

- Seem unconcerned about the child;
- Fail to keep appointments or refuse to discuss problems the child may be having in school;
- Behave in a bizarre or an irrational manner.

There are instances when the educator knows a child's family is in marital crisis, experiencing economic or emotional turmoil, or has other significant stressors. Such information may be relevant and helpful to CPS when maltreatment is suspected and a report made. See Appendix D—Educators' Checklist for Recognizing Possible Child Maltreatment for other possible symptoms of abuse and neglect.

CONVERSATIONS WITH FAMILIES AND CHILDREN

In all States, educators are mandated reporters for child maltreatment cases. It is important to understand that, legally speaking, educators only need reasonable suspicion rather than hard evidence or proof to report alleged child abuse. It may be tempting to call the parents and see what they have to say, but such action can pose several serious problems, such as increasing the risk of further abuse to the child or interfering with the initial CPS investigation. Many schools have protocols detailing how suspected maltreatment is to be reported to CPS. These protocols delineate what information the educator will need to provide when reporting, or whether teachers, administrators, and other school personnel should refer all suspicions to the school's social worker or Child Protection Team who will then make the report to CPS.

Talking with the Child

It is the educator's role to report any suspicions of child maltreatment. There are times when CPS may request more information in order to meet statutory guidelines for accepting a report. In these instances or when a child discloses maltreatment to an educator, it is important to remember:

- CPS or law enforcement has the responsibility to assess and investigate.
- It is critical that the educator not lead the child.
- The child may be afraid to tell the whole truth because of:
 - Fear of being further hurt by the abuser if he or she tells;
 - A belief that the abuser may go to jail;
 - Fear that the child may be removed from the home;
 - Feelings of loyalty and attachment to the parent, no matter how bad the situation might be.
- The child may feel that the abuse or neglect is normal.

Unfortunately, it can be very easy to fall into the role of confidant to an abused child who has begged that no one be told. The case example below describes such a situation.

Case Example

When Frank approached his school coach he said only that he had a problem. He asked that he be able to talk to the coach in strictest confidence. The coach must promise to tell no one. The coach agreed and Frank disclosed that he was being sexually abused by his older brother. Unsure of what to do, the coach confided in the school principal, a good friend. The principal insisted that the case be reported immediately and told the coach he must tell Frank. Unfortunately, the report was made before the coach was able to locate Frank. In consequence, Frank became extremely angry and hurt, feeling that now he could trust no one. He vehemently denied that he had ever reported the abuse and retreated into a protective shell of mistrust. Since there was no proof, the case was not pursued.

Exhibit 3-2 When Talking with the Child

If CPS needs more information before accepting a report and requests that the educator talk with the child or if the child self-discloses, it is important to remember:

- The educator should not appear shocked as a strong reaction may affect the child's comfort level.
- If self-disclosing, praise the child for revealing what has happened to him or her. It is not up to the educator to determine if the child is telling the truth.
- When talking with a child concerning a possible inflicted injury or condition of neglect, the educator should refrain from asking leading questions.
- Let the child tell his or her story without probing for information that the child is unwilling to give.
- The child should be made as comfortable as possible under the circumstances.
- The child should be put at ease, and the educator should sit near the child, not behind a desk or table.
- The educator who talks with the child should be the designated person to handle such matters (e.g., the school social worker).
- Children often feel or are told that they are to blame for their own maltreatment and for bringing "trouble" to the family; therefore, it is important to reassure children that they are not at fault.
- If maltreatment is suspected, the educator must always remember that he or she is a mandated reporter, and this should be explained to the child in an age-appropriate way.
- The child may be afraid that either he or she will be taken from the home or the parent may be arrested. If such a fear is expressed, the educator should acknowledge not knowing what will occur.
- Children may be fearful of others learning about their maltreatment issues. The educator should assure the child that the information would not be shared with classmates or others who have no need to know. It is vital, however, that the educator also acknowledge that in order to provide help to the child, it may be necessary to discuss these issues with other school personnel, law enforcement, or CPS. It is important that the educator abides by the promise to protect the child's right to confidentiality.²⁸

While the school had a legal mandate to make a report to CPS, this case illustrates the importance of educators not making promises they cannot keep and understanding school protocols for reporting. Had the coach been aware of these responsibilities, he could have informed Frank at the time and, hopefully, helped the student through the process. It also is important to realize how difficult it is for most

children to discuss abuse, because of emotional elements or a limited ability to express themselves. When talking with the child, use language that a child will understand. When describing an incident of abuse, if the child uses a term with which the educator is not familiar (e.g., a word for a part of the body), the educator should ask for clarification or have the child point to the body part. The educator

should not disparage the child's choice of language or supply terms; rather, the educator should use the child's terms to put the child at ease and to avoid confusion. Educators can actually do more harm by probing for answers or supplying children with terms or information. Several major child sexual abuse cases have been dismissed in court because it was felt that the initial interviewers had biased the children. Additionally, it is important for the educator to not display feelings of anger, disgust, or disapproval toward the parents or the child for any action disclosed.

If the child wishes to show his or her injuries to the educator, he or she should be allowed to do so. The educator should never insist on seeing the child's injuries. At no time should the child be asked or forced to remove clothing. It may be important to have the school nurse present should a child decide to remove his or her clothes.

If further action is to be taken, the child should be told what will happen and when. The educator should assure the child of support and assistance throughout the process and should follow through on the assurances. It is important that the onus or responsibility not be placed on the child, nor should the child be asked to conceal from the parents that the conversation has taken place or that further action is contemplated.

The educator should be especially sensitive to the safety of the child following the disclosure. Ask the child if he or she feels safe returning home and observe how this question is answered. While CPS must be involved in any situation of suspected maltreatment, it is particularly important to involve CPS or law enforcement immediately in situations where the child's imminent safety is a concern. If a CPS caseworker needs to interview the child at school, the school should provide a private place for the interview. In addition, ensure that the interview location does not alert peers and other classmates to the presence of a CPS caseworker. The child's right to confidentiality must be respected.

If it is necessary for the CPS caseworker to remove the child from school for a medical examination, the school may request a written release from the caseworker, or this may be an established element of a memorandum of understanding (MOU) between the school and CPS. This varies by locale and it is important to know the practice and requirements of a particular school.

Talking with the Parents

Some educators may feel that it is important to contact parents to inform them that the school has made a report of suspected child abuse and neglect, because they feel that contact will help maintain the parents' relationship with the school and keep the door open for further communication. It is very rarely appropriate, however, for educators to communicate directly with parents regarding alleged child maltreatment. CPS caseworkers and law enforcement are trained and primarily responsible for contacting and discussing these concerns with parents. The following issues may arise if educators seek to talk with parents before reporting:

- The danger to the child may increase, particularly if the child disclosed the maltreatment.
- The parent may try to have the child recant upon learning that the child has told someone about the abuse.
- The parent may flee or withdraw the child from school.
- The risk for suicide increases for both the victim and the perpetrator immediately after a report is made in sexual abuse cases, especially in cases of incest. It is crucial that such cases be handled swiftly by experts.

There may be instances when a parent contacts a school regarding a report made to CPS. Many school systems have one point of contact to handle CPS reports, such as the school social worker, nurse, or

principal. The educator should listen to parents and refer them to that point of contact. In talking with the parents, the educator should respond in a professional, direct, and honest manner without displaying anger, shock, or an insinuation of guilt. It is critical to remember that the educator should not reveal any information pertinent to the report made to CPS or law enforcement. Parents also should be informed about the limitations to confidentiality of the present discussion. Further threats or revelations of abuse typically require the educator to reveal what was discussed to a third party (e.g., CPS).

Occasionally, an angry parent will come to school demanding to know why someone is “telling me how to raise my children.” The parent may feel betrayed or that someone has “gone behind their back” because the school did not communicate with him or her directly. Even though CPS caseworkers are legally mandated not to reveal the name of the referral source, the parent often suspects the source of the report. If an angry parent appears at school, the educator should attempt to diffuse the situation by remaining calm and maintaining a professional demeanor. The educator should be mindful of his or her own safety, as well as the safety of others, if the parent is threatening or violent. School protocol should delineate who needs to be contacted in such situations. An angry parent usually will calm down to a reasonable degree if he or she feels listened to and is treated with respect.

