



PURPOSE

- To educate a group of professional teaching staff on how to identify signs and symptoms of sexual abuse/maltreatment in their students with disabilities.
- Goal 1: Teachers will verbalize signs/symptoms, factors associated with identifying and addressing sexual abuse/maltreatment in minors with disabilities.
- Goal 2: Teachers will show increase knowledge in regard to why children with disabilities are targeted for sexual abuse.
- Familiarizing professional teaching staff with knowledge on proper policies of reporting sexual abuse
- Ensure that any student suspected of sexual abuse/maltreatment is evaluated/assessed thoroughly and referred to the appropriate professional (Child Protective Services (CPS), law enforcement).

BACKGROUND

- Due to increase in sexual abuse incidence and prevalence, research has been drawn to sexual abuse/maltreatment in children with disabilities
- Approximately 5 million children in the United States were referred to CPS in 2001 due to the global issue of child maltreatment (Alvarez et al., 2004)
- According to the Third National Incidence study, between 1986 and 1993, the estimated amount of abuse and neglected children doubled, with nearly 2 million maltreatment cases present in 1995 (American Academy of Pediatrics, 2001, p. 508)
- According to American Academy of Pediatrics (2001) the study showed that children with disabilities are 1.8 times more likely to be neglected, 1.6 times more likely to be physically abused, and 2.2 times more likely to be sexually abused than children without disabilities.
- Cases go unrecognized because the child may exhibit nonverbal signs that unintentionally gets ignored (Edelson, 2010).

METHODS

- 3 special education teachers were utilized for this project (1 lead teacher, 2 paraprofessionals (assistant teachers))
- Students age ranged from six to seven years old (1st-2nd grade)
- Subjects of adult age (>18) will be excluded from this project.
- Teachers were given pre-test, post-test, lecture to enhance knowledge of identifying sexual abuse.
- Due to current pandemic, test questions were distributed to teachers via e-mail.
- Sexual Abuse assessment tool was distributed to complete for Student A, Student B, Student C and Student D on an individual basis if sexual abuse/maltreatment is suspected.
- Zoom call was utilized for lecture (approx. 1 hour)
- Test was reviewed and teachers were informed of their test scores
- IRB approval not needed

FRAMEWORK

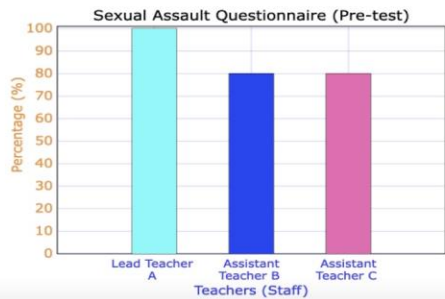
Conceptual Framework for the Needs Assessments



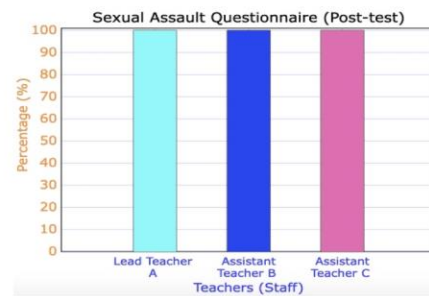
- Jean Watson's theory of philosophy and science of caring.
 - Respect, nature, care
- 4 concepts of Watson's theory
 - Human being
 - Society/environment
 - Health
 - Nursing
- Carative factors
 - Promote teaching
 - Continuous learning/education
- Venn diagram shows sexual violence (and domestic violence) are impacted by, both environmental factors (such as home, school, neighborhood) and individual vulnerabilities (such as learning disability etc).

OUTCOMES

- STAFF PRE-TEST RESULTS:** Staff was instructed to take a pre-test to get an idea of how knowledgeable they were in assessing and identifying sexual abuse in children with disabilities.

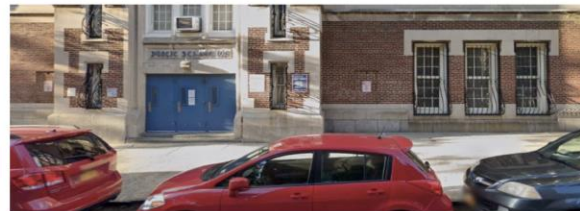


- STAFF POST-TEST RESULTS:** Following pre-test, lecture and Q and A discussion, staff successfully received a perfect score post-test which shows that knowledge of sexual abuse in children with disabilities increased.



CONCLUSIONS

- GOAL 1: MET—Staff** effectively reiterated factors/sign symptoms mentioned during lecture in an attempt to prove understanding of knowledge presented.
- GOAL 2: MET-Post test** results revealed that the staff successfully received proper understanding on targeting signs and symptoms of sexual abuse and maltreatment in children with disabilities.
- Staff familiarized themselves with their institutional policies on reporting suspected sexual abuse
- Staff verbalized increased understanding and consequences of failure to report suspected sexual abuse cases.



JACQUES CARTIER SCHOOL (ROBERT F. KENNEDY) P.S 169 @ 102

RELEVANCE TO NURSING

- Teachers like nurses are professional mandate reporters. They hold an obligation to report any suspected acts of abuse to the appropriate source (Hershkowitz et al., 2007).
- Scott and Fraser (2015) emphasize that health professionals, like teachers, police and other professional groups, are variously obligated through policy and legislation to report their knowledge or suspicion of child maltreatment.

