Chapter -II

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Review of related research provides evidence of adequate familiarity with the work done previously in the same area and what is still unknown and untested. The step helps the investigator to sharpen and define understanding of existing body of knowledge in the problem area. For the present study, review of related literature has been given as under:

2.1 Studies Related To Child Abuse

2.2 Studies Related To Home Environment

2.3 Studies Related To School Environment

2.1 STUDIES RELATED TO CHILD ABUSE

During the last decade child abuse has emerged as a social issue of great significance. It has become a focus of concern and activities for professionals in law, non-government agencies, and the human services for public, research organization and for mass media. But still an unaccountable number of incidents of child abuse remain unreported throughout our society and no one knows the actual ratio of unreported and reported incidents of child abuse. Hence, child abuse is not a new social phenomenon rather it is society’s awareness and concern that is new.

Wood (2010) presented a report on Vatican condemned at U.N for child abuse at the United Nations Human Rights Council and highlighting the Vatican’s repeated and ongoing efforts to cover up evidence of child abuse by priests, the International Humanist and Ethical Union (IHEU) accused the Vatican of violating its obligations under the UN Convention on the Rights of the Child (CRC). It has facilitated repeat offending by shielding child abusers from prosecuting authorities and shifting them to new communities. Major investigations in the USA and Ireland have been obstructed by the Church. All this has led to abusers being allowed to continue offending and escaping justice, while their victims despair -- some even committing suicide.

Devi (2008) focussed on four extreme cases of child abuse which resulted from the violent acts of their parents or caregivers. These four cases included: a case of throttling, a case of cut throat, a case of malnutrition and starvation, and a case of
pregnant girl child raped by her father. The parents of these children belonged to the lower socioeconomic group; poverty and conflicts between the parents were important triggering factors for such ghastly acts. These extreme cases of child abuse may be just the tip of the iceberg, as many non-fatal cases of child abuse may have remained unreported. If the parents are found guilty, the revoking of parental rights should be considered and feasible rehabilitation measures for such children should be taken up.

Kacker et. al. (2007) conducted a study on child abuse and it has very clearly emerged that across different kinds of abuse, it is young children, in the 5-12 year group, who are most at risk of abuse and exploitation. The study concluded that two out of every three children were physically abused. Out of 69% children physically abused in 13 sample states, 54.68% were boys. Over 50% children in all the 13 sample states were being subjected to one or the other form of physical abuse. 88.6% were physically abused by parents. 65% of school going children reported facing corporal punishment i.e. two out of three children were victims of corporal punishment. 62% of the corporal punishment was in government and municipal school. The State of Andhra Pradesh, Assam, Bihar and Delhi have almost consistently reported higher rates of abuse in all forms as compared to other states. 53.22% children reported having faced one or more forms of sexual abuse. Children on street, children at work and children in institutional care reported the highest incidence of sexual assault; 50% abuses are persons known to the child or in a position of trust and responsibility, 48.4% of girls wished they were boys etc.

Hunshal and Gaonkar(2009) conducted an explorative study on child abuse was carried with an objective to study the prevalence of different types of abuse and factors influencing different types of abuse among institutional children. The population for the study comprised children residing in Juvenile Institutions of Belgaum Division, in Karnataka State. Among 9 institutions, four juvenile institutions were selected for the study. 150 children fulfilling certain criteria i.e., children between 10-16 years; who remembered their childhood experiences and could express freely; who stayed in the institution for minimum of one year and who were able to read and write and were selected. Further, 148 children who were neglected, physically and multiple abused were selected for in-depth study. Information about institution, children and their parents, type of abuse was collected with the help of questionnaire. The results revealed that the prevalence of neglect was highest among
institutional children. Further incidence of neglect was more among girls while physical and multiple abuses were more in case of boys. Caste, size of family, family structure, alcoholic habit of father had significant influence on different types of child abuse.

National child abuse study (2006) undertaken by Prayas Institute of Juvenile Justice has been taken up primarily to assess the situation of child abuse in the light of the National charter for children and the National and State Commission (s) on the Rights of the child. Prayas has been addressing the core issues of the marginalized children, youth and women and has evolved its programmes and activities through a thematic approach. The key thematic areas: juvenile justice and child labour; trafficking in women and children and crisis intervention; education for the marginalized; homeless and working children in an alternative mode; health, sanitation and nutrition for the marginalized children; vocational training and life skills for children, youths and women; economic empowerment for youths and women through self-help groups, micro-credit and income generation programs as livelihood alternatives.

