



Elder Abuse: Make a Difference When They Need You Most

**Illinois CTE Endorsement Area:
Health Science Technology & Human Services**
Teacher and Student Editions

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January, 2020

Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



**Illinois
State Board of
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Lesson Overview:

According to seniorcare.org, 2-10% of seniors over the age of 60 have experienced some type of abuse. The problem is only 1 in 14 seniors will report this abuse. Our population is aging. It is imperative that everyone learns the signs and symptoms of various types of abuse. There is a link between caregiver burnout and elder abuse. Recognition and reporting can help these seniors get the care they deserve.

In this lesson, you will explore how people in various occupations can use their normal interaction with elders to uncover abuse. This includes, but is not limited to those careers designated as "mandatory reporters." You will also learn of the different types of abuse, indicators that it may be happening, and how to report it. This knowledge will be practiced through role-play scenarios. Finally, you will communicate your findings by making a public service announcement (PSA) about the issue.

Classes or Discipline:

- All Human & Public Service Career Pathways (first responders, including fire science, criminal justice and EMS).
- All Health Science Career Pathways (CNA, Nursing, Medical Assistant, Pharmacy Technician, Phlebotomists etc.).
- Any other course/discipline that will have contact with the elderly population.

Career Cluster:

- [Health Science](#)
- [Human Services](#)

Illinois CTE Endorsement Area:

- [Health Science](#)
- [Human Services](#)

Grade Level(s):

- Grades 5-8
- Secondary students
- Post-secondary students

Lesson Duration: 2.5 hours

Learning Objectives:

- Recognize physical signs of elder abuse.
- Recognize signs of financial, emotional or sexual abuse.
- Identify caregiver burnout and measures to avoid caregiver burnout.
- List careers in Illinois that are considered mandated reporters.
- Explain the requirements of mandatory reporting.
- Cite ways to prevent elder abuse.

Standards Addressed:

- [National Health Science Standards](#)
 - 2.1.1 Model verbal and nonverbal therapeutic communication (active listening, silence, summarizing and reflecting).
 - 2.1.5 Modify communication to meet the needs of the patient/client and be appropriate to the situation.
 - 2.3.1 Use proper elements of written and electronic communication (spelling, grammar, and formatting).
 - 5.1.1 Analyze legal responsibilities and implications of criminal and civil law (abuse, assault, battery, invasion of privacy and negligence).
 - 5.2.7 Utilize procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.
- [Illinois Priority Learning Standards](#)
 - Social Emotional Learning Standard
 - 2 A Recognize the feelings and perspectives of others.
 - 3 A Consider ethical, safety, & societal factors in making decisions
 - 3A 4b Evaluate how social norms and the expectations of authority influence personal decisions and actions
- [Common Core Anchor Standards](#)
 - CC.K-12.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - CC.K-12.SL.1 Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly & persuasively

Enduring Understandings:

- Recognize various forms of elder abuse.
- Recognize signs of caregiver burnout.
- Know how to access resources for help.
- Know when and how to report elder abuse.
- Know how to improve health outcomes for the elderly population through education, recognition and prevention of elder abuse.

Resources and References:

1. Computers or another internet compatible device.
2. Overhead projection for video viewing.

3. Colored markers/pens/pencils or crayons.
4. 3 x 5 index cards, construction paper, scrapbook paper
5. Videos:
 - [WHAT IS ELDER ABUSE - HOW and WHY it's Occurring \(2:16\)](#)
 - [NCPC Elder Abuse PSA \(:60\)](#)
 - [Identifying and Responding to Elder Abuse: An Officer's Role](#)
 - [The Difference Between Care & Caring \(3:03\)](#)
6. Articles:
 - [Left Unchecked, Caregiver Burnout Can Lead to Abuse and Violence](#)
 - [Illinois Will Teach Hairdressers To Recognize Victims Of Domestic Violence](#)
 - [Hairdresser develops training course to help domestic violence and elder abuse victims.](#)

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on professionalism, critical thinking and clear communication.

