

The Parent and Child

Rarely touch or look at each other;

Consider their relationship entirely negative; or

State that they do not like each other.

None of these signs proves that child abuse is present in a family. Any of them may be found in any parent or child at one time or another. But when these signs appear repeatedly or in combination, they should cause the educator to take closer look at the situation and to consider the possibility of child abuse. That second look may reveal further signs of abuse or signs of a particular kind of child abuse.

NC Governor's Crime Commission

Prevent Child Abuse
America

Recognizing Child Abuse

What every parent and community should know about abuse and neglect.

▶ NC Governor's Crime Commission

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To report child abuse or neglect contact your local law enforcement agency or
1-800-CHILDREN

Recognizing Child Abuse

The first step in helping abused children is learning to recognize the symptoms of child abuse. Although child abuse is divided into four types -- physical abuse, neglect, sexual abuse, and emotional maltreatment -- the types are more typically found in combination than alone. A physically abused child for example is often emotionally maltreated as well, and a sexually abused child may be also neglected. Any child at any age may experience any of the types of child abuse. Children over age five are more likely to be physically abused and to suffer moderate injury than are children under age five.

The Child

Shows sudden changes in behavior or school performance;

Has not received help for physical or medical problems brought to the parents' attention;

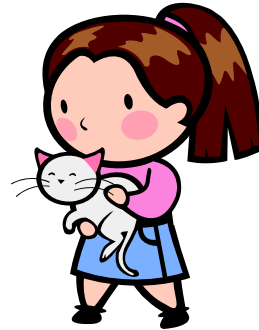
Has learning problems that cannot be attributed to specific physical or psychological causes;

Is always watchful, as though preparing for something bad to happen;

Lacks adult supervision;

Is overly compliant, an overachiever, or too responsible; or

Comes to school early, stays late, and does not want to go home.



The Parent

Shows little concern for the child, rarely responding to the school's requests for information, for conferences, or for home visits;

Denies the existence of -- or blames the child for -- the child's problems in school or at home;

Asks the classroom teacher to use harsh physical discipline if the child misbehaves;

Sees the child entirely bad, worthless, or burdensome;

Demands perfection or a level of physical or academic performance the child cannot achieve; or Looks primarily to

the child for care, attention, and satisfaction of emotional needs.