Child Welfare Information Gateway (2006) presented fact sheet that provides an overview of some of the most common physical, psychological, behavioural and societal consequences of child abuse and neglect. Much research has been done about the possible consequences of child abuse and neglect. The effects vary depending on the circumstances of the abuse or neglect, personal characteristics of the child and the child’s environment. Consequences may be mild or severe; disappear after a short period or last a lifetime and affect the child physically, psychologically, behaviourally or in some combination of all three ways.

Currie and Tekin (2006) presented in their paper that Child maltreatment, which includes both child abuse and child neglect, is a major social problem. This paper focused on measuring the effects of child maltreatment on crime using data from the National Longitudinal Study of Adolescent Health (Add Health). Both focussed on crime because it is one of the most socially costly potential outcomes of maltreatment, and because the proposed mechanisms linking maltreatment and crime are relatively well elucidated in the literature. Their work addressed many limitations of the existing literature on child maltreatment. They find that maltreatment approximately doubles the probability of engaging in many types of crime. Low SES
children are both more likely to be mistreated and suffer more damaging effects. Boys are at greater risk than girls, at least in terms of increased propensity to commit crime. Sexual abuse appears to have the largest negative effects.

Demon (2004) examined the efficacy of parental education programmes in the prevention of child abuse. It began with a discussion of the different categories of child abuse, the emotional effects of child abuse and some statistical information concerning child abuse. The importance of preventing child abuse was then discussed; it was followed by an outline of a study designed to investigate the efficacy of educational programs in preventing primary or secondary instances of child abuse. Stanley and Kovacs (2003) have given a brief historical perspective of child maltreatment in their paper on ‘the present situation on the prevention of child maltreatment in Australia’. An overview of the findings from a small exploratory study on the issue of accessibility to services which aim to prevent child maltreatment was given which was followed by some thoughts on what these study findings may mean for the broader context of prevention services in Australia.

Barker and Hodes (2003) focussed on how to keep the focus on the child & how to keep the child in mind. Its practical approach aims to inform professional judgments about how best it is to protect the child within the context of his family and wider environment. They recognize that child protection is the responsibility which crosses all services and all hierarchies. It places equal value on each person’s contribution to the process of protecting children. Moss and Brannen (2002) stressed on children’s care in the 21st century is increasingly a public issue as well as parents private concern. They draw a range of key empirical studies carried out in a variety of care contexts. It examines care from the perspectives of children, parents and care workers. It focuses on four key issues:

- the conceptualization of care
- how care translated its public policy
- the nature of the care relationship
- how care might be transformed in the future.

It has provided interesting material to students of childhood studies, the sociology of childhood and child welfare. It is relevant to policy makers, trainers and researchers as well as practitioners involved in children’s care.
Horton and Cruise (2001) have focused on the point that school professionals have a unique opportunity and responsibility to identify and respond to child abuse and neglect. They provide a succinct review of current knowledge on child treatment and link it specifically to practical applications in schools. Information and strategies have been outlined by them to help school practitioners and other personnel identify signs of abuse, respond sensitively and effectively to student disclosures and make critically important reporting decisions. It also addresses the questions like ‘When and how to report suspected abuse’, ‘how to overcome common obstacles and dilemmas in reporting and how to deal with child and parental reactions’. Attention is also given to meeting the counselling and therapy needs of children who have been maltreated.

Tomisons (2001) in his article gave an overview of the development of child protection and efforts to prevent child abuse and neglect. It highlights the cyclical nature of the evolution of child protection services, noting that many of the current approaches have been tried a number of times over the last 150 years and look likely to be re-applied in the next few decades. This paper provides a brief overview of child maltreatment through the ages, its changing nature, and the development of the public concern to protect children. Specifically, it focuses on efforts in western societies, particularly in Australia, since the "modern discovery" of child abuse in the 1960s, to protect children and prevent the occurrence of child maltreatment, noting the cyclical nature of the professional response to child abuse and neglect.