CHILD ABUSE WITHIN THE SCHOOL

It is extremely disturbing for most educators to consider that a fellow colleague might be abusing children. In the event that this does occur, however, children need special protection. A common response when a fellow educator is suspected of abuse,

especially if that person is popular or a long-time employee, is to deny or ignore it. Sometimes the abuser is transferred to another school. Even with a suspension or reprimand, the violation is likely to recur in the absence of intervention and monitoring.

If a child reports that he or she is being sexually, physically, or even emotionally abused by school personnel, the educator should remember that it takes courage for an abused child to talk to someone. The educator must consider facts and consistencies. Older children may invent stories, but they usually contain obvious inconsistencies. The educator should follow school policy and procedures, which usually involve contacting CPS. CPS personnel then interview the child or refer the allegations to law enforcement (depending on the State’s laws) to determine if the child knows anyone else to whom this has happened. If so, the CPS investigator should talk with any other victims. Protocols usually require immediate notification of the school administrator. The situation should not be discussed among other school staff. The accused has a reputation and the right to know of the accusation, but it is the investigator (who may be a CPS caseworker or law enforcement) who should talk with the accused colleague. Not doing so often leads to a witch-hunt atmosphere and is not beneficial to students or faculty. It also is inappropriate to ask the children to tell their stories initially in front of the accused. There is a significant difference in power and resources between teachers and students.

It is important to remember that schools are mandated reporters whether the abuser is an outsider or a school employee. Under State child abuse and neglect reporting statutes, educators have the same liabilities for failing to report suspected incidents perpetrated by colleagues as for incidents resulting from interfamilial abuse or neglect. If allegations are made and there is suspicion of abuse, CPS or law enforcement must become involved.

CHAPTER 4

Reporting Child Abuse and Neglect

In addition to trying to help families in which maltreatment is suspected, the involvement of educators in reporting child abuse and neglect is guided by Federal standards and regulations and mandated by State and local laws, which identify what is required of the educator and how that obligation is to be fulfilled. Schools are frequently concerned with creating protocols to enable them to address maltreatment issues more efficiently. Established protocols help address concerns over quality control, fear of lawsuits, and the protection of staff in reporting cases, as well as ensure that there are effective steps for helping children.²⁹

FEDERAL LEGISLATION

The Keeping Children and Families Safe Act of 2003 (P.L. 108-36) included the reauthorization of the Child Abuse Prevention and Treatment Act (CAPTA) in its Title I, Sec. 111. CAPTA provides minimum standards for defining child physical abuse and neglect and sexual abuse that States must incorporate into their statutory definitions in order to receive Federal funds. Under this Act, child maltreatment is defined as:

- Any recent act or failure to act on the part of a parent or caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation;

- An act or failure to act that presents an imminent risk of serious harm.

A “child” under this definition generally means a person who is under the age of 18 or who is not an emancipated minor. In cases of child sexual abuse, a “child” is one who has not attained the age of 18 or the age specified by the child protection law of the State in which the child resides, whichever is younger. While CAPTA provides specific definitions for sexual abuse and for special cases related to withholding or failing to provide medically indicated treatment, it does not provide such definitions for other types of maltreatment—physical abuse, neglect, or psychological maltreatment. Each State has statutes providing that information.

Also at the Federal level, the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 (P.L. 93-380), provides standards and regulations that are relevant to educators for reporting child abuse and neglect. While amended numerous times since it was first authorized, FERPA still governs the release of information from school records.

In a small number of cases, it may be necessary to consult school records to determine if a report of suspected child abuse and neglect should be made. Usually, parental consent is required before releasing information contained in school records. However, there are exceptions that can apply in

cases of suspected child abuse and neglect. At the time of publication, a proposed amendment to FERPA would extend these same provisions to home-schooled children.

STATE LAW

All States, the District of Columbia, and U.S. territories have reporting statutes for child abuse and neglect. These statutes outline who must report, to whom the abuse or neglect must be reported, and the form and content of the report. Given the diversity of statutes, educators should be familiar with or obtain a copy of the law in their State.

Who Reports

Most States specifically require educators to report suspected child maltreatment unless educators are grouped under the category of “anyone.” Some States specifically define what is meant by an “educator” (e.g., teachers, principals, administrators, school nurses, school social workers, and guidance counselors) in any school, whether public or private, day or residential. Those professionals mandated to report vary from State to State. Educators should check their State reporting statute to determine who has been designated as a mandated reporter. They also should be familiar with their school system’s policy and procedures regarding child abuse and neglect reporting. Additionally, it should be noted that when schools have a Child Protection Team, an educator’s report to the team may or may not free him or her from further obligation, and a child protective services (CPS) caseworker may still contact him or her. The Child Protection Team representative would make the actual report to CPS. This regulation also should be researched within the educator’s own State.

What to Report

States specify what can be defined as child maltreatment in their particular jurisdiction, often specifically defining nonaccidental physical abuse and

neglect, sexual abuse, and emotional (or psychological) maltreatment. Many of the definitions for sexual abuse include the production of child pornography or compelling children to view sexually explicit materials or acts. Some States require that domestic violence within a child’s family be reported to CPS, as it may adversely affect the child. Every school should have or know how to access the definitions for abuse and neglect in their jurisdiction.

While States require the reporting of suspected abuse, no State requires that the reporter have conclusive proof that the abuse or neglect occurred before reporting. The law clearly specifies that reports must be made when the educator “suspects” or “has reasonable cause to believe” that there is abuse. In any case, the intent is clear—incidents are to be reported as soon as they are noticed. Waiting for conclusive proof may involve further risk to the child.

When to Report

Again, State statutes differ as to when a report must be made. While early reporting is vital, educators may find it useful to keep notes on behaviors, bruises, or other potentially relevant information regarding the child. These informal, personally kept notes may be invaluable not only in filing a report, but in providing information to CPS. Notes should be taken even after the report is made in order to provide updates for CPS investigators. It is important to realize, however, that personal notes also can be subpoenaed if the case goes to court.

State and local statutes, as well as school system policies, vary regarding whether oral or written reports are necessary. Some require only an oral report, while others ask the reporter to follow up with a written report within a specific period of time. Secured Internet reporting to CPS also is allowed in some States. Some States and school districts identify special reporting requirements.

Where to Report

Every school should have identified, current, and accessible contact information for the appropriate agency for reporting suspected child maltreatment. State law specifies the agency that will receive reports of suspected child abuse and neglect. Usually this agency is a State's department of social services, human resources, family and children's services, CPS, or department of children and youth services. Other agencies mandated to receive reports may include law enforcement, the health department, the county or district attorney's office, and the juvenile or district court.

The local department of social services or other receiving agency may maintain a special child abuse and neglect unit, usually CPS. If there is no special unit, the local department itself will have CPS responsibility. The CPS unit receives and investigates all reports of suspected child maltreatment (that meet the State's statutory definitions) and may be involved in treatment and rehabilitation of affected families, by either performing such services or referring families to other agencies.

It is important to understand who receives reports of suspected child abuse and neglect in a particular jurisdiction. Requirements of confidentiality should be observed so that reports are made only to authorized persons. The State reporting statute will provide this information. An attorney should be consulted if questions arise.

How to Report

Educators should follow local school system policies and procedures for reporting suspected abuse. These build upon State statutes, which vary regarding the

form and content of reports of suspected maltreatment. All States require that an oral or written report (or both) be made to the agency or agencies responsible for child abuse and neglect. When two reports are required, the oral report is usually required immediately, with the written report often following within 24 to 48 hours.

