



HANDS &  
VOICES™



ADVOCACY  
SUPPORT &  
TRAINING

# Welcome to today's webinar

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- Use a laptop or computer for best access. Phones and tablets will limit your access to **only** the presenter and the PowerPoint.
- Attendees' cameras and microphones will be disabled during the webinar.
- Interpreters will be spotlighted.
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  - Click on "Show Captions" for Zoom auto captions or select the link provided in the chat for captioning provided through a live captioner.
- Chat function will be limited to chatting **only** with the Host/Cohost(s), not the presenter or other attendees for this webinar.
- A Q&A option can be found at the bottom of your screen. This allows you to type in any questions you have throughout the presentation. We will be facilitating questions for the presenter at the conclusion of the presentation.

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# Keeping Our Students Safe at School: The H&V Safety Attachment

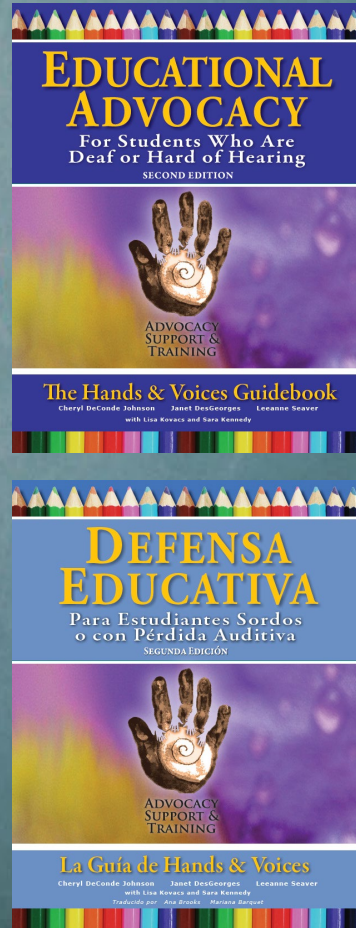
February 13, 2024

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O.U.R. Children's Safety Project Core Team



Advocacy Support & Training Webinar Series

*Bringing together...*

# The O.U.R. Project & The ASTra Program



The Hands & Voices O.U.R. Children's Safety Project seeks to engage parents of kids who are deaf/hard of hearing and the professionals who work with families within the community at large in the prevention of childhood maltreatment.



H&V ASTra is an Educational Advocacy Program that trains parents and professionals and provides resources that focus specifically on D/HH issues in educational advocacy, with a value towards collaboration with professionals, as well as ensuring the integrity of the power of parents in their pursuit of educational excellence for their children.

# Question:

If it was not required by law, would you keep your child in a car seat?

My personal experience with this question:

- In the 1950s, car seats allowed a child to see the road and for easy access by parents.
- Safety was not the concern.





- In the 1970s, the design of car seats looked better, but were more style than substance as far as safety goes.



# Today, we know better.

- This is the kind of car seat my four-year-old grandson now rides in. Safety is now paramount.
- Why did we change?



# We learned....

We came to understand the risks and planned for the safety of our children. As a result, the [CDC](#) has found that “Car seat use reduces the risk for injury in a crash by 71–82% for children, when compared with seatbelt use alone.”

Now we must learn and plan for the safety of our children from the trauma of maltreatment, i.e., physical, sexual and emotional abuse.

A trauma that children with disabilities are 3-4 times more likely to experience than their nondisabled peers.



# Be Brave Enough to Bring Up the Topic

**1. Learning:** Begins with a willingness to talk about child maltreatment.

- “click” [HERE](#) for tips on how to do this.

**2. Understanding:** Begins with learning the difference between child vs. family based maltreatment risk factors.

- “click” [HERE](#) for the list of factors.

**3. Planning:** Begins with the use of child-based maltreatment risk factors in the design of IFSP, IEP and 504 documents.

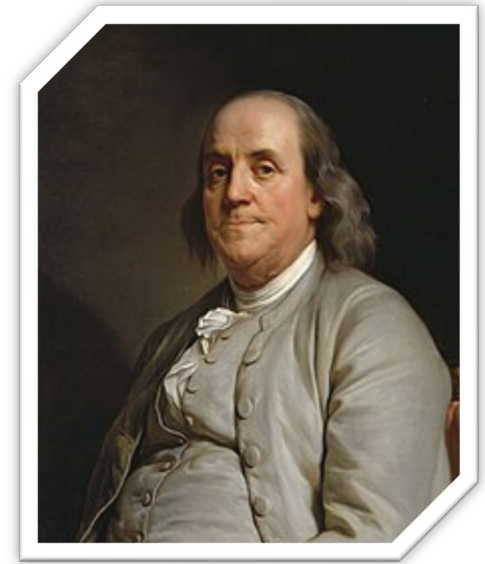
- The “[Safety Attachment](#)” document presents this information.





