HB
545

(7)

COMMITTEE REPORT

HOUSE

4/14

1/16/80

FURTHER: JUDICIARY

Date: 4/10/80

Mr. Speaker:

The Committee on HEALTH, EDUCATION AND SOCIAL SERVICES has had HB 545

"An Act amending the child protection laws; and providing for an effective date."

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

[ ] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[X] replace with CS for HB 545 [X] same title [ ] new title

and recommends in do pass

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] reports it back without recommendation

[ ] referred to the _____ Committee

MEMBERS SIGNING DO PASS

Chas Wotherspoon
B Vinde
Joyce Thomas
Archie Boine
T Buchholdt

MEMBERS HAVING OTHER RECOMMENDATIONS:

T Buchholdt
CHAIRMAN

H 60 (Rev. 12/78)

Sandra
for your info

April 2, 1980

Mr. Mike Walti
Executive Director
The Center for Children and Parents
1343 G Street
Anchorage, Alaska 99501

Dear Mr. Walti:

Thank you for sending the materials concerning emotional maltreatment.

HB 545 will be considered by the Health, Education and Social Services Committee next week. I will let you know when it will be brought up in the Judiciary Committee.

Sincerely,

Charles H. Parr

CHP:vc

THE CENTER FOR CHILDREN AND PARENTS

March 27

Dear Mr. Parr,

This is the material I referred to in the Newsletter article. I would like to testify in support of HB 545 when it comes before committee. The point of it all is protection of children not criticism of parental behavior. Thanks.

Mike Waltz
Executive Director

1343 G Street Anchorage, Alaska 99501 (907) 277-1494
Programs of the Anchorage Child Abuse Board, Inc.

EXHIBIT II

INDICATORS OF EMOTIONAL MALTREATMENT*

PARENT BEHAVIOR	CHILD BEHAVIOR	
CONSISTENT/GROSS FAILURE TO PROVIDE:	TOO LITTLE MAY RESULT IN:	TOO MUCH MAY RESULT IN:
Love (empathy) (praise, acceptance, self-worth)	Psycho-social dwarfism, poor self-esteem, self-destructive behavior, apathy, depression, withdrawn	Passive, sheltered, naive, "over self-esteem"
Stimulation (emotional/cognitive) (talking-feeling-touching)	Academic failure, pseudo-mental retardation, developmental delays, withdrawn	Hyperactivity, driven
Individuation	Symbiotic, stranger and separation anxiety	Pseudo-maturity
Stability/permanence/continuity of care	Lack of integrative ability, disorganization, lack of trust	Rigid-compulsive
Opportunities and rewards for learning and mastering	Feelings of inadequacy, passive-dependent, poor self-esteem	Pseudo-maturity, role reversal
Adequate standard of reality	Autistic, delusional, excessive fantasy, primary process, private (unshared) reality, paranoia	Lack of fantasy, play
Limits, (moral) guidance, consequences for behavior (socialization)	Tantrums, impulsivity, testing behavior, defiance, antisocial behavior, conduct disorder	Fearful, hyperalert, passive, lack of creativity and exploration
Control for/of aggression	Impulsivity, inappropriate aggressive behavior, defiance, sadomasochistic behavior	Passive-aggressive, lack of awareness of anger in self/others
Opportunity for extrafamilial experience	Interpersonal difficulty (peer/adults), developmental lags, stranger anxiety	Lack of familial attachment, excessive peer dependence
Appropriate (behavior) model	Poor peer relations, role diffusion, (deviant behavior, depending on behavior modeled)	Stereotyping, rigidity, lack of creativity
Gender (sexual) identity model	Gender confusion, poor peer relations, poor self-esteem	Rigid, stereotyping
(Sense of) (Provision of) security/safety	Night terrors, anxiety, excessive fears	Oblivious to hazards and risks, naive

*Ira S. Lourie M.D. and Lorraine Stefano. On Defining Emotional Abuse: Results of an NIMH/NCCAN Workshop. *Proceedings of the Second National Conference on Child Abuse and Neglect*, 1977, Volume 1.

