



Helping  
Children  
Succeed-  
What works  
and Why

- Early Intervention
- Serve and Return
- Stress & Trauma

- **Neglect**

- Attachment

## Neglect – meaning

Child neglect is commonly defined as a failure by a child's caregiver to meet a child's physical, emotional, educational, or medical needs. It is the persistent failure to meet a child's basic physical and/or psychological needs including neglect of, or unresponsiveness to, a child's basic emotional needs

Young children who experience severe deprivation or neglect can experience a range of negative consequences. Neglect can delay brain development, impair executive function skills, and disrupt the body's stress response.



# Types of Neglect

## Science Helps to Differentiate Four Types of Unresponsive Care

	OCCASIONAL INATTENTION	CHRONIC UNDER-STIMULATION	SEVERE NEGLECT IN A FAMILY CONTEXT	SEVERE NEGLECT IN AN INSTITUTIONAL SETTING
Features	Intermittent, diminished attention in an otherwise responsive environment	Ongoing, diminished level of child-focused responsiveness and developmental enrichment	Significant, ongoing absence of serve and return interaction, often associated with failure to provide for basic needs	“Warehouse-like” conditions with many children, few caregivers, and no individualized adult-child relationships that are reliably responsive
Effects	Can be growth-promoting under caring conditions	Often leads to developmental delays and may be caused by a variety of factors	Wide range of adverse impacts, from significant developmental impairments to immediate threat to health or survival	Basic survival needs may be met, but lack of individualized adult responsiveness can lead to severe impairments in cognitive, physical, and psychosocial development
Action	No intervention needed	Interventions that address the needs of caregivers combined with access to high-quality early care and education for children can be effective	Intervention to assure caregiver responsiveness and address the developmental needs of the child required as soon as possible	Intervention and removal to a stable, caring, and socially responsive environment required as soon as possible



## Impact of Neglect

Neglect has many impacts



# Misconceptions regarding Neglect

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- There are many misconceptions



# Neglect- Steps further

## Presence; उपस्थिति

- The greatest gift we can give our children in the present-day world is our attention. With our rushed lives, always running against time, our compulsion of checking our phones through the day, we do not have much time left for being really present for our kids.
- *Presence is about being in the here and now with our complete being – eye contact, full attention, relishing every moment of being with our kids*



# Neglect- Steps further

## Acceptance स्वीकारना

- We all have a dream child in our mind and if our child does not match that, there could be feelings of disappointment and inadequacy — “I must be a bad parent, that’s why my child is not good enough.” Children can pick up this feeling of “not being good enough” and react to it either by seeking approval, becoming withdrawn or just reacting with anger. Each child is wired differently and acceptance of that can be liberating for both the parent and the child. Can you imagine how wonderful it would be if every child got the message, *“I love you just the way you are. You are unique, you are different, you are you.”*
- We must understand the difference between praise and recognition — praise is like junk food which gives a quick high but does not have much nourishing value — for example, “You are so smart”, “you are beautiful”. There is clear research evidence which indicates that what really works is recognition which is specific, focuses on a skill, something that you value in your child that you want to nurture – for example, hard work, honesty, generosity, compassion, kindness, grit etc.

# Neglect- Steps further

*Don't Tell, ASK ; बताएं  
नहीं, पूछें*

Rather than badgering Raghav with “you need to work hard”, “don’t be lazy”, it might be more effective to ask him, “What is it about homework that you do not like?” Or, “If you could choose 30 minutes every day for us to sit and work, what time would you prefer to do that?”

- When we tell and command our children, they rebel or disengage, but when we ask them, we are giving them a sense of control and agency in their life.





# Neglect- Steps further

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## Empathy; सहानभूति

- Kids want to do well, that is the way they are wired. However, when they face rejection or criticism, they give up and fight back. Once Rahil's mother started listening and empathising with Rahil, she noticed a tremendous change in him. He seemed much happier, willing to listen to her point of view and open to making changes.
- *We have to work with our children and not against them.*



# Neglect- Steps further

## Recognition; पेहचान

- Rahil's parents had got into this negative pattern where they would notice everything he was doing wrong. They thought by calling out these behaviours, they would stop him from doing them, however, it actually worked the other way round. It made Rahil resentful and fight back, which, in turn, led to an impasse where both sides ended up feeling inadequate and frustrated and stuck in a vicious cycle. I suggested to them that instead, they could flip the energy and recognise every smallest thing he did well.
- "I saw how you shared your chocolate with your brother; that was generous", or "I can see that you have put in a lot of effort in your homework today".
- We must understand the difference between praise and recognition — praise is like junk food which gives a quick high but does not have much nourishing value — for example, "You are so smart", "you are beautiful". There is clear research evidence which indicates that what really works is recognition which is specific, focuses on a skill, something that you value in your child that you want to nurture – for example, hard work, honesty, generosity, compassion, kindness, grit etc.





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## Neglect- Steps further

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### Story; कहानी

- *The way we talk to our children becomes their inner voices and the way we talk about them become their life stories.* These stories create their core identity and sometimes they start living according to them. Rahil's stories at home, extended family and school were that he was "aggressive", "a liar", "lazy". It took his parents and him time to change his stories around so that the other stories of being "adventurous", "kind", having "leadership skills" and being "an out of the box thinker" could emerge. As Rahil reauthored his stories, it restored his confidence and sense of agency on how he wanted to live his life