Some State statutes will specify the type of information to submit in a report of suspected child maltreatment. Usually this includes:

- Child's name, age, gender, and address;
- Parent's name and address;
- Nature and extent of the injury or condition observed;
- Prior injuries and when observed;
- Actions taken by the reporter (e.g., talking with the child);
- Where the act occurred;
- Reporter's name, location, and contact information (sometimes not required, but extremely valuable to CPS staff).

In some States, additional information is required. This may include any previous injury observed by the reporter to the child or to a sibling; any information that would aid in establishing the cause of the injury; information that would aid in identifying the person responsible for the injury; if a previous report has been made to CPS; and other information about the child and family that will help CPS in their assessment of the risk of maltreatment to the child.

State Statutes

To review a summary of reporting laws for each State, visit the State statutes section of the National Clearinghouse on Child Abuse and Neglect's Web site at <http://nccanch.acf.hhs.gov/general/legal/statutes>.

To assist citizens making oral reports of suspected child abuse and neglect, some States maintain a toll-free, 24-hour telephone hotline just for receiving reports of suspected maltreatment. (See Appendix C—State Toll-free Telephone Numbers for Reporting Child Abuse.) Anyone may use hotlines to report an incident of suspected child abuse and neglect anywhere in their State.

To facilitate written reports, most States and some local school districts provide a reporting form. Schools should keep a supply of these forms for more efficient reporting. An educator would not be excused for failing to report a suspected case of maltreatment because a reporting form was unavailable. The reporter may submit a report using any form, so long as the required information is provided.

LOCAL POLICIES AND PROCEDURES REGARDING REPORTING

Since the early 1980s, school systems and local boards of education across the country have enacted school policies and procedures on child abuse and neglect. The policies and procedures support State reporting laws and often provide internal mechanisms to follow when a case is reported.

Developing Local Policies and Procedures

Enacting local policies is a good first step for a school system beginning a child abuse and neglect prevention program. As an example of one effort, several years ago the Children's Trust Fund of Massachusetts offered to review reporting protocols for any Massachusetts school that wished to improve them. The Children's Trust Fund published a guide, *Designing and Implementing a School Reporting Protocol: A How-to Manual for Massachusetts Educators*, to help schools develop effective protocols and consider the development of a Child Protection Team.³⁰ A protocol clearly delineates duties and responsibilities for all staff. Equally important, it

provides administrative backup for educators who do most of the reporting.

Educators are encouraged to learn whether their school system has a board policy or an administrative procedure for reporting suspected cases of child abuse and neglect. If no such policy or procedure exists, one should be developed.

There are several important questions to consider when designing a school protocol, such as:

1. Does the protocol reference the State law that requires educators who have "reasonable cause to believe" that a child is being abused or neglected to report such suspicion to the local CPS?
2. Who within the school does the educator notify if they have suspicions? Who does the classroom teacher notify? A nurse? The principal? A school social worker?
3. What specific information does the reporter need to know in order to report?
4. What other school personnel should be involved?
5. Who makes the report to CPS? How? Who is responsible for monitoring or receiving feedback from CPS once the report is filed?
6. What information should be included in the report? (This is dictated by State law and CPS policy.)
7. Does the protocol indicate that all reports must be kept confidential and in a separate file from the students' regular school file?
8. What follow-up is expected on reported cases?
9. Does the protocol state that all school staff will receive notification of the protocol?

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10. What role will the school play in possible community or Child Protection Teams?
 11. What commitment does the school have to inservice training or community programs?³¹

Policies should be reviewed periodically with school staff (possibly during inservice training) so that everyone is reminded of the local school protocol, system procedures and policies, and State statutes.

Making the Report

Once an educator suspects that a child is being maltreated, he or she must waste no time in reporting. Making such a report sometimes feels risky and confusing to educators. The following checklist can be used to prepare information for a report:

1. Does the educator know the procedure outlined in the reporting policy of the school? Does he or she have the necessary information required for a report? Does the school have the necessary report forms?
2. Has the information been documented? Has it been written down to help organize it in the educator's mind?
3. Has the information been analyzed? The educator should consider what causes him or her to suspect abuse or neglect in this particular case. The educator should list the symptoms—physical and behavioral.
4. Has the reporter witnessed any parent-child interaction that may suggest possible abuse, such as belittling or threatening comments? Does the parent see the child as worthwhile, different from “normal” children, or hard to handle?

5. Has the educator spoken with other professionals within the school? Do they have reason to suspect abuse or neglect? Why?
6. Does the educator (or school) have the exact and current contact information of the agency where the reports should be made?

If the educator cannot answer all these questions affirmatively, he or she still needs to report immediately. However, organizing one's thoughts will help in simplifying the process. Additionally, there are some other questions the reporter may want to ask himself or herself in preparation for this process:

1. Has the educator talked with his or her administrator about the support available once the report is made? Has the educator considered what will happen if the parents try to remove the child from the class?
2. Has the educator set up a support system for him- or herself with other educators, professionals, or friends?³²

Teamwork within a school cannot be overemphasized. For example, a classroom teacher concerned about bruises on a student might consult the school nurse. If a staff member notices unexplained behavior, a referral to the school social worker or psychologist might be in order. While it is important to respect a child's right to confidentiality, such a referral may be made in a confidential manner. The effectiveness of teamwork is another reason why many schools are adopting the Child Protection Team approach. Child protection team members play a variety of roles within the school, and they may shed light on the child's situation from a perspective that was not known or obvious to the reporter.

DIFFICULTIES THAT MAY BE ENCOUNTERED WHEN REPORTING

A report of child maltreatment is not an accusation; rather, it is a request to determine if abuse or neglect has taken place and, if so, to begin the helping process. The reporting process, however, does not always proceed smoothly. Difficulties may be encountered that serve as barriers to reporting and discourage the educator from making future reports.

Personal Feelings

One of the biggest obstacles to reporting may be the feelings of the potential reporter. Some individuals would prefer not to get involved. As one educator put it:

“Although I realize that a child abuse report is not an accusation, I really hated to be the one to do it. What if the parents become angry with me? What if they pull their child out of my classroom? What if they see me as a troublemaker? I also wonder if I would be in any personal danger. Some of the abuse seems awfully violent. Will the parents come after me?”

These are typical concerns of educators and should be addressed. Parents who are subjects of a child abuse report typically feel angry. Anger is a natural response when threatened. If the parents angrily confront the reporter, however, a sensitive presentation with the desire to help may actually turn the parents into allies. These parents certainly have the right to pull their child out of a particular classroom, but only a small percentage actually do so, especially when the school makes clear its intention to help rather than punish.

When cultural values conflict with the laws of the State, this is problematic, but the laws remain the same. Where culturally based behaviors could be seen as abusive, it is usually the practice of CPS to try to

educate the parents about the laws and to work with them. Some educators question their right to intervene in such instances. One educator described a family who had recently come to this country.

“In their country hitting the children severely is accepted practice,” she said. “What right do I have to tell them to change their cultural values?”

One of the most difficult situations for educators is discovering that abuse or neglect is being perpetrated by someone they know well. It may be extremely difficult for an educator to face the fact that the child of a colleague or a neighbor is being maltreated, or that a respected member of the community is sexually abusing a child. This is a natural feeling, but it must be overcome. Even if an educator knows the abusive family well, making a report is still necessary. All children are protected by law and, no matter what the circumstances, the educator remains a mandated reporter.

While the report may help protect the child, the process of reporting suspected child maltreatment is often a stressful experience. Confidentiality issues limit those with whom the educator can discuss the situation. Many educators may benefit from identifying support mechanisms and coping strategies while going through the process. Some schools have Child Protection Teams that aid the process of reporting and provide support to the reporter. Other schools may have developed their own support strategies.

Problems Internal to the School

On occasion, school personnel indicate that school administrators create obstacles to reporting. They may fail to make an official report of suspected maltreatment once a situation has been brought to their attention or make it difficult for other school personnel to report. This may be done for the same

For additional information regarding cultural issues as they relate to child maltreatment, see the following publications in the *User Manual Series—A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice* and *Child Protective Services: A Guide for Caseworkers*.

reasons discussed above or because the administrator does not want to “make waves.” Such actions may be more than obstructive; they may be illegal.