Skill	How it is addressed:
Professionalism	<p>Students will understand that Elder Abuse is a depressing subject. It is experienced by 2-10% of seniors over the age of 60 but only 1 in 14 cases are reported. Mandated reporters are professionals that should be trained to be observant for signs and symptoms of Elder Abuse. And they should professionally be able to distinguish between "care and caring".</p> <p>Engage: Steps 3 & 5</p> <p>Explore: Part 1, Steps 2 & 3</p>
Critical Thinking	<p>It is essential for all mandated reporters (and general public as well) to have the ability to ask indirect and direct questions when attempting to obtain information regarding an elderly person's physical, emotional & financial status. Role play will assist students in learning how to approach these questions professionally obtaining the best results.</p> <p>Explore: Part II, Step 2</p> <p>Explore: Part IV, Steps 3-5</p>

Clear Communication	Students will use critical thinking skills to develop a Public Service Announcement (PSA) for the prevention of Elder Abuse which can be in a written or video format. They will need to determine the most valuable information to include in their PSA. Elaborate: Steps 1 & 2
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Suggested Differentiation Strategies:

- Video viewing for visual learners.
- Role playing scenarios with a diverse group of student learners.
- Small group work for research with a diverse group of student learners.
- Creativity in development of “tip cards” and PSA. Either of these can be modified as a writing assignment.
- Individualized assistance based on needs.
- Group presentations for auditory learners.
- Tip “take away” cards.

Throughout this lesson the teacher notes and comments are in red.

1. Engage: (30 minutes)

1. You teacher will have you take the pre-lesson Elder Abuse quiz.
Found at end of this lesson.
2. View the following videos on Elder Abuse:
[WHAT IS ELDER ABUSE - HOW and WHY it's Occurring \(2:16\)](#)
[NCPC Elder Abuse PSA \(:60\)](#)
Consider having students view both videos. One is on Elder Abuse and the other is a PSA. Caution your students that the videos may be considered depressing due to the subject matter.
3. Discuss in small groups and be prepared to present your findings to the class:
 - a. What are your concerns for the people in these videos?
 - b. What else would you like to know about these people?
 - c. How do you think these people “felt”?**Anticipate some of their answers. Keep them focused on occurrence of elder abuse, prevention and reporting. Estimates are 2-10% of all adults over the age of 60 have experienced some type of abuse. However, only 1 in 14 are brought to the attention of protective services. Resource: seniorcare.org.**
4. View: [The Difference Between Care & Caring\(3:03\)](#)
5. In small groups, differentiate between care and caring. Identify how this knowledge can be useful at the clinical site to improve quality of care.
Students need to be able to verbalize that there is a distinct difference between care and caring. Focus on the areas at clinical that students will now be able to impact knowing the difference.

2. Explore: (60 minutes)

Part I

1. Get into small groups of 3-4 students each.
2. Your teacher is going to give you a list of careers. As a group, pick one that is interesting.
 - a. Are people in that career “mandated reporters” in Illinois? Research your career and determine if you would be a mandated reporter.
 - b. Where did you find the information?
 - c. Each person in the group should now individually write down some ideas for how a person in that career could determine if a person is being abused. What evidence might that person likely see? What questions could be asked?
 - d. Share your list with others in your group to make 1 (one) list.
 - e. What is your legal responsibility in Illinois to report?

Use any of these careers:

- social services
- adult care
- law enforcement
- education
- medicine
- state service to seniors
- social workers
- hairdressers
- fire science
- EMS

3. Your teacher is going to show you a video and introduce two stories related to recognizing elder abuse in various situations.
 - a. Law enforcement's role in elder abuse comprehension.
[Identifying and Responding to Elder Abuse: An Officer's Role](#)
 - b. Hairdresser's role in elder abuse comprehension.
[Illinois Will Teach Hairdressers To Recognize Victims Of Domestic Violence](#)
[Hairdresser develops training course to help domestic violence and elder abuse victims](#)
4. Go through your list from Step 2 and make additions, edits, and/or remove items that would probably not work.

Did the student's research cover all the signs and interactions?

Part II

1. In your small groups, you will be assigned an abuse category to research. Find information on the possible signs and symptoms of this type of abuse. Be prepared to present findings to the class with every group member participating. **Assign physical, emotional, social, financial and sexual abuse.**
2. In your small groups, research and determine how and what questions can be asked when trying to solicit abuse information. What questions can be asked “indirectly” and “directly”? Include what HIPAA requires of you as a healthcare provider regarding the sharing of information.
 - a. Use a 5x8 index card for each group member. Develop a “tip card” on helpful questioning techniques that you will be able to use when you suspect elder abuse.
 - b. Share this information with the entire class.

It is important to continually have students share their findings with the entire class. Here are some examples:

Asking indirectly:

- Do you feel safe where you live?
- Who prepares your food?
- Does someone help you with your medication?
- Who takes care of your checkbook?

