: (CAST) Chicago: IL; Family Recovery Press. Measures
children's and adults' attitudes, feelings, perceptions, and experiences related to
their parents' drinking behavior; also identifies probable children of alcoholics
(CoAs) and adult children of alcoholics (ACoAs). Reviewed in Conoley, J. C., &
Kramer, J. J. (Eds.). (1989). *The tenth mental measurements yearbook*. Lincoln,
NE: Buros Institute of Mental Measurements.

Straus, M. A. (1996). The Revised Conflict Tactics Scale (CTS2): Development
and preliminary psychometric data. *Journal of Family Issues, 17,* 283-316.

Hegarty, K., Hindmarsh, E., & Gilles, M. Domestic violence in Australia:
Definition, prevalence and nature of presentation in clinical practice" *EMJA. The
Medical Journal of Australia*. Retrieved on February 1, 2009 from
http://www.mja.com.au/public/issues/173_07_021000/hegarty/hegarty.html

        b. Intervention literature:

Berry, M; Charlson, R; Dawson, K. "Promising practices in understanding and treating child neglect." *Child and Family Social Work*. *8*(1): 13-24, Feb. 2003.

Videka-Chairman, "Intervention for Child Neglect: The Empirical Knowledge Base," in *Research Symposium on Child Neglect* (Washington, DC: National Center on Child Abuse and Neglect, 1988).

Gaudin et al., "Effective Intervention with Neglectful Families.", *Criminal Justice and Behavior*. *20*. 1993

P. T. Howing et al., "Effective Interventions to Ameliorate the Incidence of Child Maltreatment: The Empirical Base," *Social Work 34*(1989):331.

Turney, D; Tanner, K. "Working with neglected children and their families. *Journal of Social Work Practice*. *15*(2): 193-204, Nov. 2001.

6. Evaluation plan:
Here the evaluation would be based upon the competence of the papers or of the group's class presentation. The competence would be judged on:
        1. Were they able to identify and critique how the reliability of the instrument was determined?
        2. Were they able to identify and critique how the validity of the instrument was determined?
        3. Does the critique identify all aspects of the previous conceptualization of the Domains of abuse/neglect that have not been included in this measurement instrument

D. Strategy Four: Development of a System for Tracking Service Delivery

1. Area/Issue of the case studies to be highlighted:
Research is not just about doing research studies, but is also intimately involved in the development of management information systems. For instance, in the Andrea R. case there was a lack of coordination between the mental health provider and other providers involved in the case. This case makes clear that coordination of effort is fundamental to assuring change. Part of the research process that needs to be addressed is how does one obtain the necessary information from persons providing the services?

2. Timing within the semester:
This strategy will be utilized toward the end of the research course/sequence when the question of how research can impact upon practice is addressed or this assignment on designing a management information system is appropriate.

3. Teaching methods:

This assignment deals with teaching students about the usefulness of research for setting up a management information system for tracking the activities of the various parts of the intervention.   The process here involves mainly in-class activities. Students are broken up into groups and they are asked to:

      1. Identify the various components of the intervention system in this case.

      2. Decide on what the case manager needs from each component part in order to effectively help this family <u>and</u> to identify the progress of all family members.

      3. They need to consider what the goal of service is.

      4. Finally they are to report to class on their plan. The groups should select one member to report to the total class on their plan.

Discussed in class will be the difference between plans developed by the various groups. The class would now discuss how they would implement such a system and how they would get a "buy-in" from the various reporters.

4. Materials:
None

5. Supporting readings:
Logic Model information can be obtained on the Web from University of Wisconson-extension and from M.W. Kellog Foundation:

      www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
      www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

6. Evaluation:
Subsequent to the class discussion students will be asked to develop an outline of a goal oriented problem solving reporting mechanism that could be used to track the progress of the cases. Provision should be made for reporting from other systems (outside agencies) providing services to the families. Students may want to look at literature on goal attainment scaling (useful in estimating change) and the literature on the logic model in developing such an agency wide reporting system. This outline is to be submitted to the professor.

CONCLUSION

A. Recap

In conclusion, it is important that we return to the relationship of research and other forms of social work practice. Research is too often conceptualized as something separate from good "practice". Yet research can serve to strengthen Micro and Macro practice in two ways. One, research can provide information about what practice modalities work best, with whom, under what conditions. If social workers are to have a

part in deciding what will be delivered, we must help to develop that knowledge base through designing and/or participating in knowledge building projects. Second, as anyone who does both clinical work and research will tell you, the systematic ways of thinking that come from research training can help one better focus one's clinical work.