Administrators who refuse to report or who make it difficult to report cause several problems for other adults on their staff. Not only does the educator feel unsupported and even undermined, but educators whose administrators do not report may be held liable for the unreported maltreatment. Thus, the educator is put in a position of being vulnerable to legal sanction or having to bypass the administrator. In some instances, central administrative staff may provide no backup to educators, thus undercutting the reporter who has acted in the best interests of the child and complied with the law. Suddenly reporters find their motives questioned. Superintendents or principals who fail to provide inservice training to staff to inform them of their legal obligations also may be an obstacle to reporting. Educators who do not know the signs and implications of child maltreatment or who are unaware of their legal responsibilities will be at a disadvantage and possibly, unwittingly, a disservice to children in need of assistance.

While some States allow anonymous reporting, the educator would not be protected, as there would be no proof that he or she had ever reported. It is difficult for the educator to know what to do or how to react to an unresponsive or obstructive administrator. The best answer is that it depends on the individual circumstances and available options. For instance, educators in certain locales may be able to develop a relationship with a CPS caseworker or with mental health, law enforcement, or other child welfare professionals who can help facilitate making a report. In other situations, there may be other school personnel, such as the school social worker or someone else in the school’s administration, who may be willing to seek alternative avenues for reporting the situation.

Previous Experiences Reporting

Educators who have had a negative or difficult experience when reporting suspected maltreatment might be reluctant to become involved again. Such educators may feel that a previous case was not handled appropriately or to their satisfaction. These concerns are real and sometimes valid, but a previous bad experience does not mean that the next case will not be handled well. CPS agencies throughout the country are continually working to upgrade their services. In many communities, they are becoming steadily more responsive and highly skilled. After experiencing an unsatisfactory response with the CPS agency, however, the reporter should not hesitate to request that an agency supervisor intervene in the handling of the case. Exemptions are not granted to mandated reporters who have previously had a negative experience. In addition, while reporting does not guarantee that the situation will improve, not reporting virtually guarantees that the child will continue to be at risk if the abuse or neglect exists.

Belief That Nothing Will Be Done

Sometimes potential reporters believe that nothing will be done if they report, so they choose not to. Such reasoning often is faulty. If an incident of suspected child maltreatment is reported, some action will occur. At the very least, a record of the report will be made, the educator’s legal obligation will be fulfilled, and the investigative process will begin. If the incident is not reported, however, it is likely that nothing will be done. Maltreated children cannot be protected unless they are first identified, and the key to identification is reporting. While not all calls result in an investigation, educators may not know what information was previously or subsequently reported about the child or the family. The cumulative effect of all the reports may allow CPS to substantiate a case and to provide help and intervention.

Some educators find it frustrating that CPS will not let them know whether the case is being investigated. Confidentiality laws and policies often make follow-

up impossible. Educators may offer to keep in touch with CPS during the treatment phase, however, to help the children as much as possible. Some State laws will allow release of information from CPS to other professionals when the individual is a member of a multidisciplinary team.

ONCE THE REPORT IS MADE

When a report of child maltreatment is filed, CPS makes several decisions. First, they must decide if the report meets the statutory criteria for child abuse or neglect. Then, they must investigate to ascertain if the abuse or neglect can be substantiated. CPS determines if the child is safe at home and, if not, what are the least intrusive interventions to assure the child's protection. Finally, CPS determines if there is a risk that the maltreatment will occur in the future. If the risk for future maltreatment exists, then CPS must offer or provide services to reduce the risk of abuse or neglect.

In some States, the court may become involved, particularly if the child is removed from the home. If a court is involved, usually a juvenile or family court is responsible for family well-being rather than a criminal court. However, increasingly in the case of sexual abuse, death, or extreme physical abuse, complaints are filed in criminal court.

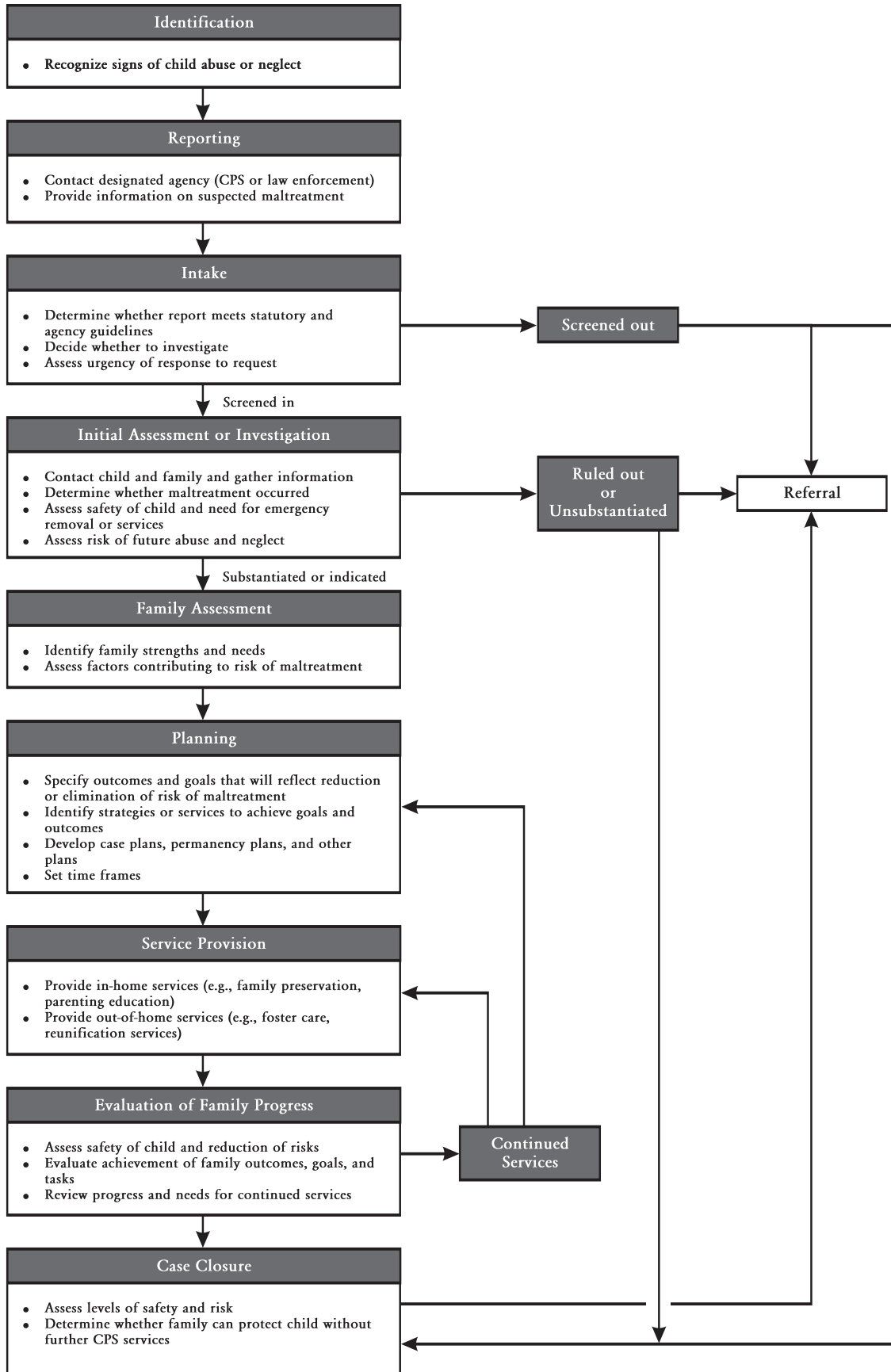
In some instances, educators may be asked to appear in court as witnesses. It is important for them to remember that witnesses are not on trial. Usually, school staff will be called to help the child or present a more complete picture of the family situation. Exhibit 4-1 provides a list of guidelines for educators should they be required to appear in court.

