

EFFECTS OF ABUSE AND NEGLECT ON DEVELOPMENT CHART

Types of Abuse & Neglect	Cognitive	Emotional	Social	Physical	Primary Parent	Foster Parent
Infants–Toddlers Shaking Isolation Slapping Poor feeding patterns Failure to Thrive Punching Poor hygiene Exposure to danger	Fear Insecure Anxiety Withdrawal / Emotional Observant (excessive) No Cooing May Appear Autistic	Crying Inconsolable Joyless Little emotion No eye contact Motionless Doesn't play Remote Depressed	No eye contact Little emotion Fear of strangers No curiosity Inactive No trust / attachment Withdraws Watchful Excessively Dependent	Won't eat Underweight Pale Brain Damage Hemorrhaging Blindness Can't roll over No muscles mass Rigidity Broken bones	Angry Fearful Isolated Distrustful Blames child Uncooperative Denies abuse Jealous Relieved	Needs training Needs objectivity Be observant of child Accept child & family Recognize delays Cooperate with case plan Be a team member Know limitations
Pre-School Isolation Hitting Malnourished Sexual Abuse	Short attention span Language delays Stares into space Poor speech No curiosity No imaginary friends Is not self-centered No ego-centric develop Can't complete thoughts/sentences Poor self image	Excessively fearful Expects danger Poor self-esteem Lacks confidence Little impulse control No healthy initiative Withdrawal from others Tantrums-whines Cries easily Can't delay Gratification Looses control easily	Insecure – lacks good attachment (clings to anyone) Shows little or no distress May fight / scream No middle ground Plays alone – appears detached (can't play) Objects – no curiosity Does repetitive activities Doesn't communicate	Small Poor muscles tone Can't run – jump Falls-clumsy-awkward Brain damage Hemorrhaging Poor healing of old injuries	Disinterest Distracted Blames child Isolates child Rejects case plan Doesn't visit Consistently Manipulates child Denies abuse Jealous Manipulates foster parent / social worker	Observe child for triggers Approach gently Set clear rules & routines in house Allow child privacy Respect child's fears Reduce anxieties Praise child Provide opportunity For self-esteem Allow room for anger Praise birth family
School Age Sexual abuse Hitting Emotional abuse	Short attention span Language delays Poor speech Little reciprocal Conversation Angry Insecure/anxious Poor school performance or opposition	Angry Mistrustful Impulsive Can't delay Gratification Whines/tantrums Cries easily Feels inferior/worthless Embarrassed/ashamed Insecure	Suspicious Manipulative No coping strategies Can't turn to adults Praises parents to others Takes care of parents Does role reversal Lacks opinions on things Peers overwhelming Prefers isolation	Dirty/poor hygiene Unkept Wears layers of clothing Smells Appears autistic Aggressive Appears unaware of physical self & needs	Distrustful of school May keep children out of school Isolates child Blames child Depends on child Moves frequently Denies abuse Jealous	<u>See Above +</u> Assure child of safety Cont. sex education with SW. Gives child full attention with conversing Helps child learn that adults do care Helps child learn to share Keep control

**Types of Abuse
& Neglect**

	Cognitive	Emotional	Social	Physical	Primary Parent	Foster Parent
Early Teens Sexual abuse Beatings Denial of basic needs Homelessness Poor or no parental guidance	Abstract thinking Becomes difficult Short attention span Poor problem solving Deficient thinking No hypothetically ability to think No insight development No goals - bossy	Mood swings Little coping ability Poor self image Identity confusion Depressed-Anxious Unresolved developmental tasks No trust in future Aggressive-impulsive Poor self-esteem Feels guilty	Wary of adults Overly compliant Overwhelmed by peers Expectations Delayed moral development No established values Unable to initiate Intimacy Little convictions or personal feelings on issues	Keeps self covered Poor hygiene Chronic illnesses May begin to use drugs Can't keep good eye contact May not want to be touched May touch inappropriately	Blames child Ignores child Isolates child Threatens/coerces child Uncooperative with agency/school High expectations of child Expects child to meet parents needs	Build confidence Be patient/humorous Keep directions simple Keep rules and regulations clear Be flexible Use examples for teaching Use appropriate consequences
Middle Teens <u>See Above +</u> Sexual abuse Emotional abuse Abandonment Role reversal Mental abuse	Immature problem solving Can't think logically Can't take others perspective Does not develop insight Can't concentrate or focus Short attention span	Poor self image Frequent outbursts Delayed self reliance No autonomy-industry or initiative Mood swings-aggressive Behavior-conduct disorder No trust in future Can't accept self Anger	Withdraws from peers Wary of adults Overwhelmed by peer expectations Truancy Can't make friends Can't empathize Few personal opinions Believes in harsh punishment	Poor hygiene-or constantly cleans self Keeps self covered May begin to use drugs Can't keep good eye contact May not want to be touched May touch inappropriately	<u>See Above +</u> Blames child's associations Says child is lazy Unrealistic expectation Threatens other family Makes child hard to locate Distrustful Believes in harsh punishment Has low self-esteem	Provide sex education Give opportunity & permission to discuss any topic Be available to answer questions Learn the art of listening Provide opportunities for success Use humor
Adolescents <u>See Above +</u> Sexual abuse Role reversal Emotional abuse Mental abuse	Confusion about identity Abstract thinking Remains difficult Confused about role of parent May feel blame May stay to protect other siblings	Rage Frequent outbursts Conscience may be underdeveloped Afraid of dark No real knowledge of body functions Feels guilty Depressed-suicidal	Lying & manipulative Stealing Delinquent acts Sexually acting out May perpetrate Won't accept guidance Runaway Distrustful	Continues to keep self covered Poor hygiene or constantly cleans self Using drugs & alcohol Over physically aggressive Can't keep good eye contact	Claims child is out of control Denies knowledge about sexual abuse in home Feels guilty Reluctance to give information Using drugs/alcohol No understanding of child's needs or feelings	Praise child Build confidence Give privacy Stress accomplishments Allow ways to earn money Give child full attention Spend individual time with child Accept parents Accept feelings of child