Third National Incidence Study of Child Abuse and Neglect (NIS-3) (2001) has given two sets of standardized definitions of abuse and neglect. Children, identified under the ‘harm standard’ in the study were considered to be maltreated only if they had already experienced harm from abuse or neglect. Under the ‘Endangerment standard’, children who experienced abuse or neglect that put them at risk of harm were included in the set of those considered to be maltreated, together with the already-harmed children. The NIS – 3 provides us with important insights about the incidence and distribution of child Abuse and Neglect and about changes in incidence since the last national incidence study was conducted in 1986.

Shojaeizadeh (2001) presented that child abuse, physically and emotionally has had significant relation with socio economic status of families as well as having interaction with mentally ill or addicted person(s) among families. Mother’s employment, religious beliefs and parent’s educational attainments also demonstrated
significant relations with child abuse. It also given following actions to prevent child abuse and these are

- Education of parents about children rights and how to treat their children.
- Establishment of centres to protect the children at risk.
- Education of young couples to take more responsibility of having children.

Neumark et. al. (2000) found in their research that among both adolescent girls and boys, a history of sexual or physical abuse appears to increase the risk of disordered eating behaviours, such as self-induced vomiting or use of laxatives to avoid gaining weight. Among those at increased risk for disordered eating were respondents who had experienced sexual or physical abuse and those who gave low ratings to family communication, parental caring and parental expectations. In light of these findings, the researchers conclude that strong familial relationships may decrease the risk for disordered eating among youth reporting abuse experiences.

Widom (1995) conducted a brief research in a series on the cycle of violence, victimization: sexual abuse. Previous research established evidence for a cycle of violence. People who were abused and neglected in childhood are more likely than those who were not to become involved in criminal behaviour, including violent crime, later in life. This Research in Brief, the second in a series on the cycle of violence, examined the criminal consequences in adulthood of a particular type of childhood victimization: sexual abuse. It traced the same individuals studied initially, using official records of arrest and juvenile detention. People who were sexually victimized during childhood are at higher risk of arrest for committing crimes as adults, including sex crimes, than are people who did not suffer sexual or physical abuse or neglect during childhood. However, the risk of arrest for childhood sexual abuse victims as adults is no higher than for victims of other types of childhood abuse and neglect.

Oliver et. al. (1991) presented a book which was prepared under the impetus of desperate need in academic institutions and clinical and social services for a comprehensive introduction to the diverse theories about child abuse and neglect etiologies. During the past three decades, professionals in different occupational fields have been actively involved in the identification, intervention, treatment, and prevention of child victimization and its detrimental consequences. This book
described, summarized, and evaluated more than 40 of the theoretical viewpoints that have been proposed in the literature and used for clinical practice as well as academic research.

2.2 STUDIES RELATED TO HOME ENVIRONMENT

Howard and Brooks-Gunn (2009) examined home visiting, an increasingly popular method for delivering services for families, as a strategy for preventing child abuse and neglect. They focused on early interventions because infants are at greater risk for child abuse and neglect than are older children. Both concluded that overall researchers have found little evidence that home-visiting programs directly prevent child abuse and neglect. But home visits can impart positive benefits to families by way of influencing maternal parenting practices, the quality of the child’s home environment and children’s development. And improved parenting skills, would likely be associated with improved child well-being and corresponding decreases in maltreatment over time.

Herrenkohl et. al. (2008) addressed research on the overlap in physical child abuse and domestic violence, the prediction of child outcomes, and resilience in children exposed to family violence. They explored current findings on the intersection of physical child abuse and domestic violence within the context of other risk factors, including community violence and related family and environmental stressors. The data indicated a need to apply a broad conceptualization of risk to the study of family violence and its effects on children.

Daulta (2008) presented a study to assess the effect of home environment on the scholastic achievement of children of class VI. It was based on a sample of one hundred twenty students drawn from senior secondary schools of Panipat. The data revealed that boys of high home environment group achieved significantly greater mean score than the boys falling in the group of low home environment. The impact of home environment has also been observed in the mean values of scholastic achievement of girls belonging to high, medium and low home environment groups. But the difference was not significant at 0.05 level of significance. Results also showed that good quality of home environment had significant positive correlation with ‘high’ level of scholastic achievement in boys than among girls. It was found that as the quality of home environment gets deteriorated, the level of scholastic achievement also comparatively declines in boys.
Lawerence et. al. (2004) have shown that the problem of depression, substance abuse and domestic violence are interrelated and these problems are more likely to be prevalent among low – income families. Bradley and Corwyn (2002) provide an overview of the association between socio-economic status and children’s well-being for three domains of development (cognitive, socio-emotional, health). Attention is given to models that attempt to explicate the connection between socio-economic status and these aspects of development. It shows that socio-economic status is associated with a wide array of health, cognitive and socio emotional outcomes in children with effects beginning prior to birth and continuing into adulthood. It depicts that for children, socio-economic status impacts well-being at multiple levels, including both family and neighbourhood.