Asking directly:

- Does anyone at home hurt you?
- Do they scold or threaten you?
- Do they touch you without your consent?
- Does anyone make you do things you don't want to do?
- Does anyone take anything that's yours without asking?
- Have you signed documents that you did not understand?
- Are you afraid of anyone at home?
- Are you alone a lot?
- Has anyone ever failed to help you take care of yourself when you needed help?

Part III

1. In small groups of 3-4 students, research “how”, “when” and “why” to report elder abuse in Illinois.

How:

- Report to senior protective services (i.e. Will County Senior Services Center caseworkers). Each county has their own Area on Aging facility to facilitate reporting.
- Suspected abuse can be reported using any of the toll-free hotline numbers in Illinois.

When:

- Immediately upon suspicion.

Why:

- To remove an at-risk adult from an abusive situation as quickly as possible.

Certain professionals are required by law to report suspected abuse. Illinois has a law which requires certain professionals to make reports of suspected abuse of adults age 60 or older or people with disabilities aged 18-59 who are unable, due to dysfunction, report for themselves.

This law applies to persons delivering professional services to adults age 60 or older or people with disabilities aged 18-59.

Part IV

1. Your teacher will help you get into pairs for this role play situation.
2. One of you is going to be the Nurse Supervisor. The other person is the nurse.
3. Both the nurse and nurse supervisor will select a card from their teacher and role play that situation. It is the goal of the nurse supervisor to find out what is really going on.
 - Make at least 2 different cards for the supervisor. One indicates that there is no evidence that this nurse is having trouble. The other has a few things that might indicate a problem such as taking long breaks, not spending time in patient's rooms, being snippy with other nurses etc. Another card might provide specific information such as med errors, complaints from patients, observations by family members etc.
 - Make a few different cards for the nurse. One would be the nurse is happy and doing well. Another might include some indications of burnout. Another might include excessive stress, trouble, inability to get along with co-workers, dislike of the patients, can't stand family members etc. Some of the cards might indicate the nurse wants to hide it so she/her can keep their job, they

need the money, others could be the nurse is considering changing careers.

4. Switch roles and do it again after drawing new cards from your teacher.
5. After you have both been in both roles, join another pair of students and discuss the questions you asked and what you learned. What are the signs of burnout? Write them down.
6. Discuss this question: Does caregiver burnout contribute to abuse? Give specific examples from your role-playing scenarios.
7. What resources are available for a caregiver that is experiencing burnout. Research some specific sources of help in your area. Would they be appropriate for family caregivers? Be ready to share them with the class. Begin your research with this article.
[Left Unchecked, Caregiver Burnout Can Lead to Abuse and Violence](#)
8. In groups, research “respite” services for caregivers and the costs associated with different services. Be prepared to discuss.

3. Explain: (15 minutes)

1. There are 5 different types of elder abuse. Name 3 of them.
physical, sexual, social, emotional, financial
2. Who most commonly are the abusers?
Family members and care givers
3. Who are mandated reporters in Illinois?
Direct students to the following website.
[What Professionals Need to Know](#)
4. What is the Elder Abuse Hotline number in Illinois?
Department on Aging’s 24-Hour [Elder Abuse](#) Hotline: (866)-800-1409,
or (888)-206-1327 (TTY)
Illinois Department of Public Health’s Nursing Home Hotline: (800)-252-4343, if it
occurs in a nursing home Help Line: (800)-992-6978 or (800)-545-7763, ext. 20135
5. What are 2 examples of the connection between caregiver burnout and elder abuse?

4. Elaborate/Extend: (30 minutes)

1. Work in groups of 5-6 to develop a format for a public service announcement (PSA) that is creative, thoughtful and innovative on how to prevent any form of elder abuse. This can be a flyer, the text for an infomercial, information that could be shared on social media etc.
Allow students to be creative.
2. Individually, think about how you can apply what you have learned in this lesson to a current situation in your life. Write down some ideas on how you can become more aware of possible abuse of the elders you interact with regularly.

5. Evaluate:

The following are possible means to evaluate student mastery of the objectives and standards addressed in this lesson.

1. Improvement of post-test compared to pre-test. (found at the end of the lesson).
2. Differentiate between care vs just caring behavior. The evidence can be through written or oral communication.
3. Identify signs of possible abuse from studying pictures.
Use photos of possible elder abuse. Be sure to include elders that are doing well. Number the back of each photo. Students number a piece paper corresponding to the number of photos you have & identify the abuse categories.
 - a. [Elder Abuse Pictures](#)
 - b. [Photos of Senior Citizens](#)
 - c. [Elder Financial Abuse & Exploitation Pictures](#)
4. Review of each group's local resource list and contact numbers.
This list should include the Illinois Elder Abuse hotline number.
5. Review of each group's PSA.
The following rubric may be used to evaluate the students PSA.