Once the educator has followed the school system's protocol and the situation has been referred to CPS, in general, the process for each case is similar. Exhibit 4-2 provides an overview of the CPS process.

Exhibit 4-1 Tips for Educators Going to Court

- Check with the CPS caseworker or attorney to see if there will be a briefing before the court appearance.
- Write down dates, facts, and other information vital to testimony. Usually, it is permitted to take a paper or note card to the stand.
- Dress appropriately.
- Go slowly and think through each question.
- Speak slowly, concisely, and loudly enough to be heard so the recorder can record your testimony.
- Speak only when spoken to, and remember that the court is only interested in facts, not opinions, unless asked otherwise.
- If you do not know the answer, say so; do not guess.
- Try not to be flustered by the cross-examination.
- Remember that you are not on trial.
- Do not be afraid to call the CPS caseworker after the hearing to learn of the outcome.³³

Exhibit 4-2 Overview of Child Protective Services Process



CHAPTER 5

Providing Support After the Report: What Schools Can Offer

Reporting suspected cases of maltreatment is just the beginning of the child protection process. Treatment, rehabilitation, strengthening the family, and preventing future abuse still lie ahead. Traditionally, the roles of the school and the educator in dealing with child maltreatment have ended with reporting, but this is changing. Increasingly, educators are providing assistance and support to child protective services (CPS) staff by sharing relevant information about families and children after they have been reported; providing services to the child, parents, and the family; and participating on multidisciplinary teams. Schools also are actively involved in community efforts to reduce the incidence of child maltreatment.

SHARING RELEVANT INFORMATION

Although CPS is responsible for case management and follow up after the report has been made, CPS caseworkers will frequently find it necessary to consult with school personnel when assessing the family and planning treatment. School personnel often have information (either in records or through personal knowledge) concerning the child's or family's strengths and weaknesses. This information is invaluable to CPS staff as they seek to make an accurate assessment and formulate realistic treatment goals and objectives for the family.

In providing this information, schools must be conscious of the rights of children and parents.

Schools can be an excellent resource for aiding CPS, but great care must be taken to ensure the confidentiality of information and to share it only with those persons and in circumstances designated by law.

SUPPORT FOR THE CHILD, THE PARENTS, AND THE FAMILY

Educators are in a unique position to provide valuable support to maltreated children and their families. The expertise needed to assess special needs and design programs to fit those needs already exists within the schools. Highly trained educators, already in the schools and skilled in working with children and parents, can be of great help to maltreated children and their families.

General Considerations for Helping in Cases of Maltreatment

The lives of maltreated children, even after the report of abuse or neglect, may be filled with stress. Schools, however, can provide a constant, stable environment. Sensitivity to a child's need for consistency is vital. Something as basic as having their own desks for which they are responsible can be very beneficial. Classroom teachers, school social workers, and school counselors should be mindful of a child's need for consistency and try to find ways to meet that need.

Court involvement is another issue in the lives of maltreated children. Courts often present a scary image for the child. Typically, the child who knows his or her case is going to court may feel agitated, anxious, and insecure. The child may exhibit behavior while at school, such as acting out or being withdrawn, that attests to these fears. If the educator is aware of the court involvement, special care and consideration for what the child is experiencing is appropriate. Demystifying the court system and process can be an educational experience and benefit all children. Schools may want to take students to visit a courtroom or meet with an interested judge or lawyer to help facilitate this.

Some maltreated children are placed in foster homes if CPS feels that they will be unsafe at home. Separation from parents, no matter how abusive or neglectful, can have a profoundly traumatic impact on a child. CPS often will attempt to place children in the same school system to provide some consistency. When a child has been placed in foster care, the school will be contacted by CPS. The person responsible for enrolling the child differs from agency to agency and depends on State and local statutes regarding confidentiality, so the foster parent might not have this opportunity to meet with school staff. Since some foster families may be overwhelmed with caring for an upset or depressed child, they may find little time to make contact with the school early in placement.

In addition to working with the foster parents, educators need to be sensitive to the needs of those children in substitute care. Often, they are still working through feelings of separation and loss. No matter what the parents may have done, the child still wonders about being sent away, often leading to feelings of guilt, anger, helplessness, or depression. The best way for educators to deal with a child in this situation is to contact his or her caseworker and, if appropriate, ask for more information about the child's background to understand his or her needs better. There may be several things the educator can do to support these children. For example, children may need to understand that people do not perceive

them differently because of being involved in substitute care, and that their possessions at school are still their own.

School Activities and Programs Supporting the Maltreated Child

The regular school program, if properly structured, can offer opportunities to support the maltreated child. Negative self-concepts common among these children can be offset by positive school experiences and a sense of achievement and accomplishment. The feeling of isolation that maltreated children frequently experience can be counteracted by providing increased contact with classmates and the chance to make new friends. Warm and sympathetic teachers can allow children to see adults in a positive, supportive, and caring role. Creative classroom experiences can further enhance the healing process. Additionally, educators should be mindful of instances when classmates may have heard about the abuse or subsequent actions. These classmates also may ask questions or need support and reassurance. Realize that addressing their concerns or comments can present some difficulties due to issues of confidentiality.

Schools can and frequently do serve as a focal point for special services to children and families. The expertise needed to assess and design programs to address these special needs already exists within the schools.

Schools have found that structuring learning projects for maximum cooperation, reducing reliance on competitive activities, peer mediation and conflict resolution, and an emphasis on effective problem solving helps reduce threatening behavior and benefits abused and neglected children.³⁴ By interjecting specific types of information into classroom activities that are designed to help all children, teachers also may help abused and neglected children. For example, two issues that often create problems for victims of abuse and neglect are recognizing and expressing feelings and making decisions. Many teachers have successfully designed and used activities

to recognize feelings. A popular tool for younger students is a “feelings barometer” that encourages children to move an indicator to different facial expressions to show how they are feeling and to discuss why. Many teachers also make creative problem solving an integral part of the curriculum. In this way, all children learn how to make more effective decisions, and maltreated children may feel particularly empowered by enhancing this skill.

Sometimes additional measures are needed since children with physical, cognitive, and emotional disabilities appear to experience higher rates of maltreatment than do other children.³⁵ A national study, completed in 1993, found that children with disabilities were 1.7 times more likely to be maltreated than children without disabilities.³⁶ Schools already provide a number of special services to children who require them. These services, each backed by qualified professionals who administer them, may include:

- Diagnosis and assessment of a variety of issues or conditions, including academic, learning, behavior, health, and social adjustment problems;
- Development of individualized educational plans;
- Support services including counseling; speech, hearing, and language therapy; behavioral management; special education; and health care.

Many schools have formed professional review teams to develop individual educational plans for physically and mentally challenged children, in accordance with Education for All Handicapped Children Act/IDEA (P.L. 94-142). Team members are skilled in diagnosing and assessing special problems and tailoring individual programs to address those problems. Teams routinely work with parents and other educators; call upon support services, as indicated; and annually review each child’s individual plan.

Ways to Address the Needs of Maltreated Children in the Classroom	
Issue	Approach
Inability to express feelings.	Use feelings as a barometer. Begin class or morning with discussion of how students feel.
Difficulty making decisions.	Teach the use of a formula for solving problems and provide sample problems so the students can try it.
Lack of cooperation with others.	Structure learning projects to maximize use of cooperative activities and solutions. Reduce competitive activities.
Heightened interpersonal conflict.	Teach conflict resolution and peer mediation skills.