Emotional Maltreatment

Emotional maltreatment includes blaming, belittling or rejecting a child; constantly treating siblings unequally; and persistent lack of concern by the caretaker for the child's welfare. Emotional maltreatment is rarely manifest in physical signs; speech disorders, lags in physical development, and failure-to-thrive syndrome (which is a progressive wasting away usually associated with lack of mothering) are a few physical indicators of emotional maltreatment. More often it is observed through behavioral indicators, and even these indicators may not be immediately apparent.

Behavioral Indicators of Emotional Maltreatment: While emotional maltreatment does occur alone, it often accompanies physical abuse and sometimes sexual abuse. Emotionally maltreated children are not always physically abused, but physically abused children are almost always emotionally maltreated as well. The emotionally maltreated child may demonstrate the following behavioral characteristics[1]:

- habit disorders such as sucking, biting, rocking, enuresis, or feeding disorders
- conduct disorders including withdrawal and anti-social behavior such as destructiveness, cruelty and stealing
- neurotic traits such as sleep disorders and inhibition of play
- psychoneurotic reactions including hysteria, obsession, compulsion, phobias and hypochondria
- behavior extremes such as appearing overly compliant, extremely passive or aggressive, very demanding or undemanding

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[1] *Protective Services and Emotional Neglect.* Max Wald. Denver: The American Humane Association, 1961, pp. 6-7.

- overly adaptive behaviors which are either inappropriately adult (parenting other children for example) or inappropriately infantile (rocking, head-banging or thumbsucking, for example)

- lags in emotional and intellectual development

- attempted suicide.

The behavior of emotionally maltreated and emotionally disturbed children is similar. However, parental behavior can help to distinguish disturbance from maltreatment. The parents of an emotionally disturbed child generally accept the existence of a problem. They are concerned about the child's welfare and are actively seeking help. The parents of an emotionally maltreated child often blame the child for the problem (or ignore its existence), refuse all offers of help, and are unconcerned about the child's welfare.

- Emotional maltreatment is a parental (or caretaker) pattern of behavior that has an adverse effect on the child. It causes an emotional or mental injury.

- The effect of emotional maltreatment can be observed in the child's abnormal performance and behavior.

- The effect of emotional maltreatment is long-lasting. The maltreatment brings about an erosion of the child's capacity to think and to feel and is probably a chronic pattern of parental behavior rather than a single or even an occasional lapse on a parent's part.

- The effect of emotional maltreatment constitutes a handicap to the child. It causes substantial impairment of the child's ability to think, to learn, to enter into relationships with others and to find satisfaction in his/her endeavors.

Recognition of emotional maltreatment starts with the effects or symptoms of the effects. For mental health practitioners who do not have the opportunity to observe parent-child interaction over an extended period, the indicators of emotional maltreatment can be observed in the child's behavior. These indicators are almost always more ambiguous than those in cases of physical abuse. The exhibit following this page describes the indicators of emotional maltreatment.

While emotional maltreatment may occur alone, it often accompanies physical abuse and sexual abuse. Emotionally maltreated children are not always physically abused, but physically abused children are almost always emotionally maltreated as well.

