



# Philadelphia Teaching & Learning Collaborative

## Quarterly News

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Winter 2000

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### Reporting Suspected Abuse and Neglect

TLC, MRS, and the Department of Human Services coordinated to present training on reporting suspected abuse and neglect. Each presentation site had a different presenter but most of the information discussed was similar. Time was allowed for questions and discussions and people took advantage of it. The feedback from the evaluation forms was positive. Most people felt that they had learned something new and had learned something they could apply to their jobs.

The information that was presented included the physical and psychological signs of abuse, the different types of abuse, how the city and state offices handle calls of abuse, and how this relates to the early intervention system. The training stressed that we as early interventionists are mandated reporters and are legally obligated to report abuse if suspected. In Pennsylvania, persons whose employment, occupation or profession causes them to come into contact with children, when they have reasonable cause to suspect abuse, are required by law that a report be made to the county child protective services agency. In Philadelphia, that agency is the Department of Human Services.

The Department of Human Services staffs a 24 - hour hotline to receive reports of possible child abuse or neglect. Reports of suspected physical abuse, sexual abuse, or severe neglect are investigated within 24 hours; other reports are investigated promptly. If you suspect abuse or neglect, discuss the incident with your supervisor. You and your supervisor will decide if the incident warrants a call to the

## HOW TO SPOT ABUSE OR NEGLECT

### Physical Abuse:

Physical abuse is non-accidental. Serious physical injury of a child, including beatings, burns, bites, strangulation, immersion in scalding water, resulting in bruises, welts, broken bones, scars, serious internal injuries. Watch for unexplained bruises, bites, black eyes, broken bones, fading bruises or other noticeable marks.



### Sexual Abuse:

Child sexual abuse is sexual contact between a child and an adult or older child for the sexual gratification of the offender. It can include both physical and non-physical contact, and it is always forced. Watch for a child's difficulty in walking or sitting, demonstration of bizarre, over-sophistication, or unusual sexual knowledge or behavior.

### Emotional Abuse:

Emotional abuse is a pattern of behavior that attacks a child's emotional development and sense of self-worth. Watch for extremely compliant, passive, aggressive or demanding behaviors, talk of attempting suicide.

### Neglect:

Neglect is the withholding of or failure to provide a child with the basic necessities of life: food, clothing, shelter, medical care, attention to hygiene, or supervision needed for optimal physical growth and development. Watch for a lack of needed medical or dental care or glasses, a consistently dirty appearance or severe body odor.

### Ken-Crest Services Procedure for Reporting Suspected Child Abuse:

When a staff member has reason to suspect child abuse based on his/her knowledge of the Child Protective Services Law, he/she will notify the Program Director of the suspicion. The Program Director and her designees will collect pertinent information.

The Program Director shall make all reasonable efforts to inform the parents of the report before making the report. If unable to reach the parents, they will be informed within 24 hours of the report.

A written report of Suspected Child Abuse shall be completed by the Program Director. The original must be sent within 24 hours to the Department of Human Services.

This is a portion of Ken-Crest Services procedures for Reporting Suspected

Child Abuse. TLC included this information in the newsletter as an example that other agencies may adopt their own policy for reporting suspected child abuse.

## Required Group Training Sessions At A Glance -

Date	Location	Time
<b>Teaming Training 1</b>		
November 8	Lankenau Hospital	9am - 12pm
November 16	Blumle Building, TJU	5pm - 8pm
November 21	Einstein Hospital	1pm - 4pm
November 28	Shriners Hospital	9am - 12pm
December 1	Frankford Hospital	1:15p - 4:15pm
<b>Teaming Training 2</b>		
January 9	Lankenau Hospital	9am - 12pm
January 18	Einstein Hospital	1pm - 4pm
January 19	Frankford Hospital	1:15p - 4:15pm
January 25	Blumle Building, TJU	5pm - 8pm
January 31	Shriners Hospital	9am - 12pm
<b>Foster Families</b>		
February 2	Frankford Hospital	1:15p - 4:15pm
February 6	Lankenau Hospital	9am - 12pm
February 15	Einstein Hospital	1pm - 4pm
February 22	Blumle Building, TJU	5pm - 8pm
February 28	Shriners Hospital	9am - 12pm
<b>Teaming Training 3</b>		
March 2	Frankford Hospital	1:15p - 4:15pm
March 6	Lankenau Hospital	9am - 12pm
March 15	Einstein Hospital	1pm - 4pm
March 22	Blumle Building, TJU	5pm - 8pm
March 28	Shriners Hospital	9am - 12pm
<b>Policy &amp; Procedures Update</b>		
April 6	Frankford Hospital	1:15p - 4:15pm