# Planning for Success

- Flipping Ben Franklin's quote around..  
If we fail to prepare for the safety our children, they will fail to achieve success.
- The remainder of this Webinar is designed to provide you the information, resources and tools you need to enhance the safety and success of your children and the families of children you serve.



“By failing to prepare, you are preparing to fail.”

- Benjamin Franklin

# What comes to mind with children's safety in school?

## Safety Issues:

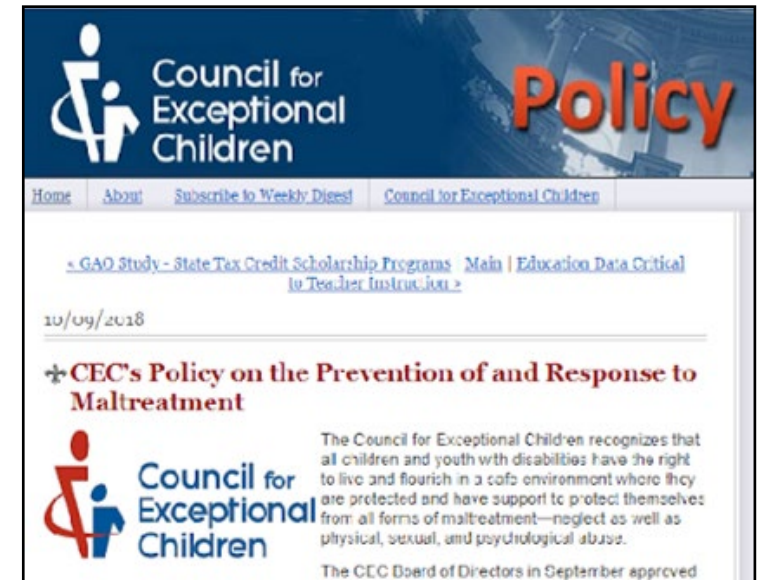
- Bullying (physical and cyber)
- Student Behavior
- Impact of loneliness/isolation
- Physical safety, lockdowns
- Abuse: physical, psychological or emotional, sexual
- And...

## Educational issues:

- Educational placement
- Self-advocacy
- Low-incidence/IEP Team expertise
- Impact of communication & language throughout education, including safety
- Parent Counseling and Training options
- And...

# The Safety Attachment for IFSP/IEPs

- Our Why and How for these guidelines
  - What's working so far...
- Who? For each DHH child in every setting, because of higher risks.
- Increase Safety through targeting:
  1. Protective Factors for Families/Parents
  2. Communication/Language/Self-advocacy
  3. Protective Factors for Students



A child learns best when feeling safe and valued.

**The Fordham Institute**



# Using the Six Protective Factors for Families/Parents in Goal-setting

- More about [The Six](#)
- Which factors should you focus on?
- Examples:
  - Understanding nurturing and attachment, and the developmental needs of a young DHH child
  - Learning to ask safety questions
  - Teaching foundational safety skills: attachment, naming feelings and body parts, boundaries, story retell
  - Establishing the “Circle of Trust”



# Safety Attachment #1.



## **Knowledge of Protective Factors for Parents Parent Counseling and Training (34 CFR 300.34(c)(8)), 34 CFR 303.344 Content of the IFSP**

- Can I describe how I can foster my child’s ongoing development through positive relationships and appropriate language exposure?
- Can I describe how to establish a circle of trust with my child’s caregivers, family and friends who have individual contact?
- Do all educators/providers have background checks? Training on protective factors, prevention strategies, and to recognize and report signs of maltreatment?
- Do I have an understanding how to promote safety skills through proactive language/communication skills (ability to describe situations/feelings, retell, telling a trusted adult appropriate to age and developmental level?)
- Do I understand the concepts of “grooming,” open door policies, and the specific risk factors for my child?

