

# CONTENTS

1	COURT OUT	1
2	KNOWING OR FEELING	9
	To 'feel' is not necessarily to 'know'	9
	What precisely are the difficulties?	10
	Surely not another book on child abuse . . . ?	11
	Marginalizing emotional and psychological development	12
	Awareness and intentionality	13
	The nature of emotional and psychological abuse	14
	The changing legal context of abuse	15
	The task ahead	16
	Summary and conclusion	17
3	DEFINITIONS OF EMOTIONAL AND PSYCHOLOGICAL ABUSE	18
	Introduction	18
	Some difficulties in definition	18
	Is emotional abuse synonymous with psychological abuse?	22
	The essential differences between 'emotional' and 'psychological'	22
	Emotional development – emotional abuse	23
	Psychological development – psychological abuse	29
	Summary and conclusions	34

4	GLOBAL, CULTURAL AND HISTORICAL CONTEXTS	36
	Introduction	36
	The UN Convention on the Rights of Children	36
	Attack on identity as a form of psychological abuse	37
	Emotional and psychological abuse: Some prominent historical episodes	38
	Emotional and psychological abuse within the modern child care system	41
	The 'pindown' experience	41
	The 'Kincora' scandal	45
	Cleveland: The investigation of child sexual abuse	47
	Organized ritual abuse	48
	Emotional and psychological abuse in bullying	50
	Emotional and psychological abuse of disabled children	51
	Summary and conclusions	52
5	CASE HISTORIES	54
	Introduction	54
	The case of Stephen, aged 11	54
	The case of Rani, aged 1 year and 6 months	57
	The case of Mark, aged 8	60
	The case of Jennifer, aged 1 year and 6 months, and Paul, aged 3 months	61
	The case of Beverly, aged 15	64
	The case of Tony, aged 7	66
	The case of Brian, aged 6, Mary, aged 5, and Tom, aged 3	68
	The case of Caroline, aged 9	71
	The case of Jodie, aged 2	74
	The case of Margaret, aged 11, June, aged 7, Vicky, aged 5, and Terry, aged 3	77
	Conclusion	80
6	PARENTS	81
	Introduction	81
	Vulnerable groups	81
	The myth of the isolated, exceptional, abusing parent	82
	Parents at war	83
	Single teenage mothers: The social, economic, and cultural constructs	85
	Parents with mental health problems	88
	Parents of children failing to thrive	93
	Summary and conclusions	99

7	OBSERVATION, COMMUNICATION AND ASSESSMENT	100
	Introduction	100
	Which children? What kind of abuse?	101
	The primacy of observation	102
	Observing failure-to-thrive infants	102
	Psychological abuse: The older child	109
	Emotional abuse: The older child	115
	The sexually abused child: Emotional and psychological consequences	118
	Summary and conclusions	124
8	THE EMOTIONAL AND PSYCHOLOGICAL ABUSE OF MICHELLE	125
	Introduction	125
	The referral	125
	Investigation	127
	First contact	129
	Exploring and assessing the quality of caring	131
	Witnessing the abuse	132
	Confronting the abuser	134
	Examination, continuous assessment and strategy	136
	Case conference	137
	Mother's return	138
	The child in the foster home	139
	Implementing the strategy	141
	Continuous assessment of the child	141
	Contact and relationship between mother and child	142
	Exploring mother's memories and perception of the abuse	143
	Towards rehabilitation	144
	Summary and conclusions	144
9	IMPLICATIONS FOR MANAGEMENT AND TRAINING	146
	Introduction	146
	A reminder of the difficulties	147
	The extent of the challenge ahead	148
	General conclusion	156
	BIBLIOGRAPHY	159
	INDEX	165