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EXHIBIT II

DEVELOPMENTAL MILESTONES*

AGE	MOTOR	MENTAL	LANGUAGE	SOCIAL
3-6 months	will bear weight on legs can roll over stomach to back engages hands in midline when pulled to sit, head is steady, does not fall back when on abdomen, can lift shoulders off mat when on abdomen, can lift head and look about will begin to reach for and grasp objects sits with support	looks at objects in hand looks after a toy which is dropped uses a 2-hand approach to grasp toys looks at objects as small as a raisin turns head to voice, follows with eyes	coos gurgles chuckles laughs aloud squeals has expressive noises	has a social smile will put a bottle with both hands anticipates food on sight
6-9 months	rolls from back to stomach gets feet to mouth sits alone, unsupported, for extended period (over 1 minute) stands with hands held on back, can lift head up beginning attempts to crawl or creep when sitting, reaches forward to grasp without falling	bangs toys in play transfers objects from hand to hand reaches for a toy with one hand picks up a toy he/she drops is persistent in obtaining toys would pull a toy to self by attached string	responds to name vocalizes to social stimulus has single consonants, i.e., ba, ka, ma combines syllables, i.e., da-da, ba-ba likes to make sounds with toys imitates sounds	expects repetition of stimulus likes frolicky play discriminates strangers smiles to mirror image takes some solid food to mouth bites and chews toys beginning to enjoy peekaboo
9-12 months	crawls well can sit steadily for more than 10 minutes stands holding on to furniture can pull to sitting position walks, holding on to a hand or to furniture	will uncover a toy he/she sees covered up can grasp object small as raisin with thumb and one finger beginning to put things in and out of containers goes for an object with index finger outstretched likes to drop objects deliberately shows interest in pictures	understands no, or inflection of "no!" uses mama, or dada, first inappropriately, then with meaning by 12 months has at least one other word knows meaning of 1-3 words	cooperates in games will try to roll ball to another person plays patacake and peekaboo waves goodbye will offer toy without releasing it likes to interact in play with adult
12-18 months	by 18 months, walks well alone creeps up stairs can get to standing position alone can stoop and recover an object walking, pulls a pull-toy seats self on chair	looks at pictures in a book will scribble spontaneously with pencil or crayon uses spoon drinks from cup will follow one or two directions, i.e., take a ball to ...	has 3-5 words will point to one body part will point to at least one picture uses jargon, i.e., unintelligible "foreign" language with inflection imitates some words	cooperates in dressing holds own bottle or cup finger feeds points or vocalizes to make desires known shows or offers a toy
18-24 months	can run, albeit stiffly walks up and down stairs with one hand held hurls a ball can kick a ball or object jumps with both feet stands on one foot with one hand hold	can tower 2 or more 1 inch blocks turns pages of a book, even if 2-3 at a time will try to imitate what an adult draws with pencil can point to 2-3 body parts	by two years, has at least 20 words by two years, is combining two words in a phrase jargon, which was elaborate by 18 months, is gone by 24 months verbalizes desires with words	uses spoon, spilling very little removes one piece of clothing imitates housework more and more handles a cup quite well

*If child is not accomplishing two or three of these milestones, consider developmental consultation.

EXHIBIT II (Con'd)

AGE	MOTOR	MENTAL	LANGUAGE	SOCIAL
2-3 years	can walk up stairs without hand held can balance on one foot for one second can jump in place can walk on tiptoe can jump from the bottom step kicks ball forward can throw a ball	can tower 6 one inch blocks can dump a raisin from a bottle to attain without hints can imitate a vertical line, possibly a horizontal line, with pencil can anticipate the need to urinate or deficate if worked with, can toilet self	uses 2-4 word phrases uses plurals names at least one picture talks incessantly vocabulary 100-300 words by 3 years uses some, personal pronouns, i.e., I, me, mine points to several parts of a doll on request identifies over 5 parts of own body	puts on some clothing washes and dries hands has parallel play with peers can pour from a pitcher
3-4 years	rides a tricycle alternates feet when going up stairs can stand on one foot for 2-5 seconds can broad jump uses scissors swings and climbs	can tower 8-10 one-inch blocks says full name can match colors has sense of round, square, and triangular shaped figures and can match them copies a circle, line, cross with pencil can repeat 2 digits	can answer some questions knows rhymes and songs asks questions has understanding of on, under, and behind	knows own sex beginning to play with other children unbuttons dresses with supervision
4-5 years	runs well and turns can hop on one foot 1-2 times beginning to skip stands on one leg for 10 seconds throws ball well overhand walks down stairs one foot to each step	can copy a cross with a pencil can pick the longer of two lines can copy a square with pencil	vocabulary over 1000 words can match colors, and by 5 years, name 3-4 colors counts 3 objects with pointing 90% of speech intelligible can define words in terms of use can answer questions like, what do you do when you are cold... hungry... tired....?	can separate from mother easily dresses with little supervision buttons likes to play "dramatic" play, make-believe imaginative play with a doll
5-6 years	skips on both feet alternately can catch a bounced ball can walk heel to toe on a line can hop on one foot for 10 feet	can copy a square or triangle from looking at a copy gives age knows morning from afternoon draws a person with a body, with 3-6 parts prints simple words	can repeat 4 digits asks questions about meaning of words counts 10 objects names coins can tell what some things are made of can define some words	no supervision necessary for dressing plays "dress-up" elaborate dramatic play does simple chores unattended at home