Case Example

When the school made a report about Harvey's apparent neglect to CPS, it began a chain of events that were exceedingly helpful to Harvey and his family. Harvey was born with a condition that necessitated him having a catheter that had to be drained during school hours. The school was not informed of this, nor did they realize that 7-year-old Harvey was trying to do this hygienic duty himself, often with difficulty. Because of this and of poor hygiene in general, the odor coming from Harvey's desk was overwhelming. He also seemed quite slow and withdrawn and the teacher wondered if there was some developmental delay. Since he was a new student in his first-grade class, not much was known about him. Calls to the home went unanswered. A letter requesting that the mother call was unheeded. The school social worker, who made a visit to the home, found two younger children who appeared to be alone. Believing that this was a clear case of neglect, she immediately filed a report. When CPS investigated, they discovered that Harvey's single mother was newly immigrated to the United States. She spoke very little English and could not read or write. She had secured a job as a restroom attendant, leaving her other children unattended when she went to work. She had little idea of how to care for Harvey's disability.

In the end, the school was of significant help to Harvey and his family. CPS was able to get Harvey's younger siblings into the daycare program located in the local high school. Harvey was referred for testing by the school psychologist who discovered that he was quite bright. His withdrawn manner had been due to his embarrassment about feeling different. The school social worker met with Harvey's mom to help her understand what her children were learning and to support her in getting them to school and daycare. The mother met with one of the teachers for tutoring in English, since the town did not have an English as a Second Language program. A visiting nurse helped to educate both Harvey and his mother about how to care for Harvey's medical condition. In addition, Harvey was referred to a local pediatrician for care, and through this referral, he received services to correct his problem.

School Programs for Parents

Schools typically offer both direct and indirect support to families of maltreated children. None of these services is new, and schools have provided them for years. It is merely their application for abused and neglected children that may be new.

Educators that serve children with disabilities are already working with parents to develop individual educational plans. These skills can be transferred to planning programs for maltreated children that focus on their needs and involve their parents. When a problem is identified, parents can be brought in to help deal with it. Concrete, targeted suggestions can be made and cooperative agreements can be worked out between school and the parents. The plan is more

likely to be successful if the presentation is positive, outlines what the school is prepared to do to help the parents, and includes recommendations for the parents.

When families with maltreated children experience financial difficulties, schools may be able to provide free or reduced-price breakfasts, lunches, field trips, and extracurricular activities. For children who need them, the school may be able to arrange for glasses, hearing aids, or prosthetic devices. Many schools also maintain an emergency supply of clothing and shoes so that children without them can receive them quickly and quietly. Helping the family address financial difficulties can lessen the level of stress and frustration, which helps lower the risk of maltreatment.

In many school districts, school social workers, guidance counselors, or school nurses make home visits to assess family needs and to arrange for needed support services. Others arrange for daycare, after-school care, or special programs such as home tutoring for chronically ill children.

Parents involved in child abuse and neglect are frequently lonely, isolated, and experiencing periods of great personal or family stress. Many schools already provide programs and services that can directly benefit these parents, such as:

- Education programs that emphasize the unique skills required of parents and help them understand that these skills are learned, not instinctive.
- Early childhood education programs that delineate the process of child development, outline typical capabilities relative to the developmental stage, and suggest ways to enhance the child's development.
- Counseling programs that range from job skill training to substance abuse counseling.
- Adult education programs that include high school completion and equivalency programs, occupational training, leisure time activities, and recreational programs.

Such programs offer direct help to parents, but they also provide parents of maltreated children with opportunities to socialize, to enhance self-confidence, and to pursue new interests. These benefits are important in breaking the pattern of isolation common among abusive and neglectful parents.

Perhaps the most forgotten victims are the parents whose child was sexually abused by someone within the community. These parents are expected to support and advocate for their abused child. Often, little recognition is given to the fact that these parents may be having problems too. Parents often feel guilty over being unable to protect their children. Educators

can be instrumental in recognizing that these parents have these kinds of feelings and may need support so they may help their own children. Sensitive educators might acknowledge this in their dealings with such parents. A distressed parent also might welcome a referral for professional support.

Schools can offer indirect support to families by providing education and assistance to the community at large and by making their extensive facilities available for support groups and crisis nurseries. All that is needed is acceptance of the school's critical role in child abuse and neglect and a willingness to be involved in its elimination. (See *A Coordinated Response to Child Abuse and Neglect: The Foundation for Practice* for philosophical tenets regarding maltreating parents.)

CHILD ABUSE AND NEGLECT MULTIDISCIPLINARY TEAMS

Multidisciplinary teams are a concept that refers to teams inside and outside the school. Within the school, Child Protection Teams or crisis teams are good examples of this approach. These teams are composed of various professionals within the school and are dedicated to reviewing and responding to child abuse reports or a variety of school-based crises, such as substance abuse, death, and other emergencies. By bringing together professionals from different perspectives, children can be served more effectively because team members have specific roles and expertise.

There are also community multidisciplinary teams. A community approach to child maltreatment makes optimal use of the special skills and knowledge of various professionals so that family and community needs are met. Many communities are turning to multidisciplinary, child maltreatment-case consultation teams as a means of ensuring integrated investigation, planning, and service delivery. These community teams usually include representatives from health or mental health, CPS and social services, law enforcement, and education agencies. Members

bring with them a wide range of backgrounds and a diversity of diagnostic, assessment, and treatment skills. They meet together regularly to assess cases of child maltreatment and to recommend treatment programs. Team members are able to commit services from the agencies they represent and can call upon a broad range of services, resources, skills, and programs to help families.

Child maltreatment-case consultation teams also frequently serve as a forum for resolving the issues and conflicts that inevitably arise whenever difficult social problems must be addressed by multiple public and private agencies. As they work together, team members come to know, understand, and appreciate each other's functions. Within the team framework, problems can be addressed quickly when they arise. If a particular recommendation has not been proven effective, another can be considered. As team members, educators can make additional contributions to the team. They can lend their expertise in the areas of child development, developmental disabilities, and the educational needs of children.

COMMUNITY COORDINATION

To foster coordination, some communities are establishing child protection coordinating committees or task forces, which provide an organizational structure so community agencies and resources

involved in meeting the needs of maltreated children and their families can work together. This community effort can define roles and responsibilities, increase communication, identify gaps in services, and avoid duplication of services, which enhances the efficient use of existing services and resources. Typically, CPS has the primary responsibility for organizing the committee. Educators are one of the many groups called upon to work together along with multiple agencies and professional disciplines to maximize the services available to the community. If there is no child protection coordinating committee in a community, educators may be able to help institute one. Participation in such a body also should be addressed in a school's policy.

There are a variety of community-based programs designed to meet the needs of families and children at risk. For example, New York City Public Schools, in collaboration with the Children's Aid Society, the New York City Board of Education, and community members, designed and implemented a project initially intended to curb criminal activity among youth. The program arranged for the schools to be open for extended hours and to serve nutritional breakfasts to students, as well as to help students with homework and medical services.³⁷ The program ended up also supporting at-risk families, however, and the local child protection agency felt its clients' needs were successfully served by the program.³⁸

For more information on school-based support services and programs, obtain a copy of *School-based Child Maltreatment Programs: Synthesis of Lessons Learned* available at: <http://nccanch.acf.hhs.gov/pubs/focus/schoolbased.cfm>.

CHAPTER 6

Preventing Child Abuse and Neglect

Recognizing and reporting child maltreatment are important to prevent abuse and neglect from continuing or recurring. Schools also must be involved in working to prevent maltreatment from ever occurring at all. Schools are in a unique position to address this problem by virtue of the staff's training and expertise, the school's position in the community, and the availability of physical facilities. A school's involvement in prevention can be divided into school-based programs, school-community programs, and individual action on the part of educators.

SCHOOL-BASED PROGRAMS FOR CHILDREN AND ADOLESCENTS

Some prevention efforts are provided through specifically designed programs, other efforts are integrated into existing school curricula. Some of the more common areas that prevention activities address or strengthen are:

- Life skills training;
- Socialization skills;
- Problem-solving and coping skills;
- Preparation for parenthood;
- Self-protection training.

Life Skills Training

Adults require specific skills to navigate today's complex society successfully, but many daily living skills are never taught to them as they are growing up. Parents or other involved adults may teach these skills directly or by example; if they do not, young adults usually learn them by trial and error. Therefore, schools are increasingly integrating lessons teaching these skills into the curriculum. Learning skills that ease the transition into adulthood can prevent frustrated or overwhelmed future parents from becoming abusive to their children.