5-6 points – concepts and content reflect student's knowledge on various types of abuse & resources within their community.

3-4 points – concepts and content reflect student has grasped most of the knowledge on various types of abuse and community resources

2 points – concepts and content reflect student has failed to grasp the knowledge on various types of abuse and community resources.

Category	3	2	1
<p>Knowledge of the issue: Various types of abuse. Identify community resources available in student's specific county.</p>	<p>a. A well-designed PSA is heavy in content. All 5 types of abuse are identified and completely addressed in the PSA b. 3 community resources are identified for reporting & support. c. All information is practical, useful and factual.</p>	<p>a. 3 of the 5 types of abuse are identified completely and addressed in the PSA. b. 2 community resources are identified for reporting and support. c. Information for the most part is practical, useful and factual.</p>	<p>a. 1-2 out of 5 types of abuse are identified and addressed in the PSA. b. 1 (one) or no community resources are identified for reporting and support. c. Information is missing, impractical or has factual flaws.</p>
<p>Knowledge of how to identify the signs and symptoms of various types of abuse. Where caregivers can receive help. Oral PSA: 1 minute (60 seconds or less.)</p>	<p>a. PSA is well organized, thoughtful, comprehensive and identifies 5 signs or symptoms to watch for when evaluating potential abuse. b. All ideas in the written or oral assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes. c. The written assignment or oral presentation shows no mistakes in attention to details. d. Oral presentation is 1 minute or less.</p>	<p>a. PSA is mostly organized. Identified 3 signs or symptoms to watch for when evaluating for potential abuse. b. Most of the ideas in the written or oral assignment are expressed in a way that provides evidence of the student's knowledge and reasoning process. c. The written assignment or oral presentation shows some mistakes in attention to details. d. Oral presentation is under 30 seconds or more than 1 minute.</p>	<p>a. PSA is mostly disorganized. Identified 1-2 signs or symptoms to watch for when evaluating for potential abuse. b. Most of the ideas in the written and oral assignment expressed are unclear. c. Written or oral assignment has significant missing content and multiple mistakes in attention to detail. d. Expression of almost all ideas in the written assignment are unclear. e. Oral presentation 15-30 seconds or greater than 1 minute.</p>

Quiz attachment:

Pre/Post Elder Abuse Lesson Quiz

There can be multiple correct answers to each question.

- 1) Which of the following characteristic(s) identify a caring person rather than a person who cares?
 - a. Being concerned about a person
 - b. Being kind, sensitive and empathetic with a person
- 2) Identify 2 signs of physical elder abuse.
 - a. Bruises without explanation
 - b. Seeking constant attention.
 - c. Extreme weight loss
 - d. Broken bones
- 3) Identify 2 signs of emotional elder abuse.
 - a. Constantly worried about doing something wrong.
 - b. Depression and low self-esteem.
 - c. Worrying about money.
 - d. Demanding behavior.
- 4) Identify 2 signs of sexual abuse of an elder.
 - a. STDs (Sexually Transmitted Disease).
 - b. Demanding behavior.
 - c. Bruising on thighs and genitals.
 - d. Urinary tract infections especially in females.
- 5) Circle all of the professions which are mandated reporters of suspected elder abuse in Illinois.
 - a. Mailmen
 - b. Police Officers
 - c. Anyone working in Healthcare (RNs, CNAs, Doctors, EMS, etc.)
 - d. Grocery Store Clerks
 - e. At home delivery persons
 - f. Hairdressers
 - g. Social workers
- 6) Identify any of the questions that can be asked when elder abuse is suspected.
 - a. Do you feel safe where you live?
 - b. When was the last time you went to a restaurant?
 - c. Who prepares your food?
 - d. When was the last time you went for a car ride?

Answer key

1. b

2. a, c & d

3. a, b & d

4. a, c & d

5. b, c, f & g

6. a & c

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

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Elder Abuse:

Make a Difference When They Need You Most

Student Edition

Overview:

According to seniorcare.org, 2-10% of seniors over the age of 60 have experienced some type of abuse.

The problem is only 1 in 14 seniors will report this abuse. Our population is aging. It is imperative that everyone learns the signs and symptoms of various types of abuse. Recognition and reporting can help these seniors get the care they deserve. There is a link between caregiver burnout and elder abuse. How can you help the many caregivers in our community, find some needed relief?