Duncan and Miller (2002) presented a paper and reviewed the literature that addresses the impact of an abusive family context on childhood animal cruelty and adult violence. They presented outlines possible abusive family contextual factors associated with childhood animal cruelty and adult violence. Theories were also presented in the literature conjecturing about the impact of an abusive family context on childhood animal cruelty and adult violence. Assessment measures and interventions of childhood animal cruelty were discussed. Overall, the literature suggested that an abusive family context may be a better predictor of adult violence than childhood animal cruelty.

Carter and Wojtkiewicz (2002) examined whether parents were involved differently with the education of their adolescent daughters and sons. The investigation used data from the National Education Longitudinal study (NELS) which collected information from approximately 25,000 eighth grade student. Several types of parental involvement were analyzed for gender differences including school discussion, parent – school connection, parental expectations, parental supervision (checking homework, limiting television watching and limited going out with friends). The results showed that net of student’s grades, test scores and educational aspirations, parents helped daughters in some ways and sons in other ways. Generally, daughters experienced more parental involvement with their education that did sons. The findings are discussed in terms of parents’ traditional socialization practices versus a shift in parental treatment in response to social trends.

Cotton & Wikeland (2001) synthesizes information from forty one documents on different aspects of parent involvement. The research overwhelmingly
demonstrates that parent involvement in children’s learning is positively related to achievement. The research shows that the more intensively parents are involved in their children’s learning; the more beneficial are the achievement effects. This holds true for all types of parent involvement in children’s learning and for all types and ages of students. In research, there are strong indicators that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. Programs which involve parents in reading with their children, supporting their work on homework assignments or tutoring them using material and instruction provided by teachers showed particularly impressive results.

Farah (2001) undertaken a study to assess the phenomenon of child abuse and neglect as prevailing in the society and kind of abuse mainly inflicted by the parents to their children. The study also focussed on the relationship of child abuse and neglect with the patterns of parental acceptance- rejection towards their children and role of these patterns played in child abuse. The results of the study revealed the fact that the children were more emotionally or psychologically abused by the parents as compared to physical abuse. The study indicated that child abuse and neglect was found to be prevalent in all socio-economic classes, while it found to be more prevalent in larger families as compare to smaller families.

Hornby (2000) acknowledged that effective schools involve parents effectively. His study describes how schools can achieve this aim and how to increase standards of achievement. It covers the field from nursery to secondary schools and is aimed at teachers, governors, workers and advisers.

Baum et. al. (1999) revealed that Socio Economic Status (SES) is an important predictor of a range of health and illness outcomes. Research seeking to identify the extent to which this often-reported effect is due to protective benefits of higher socio-economic status or to toxic elements of lower social status has not yielded consistent or conclusive findings. A relatively novel hypothesis is that these effects are due to chronic stress that is associated with socio-economic status. Lower socio-economic status is reliably associated with a number of important social and environmental conditions that contribute to chronic stress burden, including crowding, crime, noise pollution, discrimination and stressors. Low socio-economic status is generally associated with distress, prevalence of mental health problems and with health – impairing behaviour that are also related to stress.
Geddie et al. (1998) examined socio economic status (SES) and ethnic differences in the responses of 68 non abused preschoolers during an anatomically detailed (AD) doll interview. Study reveals that 9% of the observation intervals, children demonstrated behaviours that professionals have often associated with sexual abuse. Of these behaviours, children were more likely to explore doll’s sexual body parts, avoid the dolls and display aggression, sexualized behaviour, and affection with the dolls. Low socio-economic status, African – American children were more likely to demonstrate sexualized behaviour with the dolls.