It is important to promote tangible and intangible life skills that are tailored to students' developmental needs. Tangible life skills are those needed for daily living, self-maintenance, and obtaining and sustaining employment, such as:

- Food preparation
- Personal hygiene
- Obtaining appropriate medical care
- Educational planning
- Money management and budgeting
- Time management
- Finding housing

Intangible life skills are those needed for developing and maintaining positive personal and professional relationships, such as:

- Conflict management skills
- Peer mediation skills
- Communication skills
- Problem-solving skills
- Parenting skills

Instruction in these tangible and intangible life skills is intended to have a positive impact on a youth's self-sufficiency and self-esteem, in addition to the practical advantages he or she will incur in adulthood.³⁹ Although only few of these programs have been fully evaluated related to child abuse prevention, many are working towards that goal in order to demonstrate their effectiveness. There are, however, studies demonstrating the effectiveness of life skills training related to other concerns, such as substance abuse prevention. One of the Substance Abuse and Mental Health Services Administration's (SAMHSA) rigorously researched and reviewed "model programs" is LifeSkills Training. Compared to children not receiving the training, participants cut their alcohol, tobacco, and marijuana use by 50 to 75 percent and decreased multiple drug use by up to 66 percent. These effects were observed up to 6 years post-intervention.⁴⁰

Another study, funded by the U. S. Department of Education, focused on reducing the level of chronic disruptive and aggressive behavior in middle school populations by teaching conflict management and peer mediation skills. Such acting out behaviors are frequently observed in youth who have been abused or are members of high-risk families. This 3-year study found that disciplinary problems in the school decreased somewhat and that the skills taught were found to be generalized to the home environment and minor conflict situations.⁴¹

Socialization Skills

Socialization—learning appropriate ways to interact with peers—is learned by children as they participate in activities during the school day. Less emphasis on competition and more attention paid to cooperative learning, in addition to teaching conflict resolution and problem solving, will enable children to better relate to peers.

Research suggests that it is important for children to learn these four basic skills to become adequately socialized, productive adults. Children need to:

1. Learn how to get their needs met appropriately. Often maltreated children are not able to express their needs and ask for help.
2. Learn how to express feelings, which enables children to separate these feelings from actions. For example, children must learn that it is acceptable to feel anger toward someone, but it is not appropriate to hit another person.
3. Learn to take responsibility for their actions.
4. Learn how to make decisions and solve problems.⁴²

Some educators use other techniques to strengthen socialization skills. For example, a tool used with increased frequency is the journal. Children and teens are asked to write in journals as a way of composing their thoughts, expressing feelings, and gaining self-awareness.

Bullying

A lack of socialization skills in children can be manifest in a variety of ways. Some may act withdrawn or introverted, while others are aggressive. Sometimes aggressive, threatening behavior becomes entrenched, creating a threat to siblings, neighborhood children, and classmates. Bullying can be defined as repeated or systematic harassment and attacks on others. It can be perpetrated by individuals or groups. Bullying can take many forms, including:

- Physical attacks and violence
- Verbal taunts, name calling, teasing, and put-downs
- Threats and intimidation
- Extortion of money or possessions.

A power imbalance is a key to the dynamic. Students who bully are nearly always stronger, bigger, more aggressive, and bolder than those students who are victimized. Bullying behavior may be an indicator of difficulties in the home. Abuse, exposure to domestic violence, as well as other high-conflict dynamics can play a role in the acceptance of inappropriate power dictating the actions of others. Supervision of children has been found to be of significant importance. Just as low levels of supervision in the home may be associated with the development of bullying behavior, so too can low levels of supervision at schools be problematic, particularly on the playground or in the hallways. Other measures schools can take to reduce bullying behavior include:

- Specific and identified rules against bullying;
- Consistent and immediate consequences for the perpetrator;
- Peer and conflict mediation;
- Awareness and involvement on the part of parents and concerned adults in anti-bullying efforts;
- Reduced emphasis on competitive activities;
- A safe space in the school for victims of bullying.⁴³

Problem-solving and Coping Skills

In a stress-filled society, basic lessons on how to solve problems are essential. The four steps of problem solving are:

1. Define the problem;
2. Generate alternative solutions;
3. Choose the best solution, make a plan, and execute it;
4. Evaluate the outcome.⁴⁴

Children also must learn how to cope with a crisis. Many sexual abuse prevention programs include segments on who the children should call in a crisis situation, such as a possible case of abuse. Officers from local agencies (e.g., police and fire department) often are helpful in educating children on how to respond to an emergency. By knowing their resources, children take control of their lives and are

less likely to feel vulnerable. Building a positive self-image is vital for children to become healthy adults. Additionally, there are numerous publications and videos that educators may find useful in activities and exercises that help children develop positive self-concepts.

Preparation for Parenthood

To help stop the intergenerational cycle of violence or prevent new cycles of child abuse, many schools have curricula on learning how to parent adequately. To do so, children must be armed with knowledge in three areas: reproductive processes, child development, and parenting skills.

Not all schools teach how to prevent sexual abuse or sexual reproduction. When children are presented with age-appropriate material, however, they are better equipped to enter into healthy sexual relationships as adults, a fact that can strengthen healthy marriages and enhance effective parenting.⁴⁶

Class Activity to Help Build Problem-solving Skills

Here is an easy and fun activity to enhance problem-solving abilities and it is appropriate for students in grades 6 through 12.

- Pass out 4" x 6" index cards and describe a literary or historical event with which the students are not likely to be familiar.
- Present information about a decision that had to be made by a character or person involved in the event.
- Ask the students, working alone or in small groups, to make a decision and to identify key points of their reasoning for that decision.
- Take up the index cards and discuss some or all of the solutions that the students developed, including strengths, weaknesses, and possible ramifications of each solution.
- After the discussion, reveal to the students the real situation and the real decision that was made. Discuss how the outcome would have been different if the students had solved the problem.

For example, using *Romeo and Juliet*, present to the students: *There are two teenagers who are desperately in love with each other, but they cannot date because their families have been rivals and disliked each other for generations. What should the teens do?*⁴⁵

Basic concepts of child development also should be taught to children. Some cases of maltreatment have been associated with the parents' lack of knowledge about their children's developmental needs. Thus, students who are trained to understand what children do at specific ages may be better able to cope as parents. As parents, they are far less likely to become angry with a 2-year-old who says "NO!" to every command or suggestion when they understand that every 2-year-old does this. Courses on child development can provide information for teens who wish to try their skills with children through babysitting. Some schools actually provide a babysitting certificate for both boys and girls who learn appropriate skills.

Parenting skills are a necessary complement for understanding child development. Numerous lessons and exercises exist that teach what is expected of new parents, as well as the social, financial, physical, and psychological implications of sexual activity and potential parenthood. One frequently used exercise is the "egg baby" in which students pair up and assume responsibility for the complete care of an egg. The egg, representing their baby, must be cared for, protected, nurtured, kept warm and safe, and not left alone. At the completion of the exercise, participants discuss their frustrations and satisfactions with the experience. The exercise is intended to help the students recognize and understand the energy and responsibility required in caring for something or someone totally dependent on them. The youth hopefully learn the gravity and consequences of parenthood so they better understand the serious implications of sexual behavior. Schools develop and establish various programs and activities to achieve the same realizations. For instance, some schools have

programs that promote abstinence as the surest way to prevent pregnancy and sexually transmitted diseases. Additionally, abstinence ensures the avoidance of other consequences associated with premature sexual activity, such as the increased likelihood of emotional difficulties, substance abuse, or dropping out of school.⁴⁷

It is important that parenting skills training be a component of any high school program for boys and girls. Traditionally, such courses have been aimed primarily at high school girls. Limiting these courses to half of the population means that the other half of future parents receive no training or education for possibly the biggest challenge they will face as adults.

