

Student Name:

Date Completed:

Possible Effects of Maltreatment on Child Development

Review closely the Developmental Milestones Chart located in the resource section of the SR Hub to a scheduled visit with a school-aged child from one of the cases that you have been assigned to shadow. Prompt your recall of possible effects of maltreatment on the child's developmental level by reviewing the possible effects of maltreatment section of the chart for school-aged children.

1. As you interact with the child be observant of any behaviors or statements that appear to represent possible effects of maltreatment. Circle those points on the chart. In addition, make behaviorally specific notes of your observations that explain the observations that led to your concerns.

For example: A school-aged child told you a story about how his mother is now rich because she won the lottery at the Billups Quick Stop in Monroe. The child tells you that his mother is now looking for a house to buy that will have a bedroom for him and one for each of his six siblings, so that they all can go home to live her.

Could this story be a possible effect of maltreatment? Does such a story seem to coincide with the effects of maltreatment listed on the Developmental Milestones Chart for school-aged child: "May speak in unrealistically glowing terms about his parents?" Provide the specific behaviors (e.g. told story about mother winning lottery and buying a big house, etc.) in your notes.

Another example: At a foster home, a six-year-old child strongly insists that he must be the one to put the shoes on his three-year-old sibling before they go out in the yard to play. He demonstrates this by taking over the situation by finding the shoes and socks and putting them on the sibling.

Consider, is it appropriate for a 6-year old to assume this level of responsibility? This is a behaviorally specific example of the possible effect of maltreatment: "Role reversal to please parents, and take care of parent and younger siblings," as found on the Development Milestones Chart? Provide the specific behaviors (e.g. takes over putting shoes on his sister, etc.) in your notes.

2. Have a discussion with the supervisor and/or co-worker (chosen by your supervisor) to discuss what you specifically observed in your interaction with the child that suggested the child may be experiencing possible developmental effects of maltreatment.
3. Review the child's case record for any notes regarding previously identified effects of maltreatment. The original abuse/neglect report is the documentation of maltreatment. Any social summaries, foster parent statements, school reports, etc. will possibly give evidence of observed behaviors that indicate previously identified effects of maltreatment of that child.
4. In your interaction with the child, what new behaviors did you observe that have not been recorded previously? Is the child now presenting new effects of prior maltreatment? Is this new behavior possibly related to the child's growth to the next stage of development, for example, from pre-school age to school age? Does the new behavior fit the next state of the Development Milestone Chart of "possible effects of maltreatment?"
5. From what you observed in your interaction with the child, consider the question, "could the new behavior(s) indicate recent maltreatment of the child?" This question directs you to always be alert to the ongoing safety of a child. Any observed changes in behavior and new behaviors must be analyzed. Discuss these questions with your supervisor and/or co-worker (chosen by your supervisor).
6. Make a plan of with your supervisor and/or co-worker (chosen by your supervisor) to ensure that any needed actions are taken to address the concerns that you identified during your interaction and assessment of the child.

I discussed the following with my supervisor regarding the possible effects of maltreatment of a school-aged child: