

Abstract

Participants will learn how the use of corporal punishment against children serves as a restraining force in the transformation of developmental assets into positive child and adult behavior.

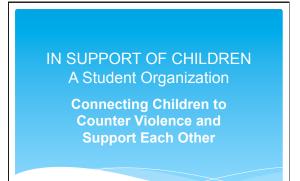
Information on the effects of corporal punishment will be linked to specific developmental assets both external and internal such as: Support (connections with caring adults; boundaries in family and educational settings, empowerment, and safety,

Suggestions for preventing and overcoming corporal punishment will be suggested and developed These will focus on engagement in learning experiences; equity and social justice; peaceful conflict resolution.

Children Supporting Children and the Adults They Will Become

 Goal: Supporting Young People in Becoming Enlightened Witnesses for Children ISOC in all schools and communities!

- * Goal: Support Young people in Making "It's NEVER ok to HIT A CHILD the NEW NORMAL.
- * Goal: Understanding the idea that children are active in interpreting and interacting with their world and that Corporal Punishment leads to coping not developing!



The Beginning years ISOC's History

In Support of Children was founded by Dr. Karen Polonko and the students in her Child Welfare class in 1991. Dr. Lombardo joined later.



In Support of Children

The research on child abuse was so discouraging, we needed to find hope, to make a difference, and did we ever!



help increase awareness of child abuse.

In Support of Children Motto

Research was clear that to stop children from being beaten and ultimately killed, we must stop all physical violence, especially "corporal punishment."

20 years ago it was radical! Today it has international support---over 12,000 ISOC bumper stickers sold!



Why Be Concerned about Corporal Punishment? Raising Children in a Socially Toxic Environment – James Garbarino

RISKS ACCUMULATE (the more the greater the negative impacts on child)

SUPPORTS [DEVELOPMENTAL ASSETS) AMELIORATE (have positive impact)

Corporal Punishment one of the Risks and one we have can control!

Corporal Punishment and Brain Development* (as Dr. Sanchez discussed)

Brain Development is 'use dependent': Protecting from pain and humiliation over develops lower parts of brain.

"States become traits" – repetitive CP makes the state of coping – become a "trait" – characteristic of child's behavior.

Learning (taking advantage of positive (DA's) social relationships, feelings, caring, empathy (higher parts of the brain) more difficult

This leads to more problem coping behaviors (from adult point of view) and creates more problems and continues the cycle.

* Dr. Bruce Perry, Child Trauma Academy

Where is Corporal Punishment Hidden?

- * Behind the closed doors of homes, schools and other institutions
- * In laws that masks harm to a child as 'reasonable'
- * In a culture where hitting children for discipline and punishment is accepted
- * In religious sayings that provide justifications
- * In the excuses of stress, race or poverty
- * In the guilt and shame of childhood which prevents holding adults responsible for the harm they cause
- * WE MUST LOOK AT THE PAIN (IMPACTS) OF CP DIRECTLY

What Children Should be Doing: Children's Work

- * Corporal Punishment forces children to cope with pain, confusion, self-doubt, feelings of failure: fight / flight; harms relationships
- * Children should be developing, learning to build relationships, resolve conflicts amicably, support others, empower others

COPING WITH CP INTERFERES WITH CHILDREN'S WORK AND DEVELOPMENTAL ASSETS (DA's)

COPING WITH CP Looking for threat Disconnection Powerlessness Self-Doubt Numbing Self and Other Lack of Empathy

CHILDREN'S WORK Looking to Contribute Connecting to Others Empower self and others Self Confidence In touch with emotions Empathy – Enlightened witness

Force Field Analysis: THE NEW NORMAL It's NEVER ok to HIT A CHILD: Personal Contexts	
OLD NORMAL (Adult Centered)	NEW NORMAL (Child Centered)
Short term - Control Violence to children is Physical Harm By-standers Excuses Accepted (stress, culture, religion, race) No-Hitting Norm Invisible Ritualistic – Non-thinking Don't know Alternatives Devalue Childhood Experiences Adults Don't learn form children	Long Term – Grow and Develop Violence 'anything that interferes with Children's Work' Enlightened Witnesses No Excuses Accepted No Hitting Norm Visible Ritual linked to negative Awareness of Alternatives Value Childhood Experiences Adults Engage and Learn from Children
Deny impacts of hitting Organizations and Professional Roles shy away from No-Hitting Position	 Recognize impacts of hitting Organizational and Professional Roles promote No Hitting position





External D.A.: Support:

- * Connections with Caring Adults
- * Positive Family Communication
- * Caring Climate in Childcare and Education
- * EFFECTS OF CORPORAL PUNISHMENT
- Increased likelihood of acts of physical violence in adulthood against dating partners, spouses and their own children;
- * greater alienation
- * Counterfeit Nurturance

External DA: Boundaries in Families in Educational Settings

- Consistent Supervision and reasonable guidelines
 Positive approaches to discipline
- * Adult role models
- * Supportive and Non-threatening
- * EFFECTS OF CORPORAL PUNISHMENT
- * Lack of Consistency between goals and actions
- * Negative role models
- * Adults perceived as threats and controlling power

External DA: Empowerment

- Children / Childhood Valued
 Children as Resources
- * Safety
- * EFFECTS OF CORPORAL PUNISHMENT
- * Devalue childhood
- Children to serve adults
- * Childhood a time of danger
- * Mutual Moral Education Empowers children and parents

Internal DA: Commitment to Learning

* Engagement

- * Bonding
- * EFFECTS OF CORPORAL PUNISHMENT
- * Greater isolation
- * Difficulty bonding

Internal DA: Positive Values

Caring / Empathy

- * Honesty
- * Responsibility
- * Self-Regulation
- * EFFECTS OF CORPORAL PUNISHMENT
- * Reduced empathy
- * Hide behavior likely to be perceived as negative
- * Shift responsibility to others
- * Need to be regulated by others

Internal DA: Social Competencies

* Interpersonal Skills

- * Resistance Skills (Sense danger*)
- * Peaceful Conflict Resolution
- * EFFECTS OF CORPORAL PUNISHMENT
- * Lack of interpersonal skills
- * Hyper-sensitivity to threats
- * Resolve conflicts by use of threats and violence

DA: Positive Identity

- * Personal sense of influence
- * Sense of Purpose
- * Self-Esteem
- * Positive view of personal future
- * EFFECTS OF CORPORAL PUNISHMENT
- * Reduced sense of efficacy
- * Lack of goals
- * Lower self-esteem
- * Negative view of future

ISOC MISSION OVER THE PAST 20 YEARS

ISOC as a service organization is committed:

- To prevent all forms of child maltreatment, with a particular focus on corporal punishment of children
- · To promote positive parenting techniques.
- To work with children and fight for their rights
 To Serve the Old Dominion University and the wider Hampton Roads Communities,

ISOC resolves to make a difference: WE DID IT ALL!

The founding group of students committed every SATURDAY that semester to getting our mission, goals and motto and then spreading the word:

- papering every car at Toys R Us with the message;
- setting up presentations at Malls!,
- lobbying radio stations;.

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Annual Candle Light Vigil

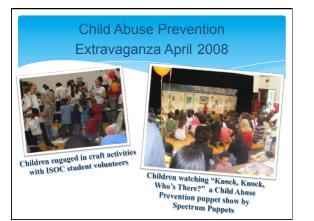


A LIGHT FOR THE CHILDREN PROTON CRECENTROMA Lean Lozhnikova, a junior majoring in sociology and criminal justice from Russis, lights a candie with Scott Eckes, a 2005 graduate. The candlelight vigil was held outside of Batten Arts and Letters Wednesday night in support of children and victims of child abuse. In 2004, 39 children died as a result of child abuse

In January of 2006, a horrific story caught the attention of the members of ISOC. A young girl named Nizzmary Brown had been abused and tortured to death at the hands of her parents. In February 2006, ISOC held a candle light vigil in honor of Nizzmary and all victims of child abuse. In 2012 ISOC had its 7th Annual Vigil.

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ISOC's Involvement at Old Dominion University

In Support of Children also supports ODU, participating for example in the following ODU events:

- Homecoming Relay for Life Spring Fair Mainstreet Spirit Days International Festival
- International Festival And so much more!





Suggested References

- Gershoff, E., Et al. 2012. "Longitudinal Links Between Spanking and Children's Externalizing Betwievis in a Netlional Sampie of White, Black, "Bispitic, and Asian American Families." *Child* Gershoff, E. T. 2002. Corporal punishment by parents and associated child behaviors and experiences." A meta-analytic and Vri 13: 231-272. Gershoff, E. and S. Bitensky, 2007. "The Case Against Corporal Punishment of Children." *Exploritiogy: Linking Landy and Links* 471: 231-272. Wetshoff, E. Judit, Endizy and Law, 471: 231-272. Wetshoff, E. Judit, Endizy and Law, 471: 231-272. Wetshoff, Sambar K. 2007. "The Case Against Corporal Punishment of Children." *Exploritiogy: Linking and Law*, 471: 231-272. Wetshoff, Sambar K. 2007. "The Case Against Corporal Punishment of Children and Youth Sanciaces Review. 28: 1097-1113. "The Chief Teffective Discipline: The Jown Adealming com/ The Chief Teffective Discipline: The Jown Adealming com/ The Chief Teffective Discipline: The Jown Adealming com/ The Sichael Instative to End Al Corporal Paran Changes Rom Child Abuse Medict⁻¹: D Family The Jown Adealming com/ Report on Physical Punishment in the United States/2007) Phoents Childrens Hospital. *High/Jown phoenicinitidens ong latesideautilities*/PDF-sprinciples_and_practices-of_effective_discipline.pdf