Learning Objectives:

- Recognize physical signs of elder abuse.
- Recognize signs of financial, emotional or sexual abuse.
- Identify caregiver burnout and measures to avoid caregiver burnout.
- List careers in Illinois that are considered mandated reporters.
- Explain the requirements of mandatory reporting.
- Cite ways to prevent elder abuse.

Enduring Understandings:

- Recognize various forms of elder abuse.
- Recognize signs of caregiver burnout.
- Know how to access resources for help.
- Know when and how to report elder abuse.
- Know how to improve health outcomes for the elderly population through education, recognition and prevention of elder abuse.

Resources and References:

1. Computers or another internet compatible device.
2. Overhead projection for video viewing.
3. Colored markers/pens/pencils or crayons.
4. 3 x 5 index cards, construction paper, scrapbook paper
5. Videos:
 - [WHAT IS ELDER ABUSE - HOW and WHY it's Occurring \(2:16\)](#)
 - [NCPC Elder Abuse PSA \(:60\)](#)
 - [Identifying and Responding to Elder Abuse: An Officer's Role](#)
 - [The Difference Between Care & Caring \(3:03\)](#)
6. Articles:
 - [Left Unchecked, Caregiver Burnout Can Lead to Abuse and Violence](#)

Illinois Will Teach Hairdressers To Recognize Victims Of Domestic Violence

Hairdresser develops training course to help domestic violence and elder abuse victims

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on professional, critical thinking and clear communication.

Skill	How it is addressed:
Professionalism	Students will understand that Elder Abuse is a depressing subject. It is experienced by 2-10% of seniors over the age of 60 but only 1 in 14 cases are reported. Mandated reporters are professionals that should be trained to be observant for signs and symptoms of Elder Abuse. And they should professionally be able to distinguish between "care and caring". Engage: Steps 3 & 5 Explore: Part 1, Steps 2 & 3
Critical Thinking	It is essential for all mandated reporters (and general public as well) to have the ability to ask indirect and direct questions when attempting to obtain information regarding an elderly person's physical, emotional & financial status. Role play will assist students in learning how to approach these questions professionally obtaining the best results. Explore: Part II, Step 2 Explore: Part IV, Steps 3-5
Clear Communication	Students will use critical thinking skills to develop a Public Service Announcement (PSA) for the prevention of Elder Abuse which can be in a written or video format. They will need to determine the most valuable information to include in their PSA. Elaborate: Steps 1 & 2

1. Engage:

1. You teacher will have you take the pre-lesson Elder Abuse quiz.
2. View the following videos on Elder Abuse:
[WHAT IS ELDER ABUSE - HOW and WHY it's Occurring](#) (2:16)
[NCPC Elder Abuse PSA](#) (:60)
3. Discuss in small groups and be prepared to present your findings to the class:
 - a. What are your concerns for the people in these videos?
 - b. What else would you like to know about these people?
 - c. How do you think these people “felt”?
4. View: [The Difference Between Care & Caring](#)(3:03)
5. In small groups, differentiate between care and caring. Identify how this knowledge can be useful at the clinical site to improve quality of care.

2. Explore:

Part I

1. Get into small groups of 3-4 students each.
2. Your teacher is going to give you a list of careers. As a group, pick one that is interesting. Be prepared to answer the following questions regarding your career.
 - a. Are people in the career “mandated reporters” in Illinois? Research your career and determine if you would be a mandated reporter.
 - b. Where did you find the information?
 - c. Each person in the group should now individually write down some ideas regarding how a person in that career could determine if a person is being abused. What evidence might that person likely see? What questions could be asked?
 - d. Share your list with others in your group to make 1 (one) list.
 - e. What is your legal responsibility in Illinois to report?
3. Your teacher is going to show you a video and introduce two stories related to recognizing elder abuse in various situations.

- a. Law enforcement's role in elder abuse comprehension.
[Identifying and Responding to Elder Abuse: An Officer's Role](#)
 - b. Hairdresser's role in elder abuse comprehension.
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4. Go through your list from Step 2 and make additions, edits, and/or remove items that would probably not work.