### **Examples:**

*a) The child indicates a clear nonverbal, signed or spoken “no” to uncomfortable interaction followed by an appropriate parent or caregiver response to that “no” including an explanation when interaction is necessary for health or safety of child (e.g., medical visits, hygiene.)*

*b) Parents interview childcare and can orient to child’s needs.*

### **Action Plan if needed:**

# Safety Attachment #2.



## **2. IEP/504: Addressing communication/language and self-advocacy:**

IEP: A “safe” student is noted to communicate frequently and well with parents and teachers. Can the student share effectively in a variety of settings and with a variety of audiences or communication partners? (Goal could be linked to the common educational standard of “Student communicates effectively with a variety of audiences.”)

- Basic needs
- Reactions and thoughts about all settings (childcare, school, extracurricular, time with others)
- Pragmatic social language skills (taking turns, seeking clarification, sharing personal information safely, differentiating audiences, using humor appropriately)

### **Examples:**

*a. The student will communicate effectively with 1-2 trusted adults and peers within a circle of support, including making friends, using appropriate pragmatic language skills (e.g., identifying trusted others, maintain topics, seek clarification, repair communication breakdowns, and use humor and sarcasm appropriately.*

*b. A student can describe their hearing status, how they learn best, and seek accommodations (preferential seating, note taking, clarification of assignments, etc.) in preparation for entering the adult world, using ADA laws to ensure equal access through a self-advocacy workshop series.*

Action Plan if needed:



# Safety Attachment #3.



## **3. IEP: Addressing Knowledge of Protective Factors for Students:**

- The student recognizes risky situations for themselves or others (unhealthy relationships, listening to intuition about safety issues, determining intent of others)
- The student demonstrates an appropriate response to boundary crossing behavior of others.
- The student demonstrates how and who to tell if they or another student has faced an inappropriate behavior by a peer or adult.

### Example:

*a) Given a variety of scenarios, the student can identify elements of healthy and unhealthy relationships of peers or children/adult pairs, recognizing flags of unequal or inappropriate relationships, and describes first steps to change the balance of power. (Methods: role play, literature/media, social stories.)*

*b) The student effectively and consistently demonstrates these protective factors: (choose) making healthy social connections, recognizing and avoiding risky situations, understanding and managing changes during puberty, (physical, emotional) and/or setting personal boundaries including safety with unfamiliar people or online.*

### Action Plan if needed:

# Just in Time vs. Just in Case

- The [Safety Attachment](#)

- A key source for IFSP, IEP and 504 content designed to enhance the safety and success of children who are deaf/hard of hearing.

But there are barriers to using the Safety Checklist:

- ❖ **Time**
- ❖ **Packed agenda**
- ❖ **Lack of awareness of issues**

For parent leaders and advocates:

- ❖ How do you advise parents, and the professionals who work with them about child maltreatment when you are just learning about it yourself?