This course outline seeks to engage students in a process that connects them to both research and to Child Welfare practice via understanding issues fundamental to the problems identified in each of the three cases. To participate in the discussion of any problem one needs to find a common language that can stretch across class, gender and culture. Thus the process we are about in research of seeking to clarify the meaning of the terms being used, is parallel to our efforts to develop with our clients a common language (understanding) of what we are working on together. The first assignment is devoted to that task and provides the opportunity to make the connection to practice. The second assignment has parallels to our use of the ecological framework in understanding the dynamics of the cases, dealing with the question of what is the boundary of the work both across time and place. In research terms, this is about having a conceptual map of the elements leading to, and residing in, the identified issue.

In social work we talk a lot about values, such as the value of client self determination. Too often the use of standardized procedures, whether used in protocol driven treatment or in the collection of data, is seen as inimical to a focus of values. By looking at the development and use of standardized instruments we can address this issue around the equity between clients when all receive an evaluation which assures that the personal beliefs of a worker do not color the evaluation of the client.

Finally, as the N.A.S.W. code of ethics has pointed out we have a responsibility to assure that our services are both efficient and effective. To determine that our clients are receiving quality services we cannot just depend upon workers personal views of their work. It is important that social workers recognize that the social work services will always be in short supply and that we put in place systems that enable us to demonstrate our effectiveness. The final assignment exposes students to the thinking that underlies the universally dreaded paperwork, so they may participate in developing more efficient decision making systems.

B. Suggestions for Future Courses

These assignments can be connected to the advanced level in the social work curriculum by having students use a standardized instrument with one of their cases. That instrument can be used in evaluating the level of a client's functioning (as in an anxiety scale) or can involve using a goal attainment scale with a client to define the work and evaluate the progress being made. Similarly, an administrative student can use the ideas developed in the last assignment to evaluate and suggest possible modification of their field placement's system for maintaining service delivery records.

APPENDIX TO THE TEACHING GUIDE FOR SOCIAL WORK RESEARCH

APPENDIX A: MAINTAINING AN UP TO DATE BIBLIOGRAPHY

Reading materials represent a mix of classics that serve as a base for all learning and new materials that represent current advances on basic practice principles. A good method to keep up to date on "new" materials is to use both search engines, such as Google, and the electronic data bases available through the University library. A google search for example of the term "child neglect" would provide information about the vast variety of information available from the National Clearing House on Child Abuse and Neglect (NCCANCI) and other data sources. Also of note is the fact that the full text of many of the articles one might wish to assign can be found on line. Instructor may wish to develop an early assignment that exposes the students to use of the data bases and the internet. Such an assignment also provides the opportunity to discuss how one decides whether materials one has gleaned from the internet can be relied on to provide reliable and valid information.

APPENDIX B: ISSUES TO CONSIDER IN TEACHING THE COURSE:
A good conceptual map will include three levels as outlined below:

INDIVIDUAL PERSONALITY
Poor reality orientation
Depression
Mental illness
Mental retardation of parent
Poor judgment
Domestic Violence

FAMILY LEVEL
Family size and spacing between children
Income
Marital relationship
Special needs child
Stability of family composition
Parenting knowledge
Marital conflict
Family interaction patterns (verbal / non-verbal)
Parentified children

EXTERNAL FACTORS
Housing- limited housing options for poor and minorities
Job/employment
Neighborhood
Informal social networks
Cultural factors (age child can care for sibling, language, discrimination, coping style, discipline style, use of folk medicine)
Availability of services

APPENDIX C: MEASUREMENT OF ABUSE
Stress + Lack of Supports = Child Neglect with certain people.
"regardless of level of stress or availability of social support the best predictor of neglect was emotional stability of the mother . Egeland et al

Personality of parent: Emotional maturity and coping skills of parent, Knowledge about child rearing, history of feeling unwanted as a child (attachment problem) have not been shown to be a direct cause of child neglect because most data is available comes from clinical samples.

Polansky identified five personality types of neglecting parents:
Impulse ridden
Apathetic-futile
Reactive depression
Mentally retarded
psychotic

Identified impacts of child neglect upon the child:
Lack of readiness for learning
Behavior problems
Less interaction with peers
School absence
Delinquency (boys externalized and girl internalized)