Catsambis (1998) analyzes data from the parent and student components of the National Educational Longitudinal study of 1988 to investigate family educational involvement in secondary education. It examines whether parental involvement influences the educational achievements of high school seniors. By utilizing multiple involvement indicates for the eighth & twelfth grades, the study confirms the importance of considering the multi-dimensional nature of parental involvement in students education. The effects of parental involvement on twelfth grade achievement depend on the type of family practices considered. General conclusions based on the present findings support the existence of positive effects of parental involvement on twelfth grade achievement depend on the type of family practices considered. General conclusions based on the present findings support the existence of positive effects of parental involvement on twelfth grade academic achievements.

English (1998) examined that the stress that comes with poverty may predispose the parents to use corporal punishment that may lead to physical abuse. It is also noted that most poor parents do not maltreat their children. Rather, the effects of poverty such as stress may influence other risk factors, including depression, substance abuse and domestic violence. These risk factors, in turn, may predispose the parents to violent behaviour toward their children.

Caplan et al. (1997) summarizes research efforts to assess the relationship between parent involvement and student achievement. These efforts cluster around two major approaches:

a. Encouraging parents to pursue at home behaviour that encourage learning and value of school.

b. Conducting at school activities that support teacher/parent relationship
Recommendations are made for schools and districts to develop policies and practices that encourage parent involvement.

Prevent Child Abuse America (1996) presented a fact sheet and explored that violence in the home has been listed as a major factor contributing to the growth of reports of child abuse and neglect. Domestic violence often includes child abuse. Children may be victimized and threatened as a way of punishing and controlling the adult victim of domestic violence or they may be injured unintentionally when acts of violence occur in their presence. Often episodes of domestic violence expand to include attacks on children. However, even when children are not directly attacked, they can experience serious emotional damage as a result of living in a violent household. Children living in this environment come to believe that this behaviour is acceptable.

Comer and Haynes (1991) presented the meaningful involvement of parents in children’s schooling can enhance the educational process. Parents can contribute insights and knowledge that complement the professional skills of school’s staffs in ways that strengthen academic and social programs. In this work, they involve parents at all levels of school life, through general support of schools educational programs, active participation in daily activities and in school planning and management, parents work together with schools staff to establish academic and social goals and to develop and implement comprehensive school plans.

Tangri and Moles (1987) reviewed research on the effects of different kinds of parent child relationship on student outcomes. Achievement and effective benefits (attendance, behaviour, attitude) are associated with parents serving as paid classroom aides, parents working as volunteers, home – school communications, phone contact, home visits, parent – teacher conferences, homework assistance, home tutoring and home educational environment. Research is inconclusive about the effects on student achievement of parent involvement in decision making. Becher (1984) work identifies research findings regarding the role of the family in determining children’s abilities and achievement, the effects of parent education programs on student outcomes, parental practices which promote reading success and the role and potential of parents involvement in enhancing school – family relations.
2.3 STUDIES RELATED TO SCHOOL ENVIRONMENT

Signs of abuse are often noticed first by school personnel. Injuries, listlessness, poor nutrition, disruptive behaviour, absenteeism and depression can be indicators that a child is being abused or neglected.

Ray (2010) published a report by Plan International (a children's organization) in Times of India revealed that India is dubiously ranked third among 13 countries in terms of estimated economic cost of corporal punishment. Plan calculated that anything between $1.4 billion and $7.4 billion was lost every year in India by way of social benefits because of physical ill-treatment in schools. According to Plan's findings, corporal punishment is widespread in Indian schools, despite being illegal. The report claimed that more than 65% children were beaten. A majority of such victims are in state schools. The study also discovered that caste and gender discrimination was the major cause of violence against children. It said many students abandoned their studies because of such humiliation, which included hitting with hands or sticks, making them stand in various positions for long periods and tying them to chairs. More boys (54%) than girls (45%) were subjected to corporal punishment. Plan blamed "societal acceptance of violence as a form of discipline" for it and pointed to a lack of awareness about children's rights in India. In the schools surveyed, there were at least five beatings of students a day. Students in Assam, Mizoram and UP reported highest rates of corporal punishment, while Rajasthan and Goa the lowest.

