

## Child Maltreatment in Context: The Second Haruv International Conference

### "Trapped"

**Key Words:** trapped children, divorce, children in risk, collaboration between social workers and law, and therapeutic support frameworks.

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#### **Abstract:**

Children trapped within a high-intensity parental conflict – implications and treatment methods using Minor Protection Laws.

Separation and divorce are a traumatic event in family life, especially when it is characterized by a high-intensive conflict.

Children “trapped” within the war zone -where the conflicting parties are their parents- are children at risk.

**These children, although they will not necessarily show signs of physical harm or abuse, are children at high risk.**

Based on a typological analysis, we identified three populations at risk for which treatment plans were devised:

1. Risk derived of high-intensive parental conflict.

2. Risk based on the exclusion of one parent by the other.
3. Dysfunction of the custodial parent and transfer of the minor to the other parent as an alternative to removal of the minor from home.

“Trapped” children have an acute need for maximizing protection programs, resulting in special collaborations among these professions.

**These collaborations are not to be taken for granted, especially due to the variable definition of a child at risk.**

The “trapped” children derive of divergent fields, “inviting” the various treatment factors to devise well adapted interfaces as a major and important part of their protection program.

To this end, therapeutic models were devised for prevention and treatment in families undergoing divorce (such as “Gesher Lekesher”). Social work collaboration ranges between mutual consultations and true teamwork based on the family’s situation.

“Trapped” children are at risk and their protection requires comprehensive and well adapted collaboration between the social workers and the laws.

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### ***Ashdod Municipal Social Employment Venture for Parasol and Tanning Bed Rental and Social Kiosk***

**Key Words:** crime and wandering prevention, social youth employment venture, Ashdod City

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**Abstract:**

As the Ashdod Municipality Welfare and Social Services Division prepares for the summer, a creative idea for a social youth employment venture that was proposed four years ago provides Ashdod residents and beachgoers with a service offered at lower and reasonable prices.

The employment plan is intended for youths and young adults (14-25) at risk of dropping out and recidivism and for youths and young adults with special needs who will be employed on the beaches in shifts.

Ashdod Municipality through the various teams, counselors and social workers, mobilized the youths to rent parasols and beach chairs at two beaches throughout the summer vacation. It also operated a kiosk at which they sold popsicles, beverages and snacks at socially reasonable prices.

**Objectives:**

- Reducing recidivism and preventing vagrancy, reducing risky behaviors
- Developing life skills: Time management, budget management, teamwork, social skills and work habits.

Experience with beach work demonstrates that employment is a lever for better welfare in the future, and specifically for youths and young adults at risk. As a city, this project conveys a

clear message of taking responsibility for employing the youths; it sees to training and imparting skills that will serve as an important and significant toolbox for any job that the youth has in the future.

The project's success has led to its expansion to all of the beaches in summer 2017 and, on the national level, coastal city mayors undertook to develop a similar venture for one of the beaches in their cities.

*The Expression of Childhood Sexual Abuse in Projective Tests:*

*How does it help us to understand better the impact of trauma on the individual?*

*Tomer miron*<sup>12</sup>

### **Abstract**

Severe abuse at an early age is often a predictor of critical damage to the development of the self. Winnicott defines the concept of an un-integrated state in early life and describes how failures in the child's environment or early traumatic experience may impact the integration of the self. The current paper will try to illustrate how this impact of early traumatic experience on levels of integration is reflected in projective tests, with relation to states of fragmentation and un-integration, states of dis-integration and dissociation and the readiness of building a narrative.

The case of Tanya, an un-integrated girl who arrived to residential treatment with a history of severe multiple abuse, will be discussed. In her 7 years of treatment Tanya underwent 3 diagnostic procedures that included projective tests. The use of those tests in evaluating traumatic effect on the level of integration of the self will be examined, with specific attention to thinking and regulation capacities, to traumatic pre-occupation and to the development of self and object representation. The longitudinal examination will show the movement from a fragmented mode of experience, to a more integrated ability with respect to occupation with relationships, organization of defenses, and readiness for creating a narrative. Other case examples will be used to exemplify different reactions to severe childhood abuse and to discuss the contribution of projective tests to the understanding of the traumatized individual.

Keywords: sexual abuse; childhood trauma; projective tests; un-integration.

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### **"Everything Starts at Home"**

**How can home-based intervention programs can monitor and reduce risk factors among infants?**

**Aya Almog-Zaken & Dr. Ayelet Giladi**

Home-based intervention programs have started in Israel and the world at the early 60's. These programs were designed to guide parents to enrich their children. The goal of these programs is

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to increase children readiness for the first grade of school, and by doing so, to reduce children's academic and developmental gaps caused by different socio-economic backgrounds. A well-known program in that context is HaETGAR (known abroad as HIPPY international), which was designed for families with children aged 3-6 years. Following HaETGAR's success, a few years later, The HaTAF program (TIP-TAP), was designed for families with even younger children. TIP-TAP addressed the developmental and emotional challenges of children in the age of 12-36 months.

Today, TIP-TAP is a part of a collection of programs funded under the umbrella of "The National Program for Children and Youth At-Risk in Israel" (an inter-ministerial program). Therefore, it measures the decline of risk in families of infants and toddlers that have participate in the program in accordance with national criteria.

The national program data shows that TIP-TAP managed to monitor risk in families of infants and toddlers that took part in the program during 2011-2015 (563 infants). For example, data show that 43% of the infants and toddlers that participated in the program were identified at-risk for cognitive and developmental problems before the program started. Only 29% of them were identified for the same risk after the intervention. Another example shows a decrease in percentage of risk of inability of parents to provide their children with enrichment (from 47% to 33%). In addition, data show risk decreases in the inability of parents to use suitable services for childcare (from 14% to 5%). These percentages after the intervention are lower than the percentages in infants and toddlers in the general population.

Another set of data from a parent survey show a positive change in parent's perception towards the developmental, cognitive and emotional skill capacity of their children. These positive changes are followed by the increase in number of parent-child activities, indoors and outside after the intervention.

These findings shed new light on the advantage of home-based programs to provide the necessary enrichment for children in order to minimize the developmental gap in the future, and to actually prevent, monitor, reduce and supervise risk factors among infants and toddlers at-risk. They are important tools to the policy and practice regarding monitoring, reporting and treatment of children at-risk.

**Key words:** Early childhood, Infants, Toddlers, Children at-risk, Home-Based Interventions, Parents guidance.