April 10	Lankenau Hospital	9am - 12pm
April 17	Einstein Hospital	1pm - 4pm
April 25	Shriners Hospital	9am - 12pm
April 26	Blumle Building, TJU	5pm - 8pm

## Cape May Retreat

On September 27<sup>th</sup> & 28<sup>th</sup>, the supervisors of all the providers of early intervention services in the Philadelphia County were invited to attend a retreat in Cape May. Sixty supervisors from a wide variety of providers throughout the city attended the training getaway. The supervisors stayed in a 130 hundred year old hotel in the town of Cape May, the Chalfonte. Jeffri Brookfield, a nationally renowned early interventionist from North Carolina presented on such topics as: "What are the Issues for Supervision in Philadelphia?", "How can Supervision be best provided?", and "Successful Team Supervision: Team Projects." There were plenty of group activities throughout the two days in which the attendees had an opportunity to share ideas on supervision in Philadelphia. Jeffri offered many helpful strategies for managing time, increasing efficiency, decreasing employee turnover, and direct one on one supervision. With it being a beautiful two days outside, I think it was a very productive two days inside. I hope that everyone left Cape May with a new outlook on supervision in Philadelphia early intervention.



## Shine Stories

Betty Ferguson from CCDC sent in this letter that a family had written about an early interventionist.

The letter from the family began: I would like to take this time to thank CCDC for the tremendous experience we've had. When we first came to the program the girls were somewhat displaced, withdrawn and fearful. I now see totally different response in place of previous behavior, through the help of many people. We thank you. I would especially like to thank Mrs. Catherine Howe, she continually succeeded to help the girls feel wanted and loved.

Her input into their progress has been nothing short of inspiring. She has maintained constant communication with our family and has been very supportive of our family unit. Her sense of discernment has been very insightful as well as professional, she is a "get in there and get you hands dirty kind of person." When she sees a need, she goes to work to obtain desired results. Hats off to Mrs. Catherine Howe for her divine intervention.





## Activities for Daily Routines: Bath Time

### Paint the tub game:

Play the finger paint game during bathtime. A child can paint the various parts of her body or the bath tiles. Shaving creme makes cleanup easy and fun. These games are great for helping a child explore the movement of her arms and legs. \*Safety note\* For children who may try to eat the fingerpaint or shaving creme, substitute a whipped dessert topping, pudding, or yogurt.

*Adaption for the Visually Impaired:* Use scented shaving creme or add a few drops of mints, lemon, or other highly scented cooking essence to the dessert topping.

*Adaption for the Physically Impaired:* Give the child the necessary physical guidance so that she can enjoy the cool, soft feelings of exploring shaving creme and fingerpaint.

### Boat Float Game:

How about a boat race? The family can make their own sailboats, using a piece of paper as the sail, a square of Styrofoam as the base, and a toothpick as the mast. Parent and child can race their sailboats using straws to blow the boats across the water in the tub.

### Blowing Bubbles Game:

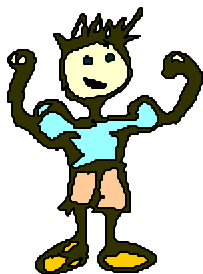
Once the child is comfortable getting his/her face wet, a parent can teach him/her to blow bubbles. Many children have difficulty understanding the difference between breathing in, breathing out, and holding their breath. Make this game by demonstrating blowing bubbles under water. Saying sounds will help her automatically blow out when he/she is under water. Other activities can include these:

- Making a hole in the water by blowing into it above the surface.
- Blowing across the surface of the water to make a wave
- Blowing ping-pong balls or balloons across the water to a playmate
- Saying a word under water
- Placing a mirror at the bottom of the tub to encourage blowing bubbles
- Pretending there is a birthday cake with candles under the water and blowing out the candles

### Wash 'n' Dry Game:

Get ready to wash the baby doll. This is a great deal of fun and can be a cooperative effort between the child and a sibling. Make sure to wash the different body parts (arms, legs, hands, feet, etc) and talk about what you child is doing. Take turns by having one child wash the baby and another dry.