# Trying out a new tool

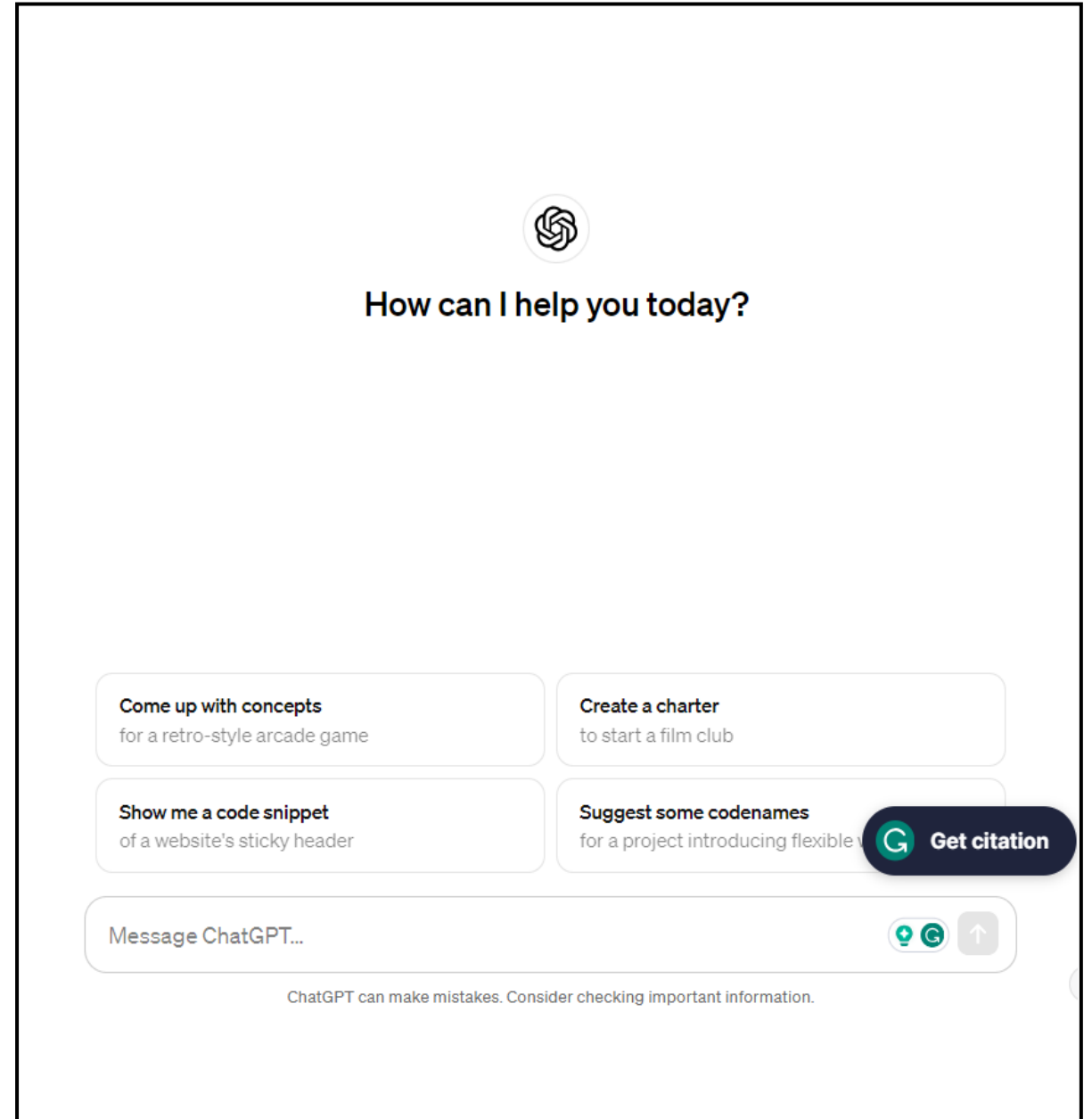
- During the last few months, I have been trying to determine if [ChatGPT](#) can provide an accurate and effective tool for “just in time” information for IFSP, IEP and 504 documents, for both the O.U.R. Children and ASTRA Projects.
- ChatGPT consistently generated responses to my questions and writing tasks that I consider to be at a “B” or “B+” level.
- Let’s see what you think...  
<https://chat.openai.com/>





# ChatGPT test run

- Given the time we have, I'll start with my [ChatGPT](#) questions and request.
- If there is time, I will use a question or two from the Q&A box.



# What did you learn from our ChatGPT Experiment today?

Reaction to our “test run” of ChatGPT?

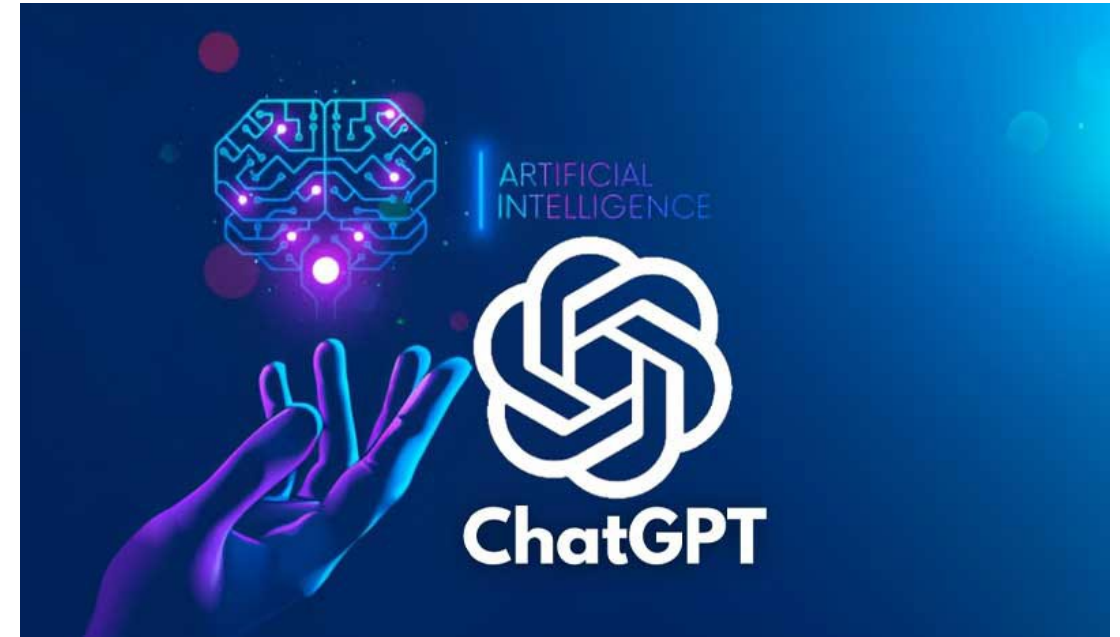
- Speed of ChatGPT replies?
- Accuracy of ChatGPT answers to our questions?
- Usefulness of ChatGPT writing suggestions?