Jolly et. al. (2009) presented that emotional abuse of secondary school students by teachers is an active label for describing the violations of student's rights. It is strong school violence that can impede students’ development and productivity. This work portrayed how emotional abuse destroys self-concept of students in the classroom incocodance with Rogerians’ theory. This theory explained emotional abuse is undue pressures from teachers. Such pressures can stifle students’ development. This work recommended that since emotional abuse destroys growth promoting climate in the classroom, teachers should internalize the principles of unconditional positive regard as enunciated by Rogers that is characterised by genuineness, sympathy and empathy. These are ingredients that can facilitate students learning and development.
Gupta (2007) presented in her seminar that the school is the one social institution outside the family with which nearly all children have consistent, ongoing contact. Therefore, it is particularly well-suited for identifying endangered children, including those who are being sexually maltreated. Today, many schools are striving to become more effective participants in prevention and intervention efforts designed to reduce the complex problem of child abuse.

Garrusi et al. (2007) elucidated that child abuse is a complex problem and its prevention requires action on many fronts. Teachers do spend many hours a day with children and they are likely to be concerned about the possible abuse or neglect of a child or young person at some time during their career. This study was conducted to determine teacher knowledge and teachers' conceptions of what is and what not abuse is. The study was done in Iran (I.R.). Questionnaire was used on a randomly selected sample of 1200 teachers. Data analysis showed a significant difference knowledge based on educational level. Knowledge score of participants had positive direct relation with their job experience. In regard to the attitude, there was no significant difference in attitude score based on various features of participants. Results from this study indicate that teachers did not have adequate knowledge and proper attitude regarding child maltreatment and advocated the educational program about child maltreatment is necessary.

Sheikhattari, P. et al. (2006) conducted and examined the determinants of three types of child maltreatment: physical maltreatment, mental maltreatment, and child neglect among school children in the Kurdistan Province of Iran. The analysis examined the impact of socioeconomic, familial, demographic, and household dynamic factors on the three child maltreatment outcomes, and compared the differential impact of these factors across the three types of child maltreatment. The results showed that male children were more likely to report experiencing any kind of child maltreatment than girls. Residency in a rural area, poor parental relationships and the use of addictive substances by household members were associated with increased odds of reporting child maltreatment. Poor school performance was associated with the reporting of experiencing maltreatment at school. Each of the forms of child maltreatment is highly correlated with socioeconomic, demographic, and living condition factors. The results point to the strong influence that familial factors have in shaping a child's likelihood of reporting maltreatment. Characteristics of the mother were associated with maltreatment, but not characteristics of the father.
The results highlight a number of mechanisms through which public health interventions may seek to reduce the prevalence of child maltreatment in Kurdistan and different approaches were needed to reduce child maltreatment in the home and school environments. Hijazi and Naqui (2006) revealed that the campus where the environment is fascinating for students, they feel ease and enjoyment and their achievement is good.

Barth et. al. (2004) examined how variations in social and academic classroom composition as well as the larger school context affected behaviour in a normative sample of children over a 2 year period. Concurrent and longitudinal effects of classroom and school environments on individual behaviours were examined for students in 65 classrooms in 17 schools. They found that poorer classroom environments were associated with poorer levels of student aggression, peer relations and academic focus. Changes in student behaviour over time could be explained by the current classroom environment. Hein (2001) suggested that learner’s ability to regulate emotion is affected by parents and teachers, who influenced them indirectly via observational learning and directly by teaching and coaching.

Anderson &Levine (1999) conducted a study with the major objective to determine teachers’ awareness of the potential for child abuse allegations against themselves and the effects on the teaching environment. It showed that a large percent of the respondents (56%) were aware of false allegations made against a teacher in their school district. About a third (36.5%) expressed concern that a child abuse allegation could be made against them. In response to a vignette, forty-two (42%) advised a new teacher against being alone in a room with a student; 62% advised against casual touching; 70% advised against hugging or putting an arm around a student. Males more than female teachers, especially those teaching upper grades, advised against such contact. The more teachers expressed concern about abuse allegations against themselves, the more teachers were advised against contact.

Wolverton (1998) brought child abuse education into the migrant classroom and accomplished five major goals. It provided support to the child who has suffered some form of maltreatment in order to lessen its devastating effects; Teach children prevention strategies that will help them wherever their migrant life style takes them; Teach all children to accept those who have special problems; Improve the self concepts of all children in the class; and Encourage the maltreated child to confide in an adult regarding the maltreatment.