*-taken from Creative Play Activities for Children with Disabilities by: L.R. Morris & L. Schulz*



## OPTIONAL SKILL BUILDING TRAINING SCHEDULE At A GLANCE:

	DATE	LOCATION	TIME
<b>Home Visiting:</b> <i>(Registration Deadline is 11/17)</i>			
	12/1/00	Germantown Hospital	9am - 12pm
	12/15/00	Germantown Hospital	9am - 12pm
	1/12/01	Germantown Hospital	9am - 12pm
	1/26/ 01	Germantown Hospital	9am - 12pm
	2/16/01	Germantown Hospital	9am - 12pm

### **Working with Infants and Toddlers with Multiple Disabilities:**

*(Registration Deadline is 2/01)*

2/9/01	TBA	9am - 12pm
2/23/01	TBA	9am - 12pm
3/9/01	TBA	9am - 12pm
3/23/01	TBA	9am - 12pm
4/6/01	TBA	9am - 12pm

### **Guiding Children's Behavior:** *(Registration Deadline is 3/15)*

4/20/01	TBA	9am - 12pm
4/27/01	TBA	9am - 12pm
5/4/01	TBA	9am - 12pm
5/18/01	TBA	9am - 12pm
5/25/01	TBA	9am - 12pm

\*Trainings may be canceled if there are not enough participants\*

\*\*Locations to be announced in the next newsletter\*\*

\*\*\*Pre-Registration is required. Please use the form on the last page of the newsletter.  
Participants will be expected to attend all of the sessions. \*\*\*



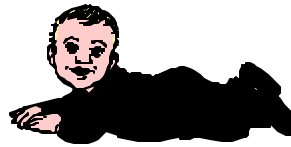
## Reading Does the Mind Good!!!

It is never too early to begin reading to children! As you spend time reading to infants and toddlers, you are helping to develop their understanding of words. As language develops, a lifelong love for books can also be developed.

Research confirms something we already knew: talking to young children is very important. After birth the process of “wiring” the brain begins. Repetition forms the connections in the brain; using language with babies helps shape their brains for language.

You may find it helpful to establish reading rituals. For an infant, it might be reading in a comfy rocking chair or at a particular time during the day’s routine.

When reading to infants and toddlers, look for books with the Three R’s: rhyme, rhythm, and repetition. For the youngest children the sounds of language are especially important. Infants will respond more to the rhythm of your voice than to the actual words of the book. Toddlers will want to mimic the repetitive phrases they hear.



-taken from Child Care Concepts Number 16

### Books for Babies:

#### A Resource List

*Big Red Barn*

by Margaret Wise Brown

*The Three Bears*

by Byron Barton

*The Gingerbread Man*

by Eric Kimmel

*Shake My Sillies Out*

by Raffi

*I Like Me!*

by Nancy Carlson

*Jamberry*

by Bruce Degan

*Thump, Thump, Rat-a-tat*

by Gene Baer

*Flower Garden*

by Eve Bunting

*Inside the Barn in the Country*

by Alyssa Satin Capucilli

*The Very Hungry Caterpillar*

by Eric Carle

*Barnyard Banter*

*Flying*

## Registration For Optional Skill Building Training

I am registering to attend:

\_\_\_\_\_ Home visiting  
(Registration Deadline is 11/17)

\_\_\_\_\_ Working with Children with Multiple  
Disabilities (Registration Deadline is 2/01)

\_\_\_\_\_ Guiding Behavior  
(Registration Deadline is 3/15)

Name: \_\_\_\_\_ Discipline: \_\_\_\_\_

Address: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Fax #: \_\_\_\_\_

Fax this form to Celeste at 215-503-1640  
Questions? Call Celeste at 215-503-2614

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### TLC Quarterly News

Teaching and Learning Collaborative

Thomas Jefferson University

OT - Child & Family Studies Research Programs

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