Can you imagine trying ChatGPT in some aspect of your ASTRA work?

- If so, how?
- If not, why?

Do you think ChatGPT has the potential to provide you, your parents and the professionals who work with them a reliable, efficient, effective “just in time” 24/7 tool to save time and enhance effectiveness”

- If so, how?
- If not, why?



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# WWDWBW?

- We know the higher risks.
- The IFSP/IEP and 504 can be modified to include safety goals.
- We see how existing informational sources and technologies can be used to both guide and support our work.

**Do we have the will to put our vision  
into practice?**

**“Vision is the  
art of seeing  
what is invisible  
to others.”**

-Jonathan Swift,  
Irish author (Gulliver’s  
Travels), clergyman, and  
political activist



# Your Turn...

Please type your questions in the Q&A box



# Resources and References

Learn more through [OUR Project website at H&V](#) and the [Parent Safety Toolkit](#)

O.U.R. Project Monthly Community of Learners Call October-June: all welcome (register [here](#))

Council for Exceptional Children: [Policy on the Prevention of and Response to Maltreatment](#)

CDC [Risk and Protective Factors](#) (Child Abuse and Neglect)

O.U.R. Children's Project VOOK (virtual book) Club list:  
<https://www.handsandvoices.org/resources/pubs/OURChildrenVookClubSept2021.pdf>

[O.U.R. Children Project: Advocating for IFSP and IEP Document](#)

[Kidpower, Teen Power, Full Power International Web resources](#)

[\*Earliest Teachable Moments: Personal Safety for Babies, Toddlers and Preschoolers\*](#) – Kidpower



Be brave enough to have a conversation that matters.  
-Margaret Wheatley

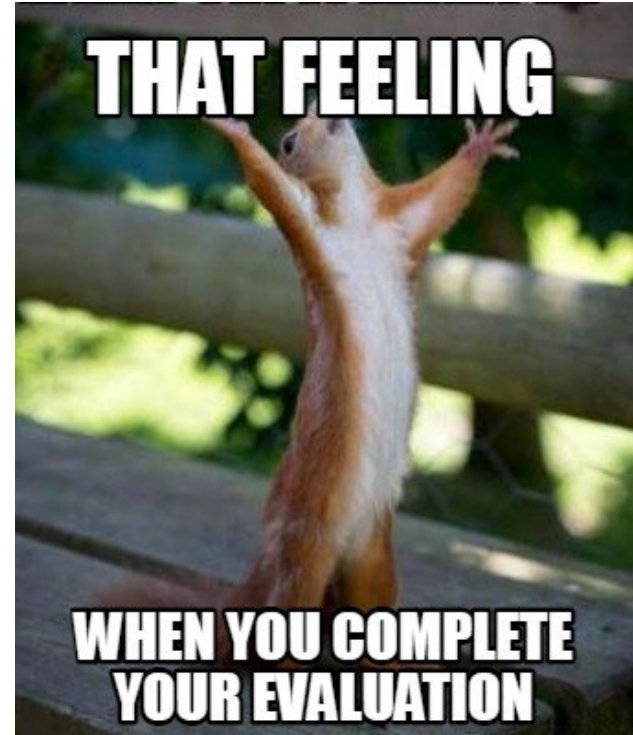
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# Thank you!



<https://www.surveymonkey.com/r/ASTraWebinar2>

The slide deck and recording of this webinar will be made available soon and found:

<https://handsandvoices.org/astra/webinars/>