Part II

1. In your small groups, you will be assigned an abuse category to research. Find information on the possible signs and symptoms of this type of abuse. Be prepared to present findings to the class with every group member participating.
2. In your small groups, research and determine how and what questions can be asked when trying to solicit abuse information. What questions can be asked "indirectly" and "directly"? Include what HIPAA requires of you as a healthcare provider regarding the sharing of information.
 - a. Use a 5x8 index card for each group member. Develop a "tip card" on helpful questioning techniques that you will be able to use when you suspect elder abuse.
 - b. [Share this information with the entire class.](#)

Part III

1. In small groups of 3-4 students, research "how", "when" and "why" to report elder abuse in Illinois.

Part IV

1. Your teacher will help you get into pairs for this role play situation.
2. One of you is going to be the Nurse Supervisor. The other person is the nurse.
3. Both the nurse and nurse supervisor will select a card from their teacher and role play that situation. It is the goal of the nurse supervisor to find out what is really going on.
4. Switch roles and do it again after drawing new cards from your teacher.
5. After you have both been in both roles, join another pair of students and discuss the questions you asked and what you learned. What are the signs of burnout? Write them down.

6. Discuss this question: Does caregiver burnout contribute to abuse? Give specific examples from your role-playing scenarios.
7. What resources are available for a caregiver that is experiencing burnout? Research some specific sources of help in your area. Would they be appropriate for family caregivers? Be ready to share them with the class. Begin your research with this article.

[Left Unchecked, Caregiver Burnout Can Lead to Abuse and Violence](#)

8. In groups, research “respite” services for caregivers and the costs associated with different services. Be prepared to discuss.

3. Explain:

1. There are 5 different types of elder abuse. Name 3 of them.
2. Who most commonly are the abusers?
3. Who are mandated reporters in Illinois?
4. What is the Elder Abuse Hotline number in Illinois?
5. What are 2 examples of the connection between caregiver burnout and elder abuse?

4. Elaborate/Extend:

1. Work in groups of 5-6 to develop a public service announcement (PSA) that is creative, thoughtful and innovative on how to prevent any form of elder abuse. This can be a flyer, the text for an infomercial, information that could be shared on social media etc.
2. Individually, think about how you can apply what you have learned in this lesson to a current situation in your life. Write down some ideas on how you can become more aware of possible abuse of the elders you interact with regularly.

5. Evaluate:

Your teacher may use these measures to assess your understanding of the material in the lesson.

1. Improvement of post-test compared to pre-test.
2. Differentiate between care vs just caring behavior. The evidence can be through written or oral communication.
3. Identify signs of possible abuse from studying pictures.
4. Review of each group's local resource list and contact numbers.
5. Review of each group's PSA.

Rubric that may be used for your PSA project.

Category	3	2	1
<p>Knowledge of the issue: Various types of abuse. Identify community resources available in student's specific county.</p>	<p>a. A well-designed PSA is heavy in content. All 5 types of abuse are identified and completely addressed in the PSA b. 3 community resources are identified for reporting & support. c. All information is practical, useful and factual.</p>	<p>a. 3 of the 5 types of abuse are identified completely and addressed in the PSA. b. 2 community resources are identified for reporting and support. c. Information for the most part is practical, useful and factual.</p>	<p>a. 1-2 out of 5 types of abuse are identified and addressed in the PSA. b. 1 (one) or no community resources are identified for reporting and support. c. Information is missing, impractical or has factual flaws.</p>
<p>Knowledge of how to identify the signs and symptoms of various types of abuse. Where caregivers can receive help. Oral PSA: 1 minute (60 seconds or less.)</p>	<p>a. PSA is well organized, thoughtful, comprehensive and identifies 5 signs or symptoms to watch for when evaluating potential abuse. b. All ideas in the written or oral assignment are expressed in a way that provides evidence of the student's knowledge and reasoning processes. c. The written assignment or oral presentation shows no mistakes in attention to details. d. Oral presentation is 1 minute or less.</p>	<p>a. PSA is mostly organized. Identified 3 signs or symptoms to watch for when evaluating for potential abuse. b. Most of the ideas in the written or oral assignment are expressed in a way that provides evidence of the student's knowledge and reasoning process. c. The written assignment or oral presentation shows some mistakes in attention to details. d. Oral presentation is under 30 seconds or more than 1 minute.</p>	<p>a. PSA is mostly disorganized. Identified 1-2 signs or symptoms to watch for when evaluating for potential abuse. b. Most of the ideas in the written and oral assignment expressed are unclear. c. Written or oral assignment has significant missing content and multiple mistakes in attention to detail. d. Expression of almost all ideas in the written assignment are unclear. e. Oral presentation 15-30 seconds or greater than 1 minute.</p>