Self-protection

Numerous self-protection programs are available now to help children defend themselves, especially against sexual abuse. The components of such programs usually include: educating children about what sexual abuse is (i.e., distinguishing among "good," "bad," and "confusing" touches); making children aware of potential abusers; and teaching children what to do when they are abused or feel that they are vulnerable to abuse.⁴⁸ Some programs bring in experts to educate the children, while others train teachers to conduct the training seminar or to integrate the information into their curriculum. It is essential that teachers train in the course content and become comfortable with their involvement in this type of training. Opinions on such programs vary, however, with some maintaining that they make the child feel responsible for their own protection and cause them to feel guilty if they are molested.

Program Effectiveness

The effectiveness of child abuse prevention programs has been researched in several studies. Researchers concluded that not only did children grasp the basic concepts, but they also communicated more openly about abuse, both in the classroom and with their parents.⁴⁹ One study evaluated 542 school-based prevention programs at the elementary school level and found that children did benefit from these programs, but those who benefited the most had already been acquainted with some of the concepts by their parents.⁵⁰ Finally, a meta-analysis of 27 evaluation studies pointed to the conclusion that programs with a minimum of four sessions were the most effective, and that active, long-term programs had the most impact on children.⁵¹

In addition to in-school prevention programs, there are attitudinal additions to the curriculum that help both maltreated children and their nonabused peers. In the past, society and many helping professions have been geared toward looking at people's deficits or "what is wrong with a person." More recently, mental health professionals began to look more at "what is right with a person" and focus on the individual's strengths. Indeed, the studies of resiliency in the face of trauma have emphasized the fact that many individuals are able to build on their inherent strengths. This concept of strength-based learning has been filtering into schools. All children can benefit from educators who look for the positive in them. Such a seemingly simple change in focus can have a profound impact.

SCHOOL-BASED PROGRAMS FOR FAMILIES

A number of school-based programs exist for families. These programs are described below.

Help for Families at Risk

The strength-based philosophy can benefit parents as well as their children. As discussed earlier, parents have the ability to learn more effectively if they are given the time and necessary training. Schools are a natural focal point for such efforts and can aid community efforts to prevent child maltreatment by recognizing and aiding families at risk. One way is by offering after-school care for children of working parents or parents who need relief from child care responsibilities.

Adolescents at risk also present special problems for identification and help. These young people often have more problems with their parents than younger children. Schools should make an effort to identify and serve adolescents and their families to alleviate some of this stress. Setting up recreation programs for adolescents during after-school hours is an effective way of helping them and their parents.

Support for Adolescent Parents and Their Children

Schools are becoming increasingly aware of the needs of adolescents, who often become parents (whether married or single) without some essential knowledge or experience. These youths are faced with adult responsibilities while their emotional immaturity and the need to continue their studies present additional

Community groups develop and implement different types of programs with the goal of preventing and responding to sexual abuse. One such program is Stop It Now!, which seeks to educate adults about the ways to stop sexual abuse and to increase public awareness of the trauma of child sexual abuse, and calls on all abusers and potential abusers to stop and seek help. For more information, visit <http://www.stopitnow.com>.

problems. Some schools have begun to address adolescent parents specifically because they are at a higher risk for economic difficulties, health problems, job instability, and troubles with child rearing. Programs designed for adolescent parents, especially those aimed at adolescent fathers, focus on specific activities and skills to help them stay in school and strengthen their family life.

In some school districts, married students and adolescent parents are excluded from regular academic programs and extracurricular activities. This exclusion only heightens the loneliness and isolation that many of these adolescents already feel. These schools should develop alternative programs for these students, such as programs that allow contact with their friends, as well as specific help with the demands of schoolwork and caring for a family of their own.

Some schools provide special programs for the children of adolescent students. Both parents and the child attend school, with the child cared for in a special child-care center. The parents attend regular classes, but they also spend time in the child-care center observing and caring for all the children there. Such an arrangement offers a unique training ground for parents and an enhanced learning experience for the children. Other schools are meeting the needs of this population in different ways. Some provide support groups and others assign special teachers and counselors to monitor and support the students. Some schools also offer these teens training in parenting, birth control, budgeting, child development, and time management.

SCHOOL-COMMUNITY PROGRAMS

School-community partnerships for the welfare of children have existed for years, and these partnerships now include efforts to work with maltreated children. Although implementing new programs and making changes requires effort, the school and community together can serve as powerful advocates for children. Two exciting new programs that have taken shape in the last decade are the Families and Schools Together (FAST) Program, which joins parents and schools to help reduce delinquency, and Community Schools, which provides a forum for collaboration between educators, social service agencies, parents, and the wider community.⁵² Although many of these programs are originally directed toward the reduction of violence, in a broader sense their impact on child abuse, as one form of violence, can be significant.

Traditionally, advocates for special needs programs have been the parents of children in need. For maltreated children, however, someone other than their parents often needs to assume this function. A school-community partnership is a logical option.

Training and Staff Development Programs

Cooperative efforts between schools and the community can be an effective means of preventing child maltreatment. Training and staff development programs for those who work with children are an excellent starting point. These programs should stress identifying, reporting, treating, and preventing child maltreatment; furnish information on professional roles and responsibilities; and offer opportunities for free and frank discussion of mutual interests and problems among professionals in various disciplines. Some States even require educators to receive training on being a mandated reporter.

One school-based program that works with high-risk families is Circle of Security in Spokane, Washington. It is a 20-week parent education and therapeutic group working to create secure and emotional attachments while decreasing risk factors. For more information on this and other prevention programs that suggest positive outcomes, refer to *Emerging Practices in the Prevention of Child Abuse and Neglect* at <http://nccanch.acf.hhs.gov/topics/prevention/emerging/report.pdf>.

Public Awareness Programs

Schools can participate in public awareness programs through parent-teacher groups and other school-community organizations. By increasing public sensitivity to child maltreatment, schools can help develop a cadre of concerned individuals who will press for resources and programs for child abuse and neglect prevention. This is a familiar process for educators. Many programs for physically disabled, learning disabled, and other children with special needs began this way.

Use of School Facilities and Resources

Schools can offer facilities such as auditoriums or conference rooms to self-help groups, such as Parents Anonymous or Circle of Parents, or for school-sponsored public forums and workshops on child abuse and neglect prevention. Joint school-community adult education programs also can be offered on such topics as alternative disciplinary methods and early childhood growth and development. School buildings can be made available for daycare, crisis care, and after-school care programs operated by social service agencies. School staff can serve as consultants, leaders, and facilitators of these programs. School newsletters can be used to announce them. In addition, school-owned films and books can be lent to other agencies and organizations for training programs and meetings.

In short, the school offers a wealth of resources for efforts that seek to prevent child maltreatment. All that is needed is the school's willingness to offer them and the community's willingness to accept them.

INDIVIDUAL ACTION

While the school as a whole is important in preventing child maltreatment, it is the individual who is often in a position of carrying out these efforts. As mentioned previously, reporting suspected child maltreatment is necessary to prevent it from continuing. The attitude of the reporter can affect the progress the family is able to make once the report is filed. The educator, who recognizes the strengths of both children and their parents and is supportive and available to the family throughout the investigation, treatment, and rehabilitation process, helps the family maintain its dignity and protects the child.

Educators must consider how their actions affect family functioning. For example, if behavior management is a point of contention between parents and their child, a terse note from the school about the child misbehaving in class may increase the risk of maltreatment to the child. Instead, it may be better to meet with the parents to decide together which techniques of behavior management should be used.

If grades are an issue, a parent-teacher conference to discuss academic performance may be a better choice than sending home a report card with a failing grade. Whenever possible, the educator should stress the child's positive performance while suggesting ways to improve any negative aspects. Reiterating the child's faults may reinforce the child's negative self-image and further the parent's view of the child as a disappointment. In contrast, emphasizing the child's

The National Clearinghouse on Child Abuse and Neglect Information continually develops and obtains information on prevention and intervention services for children and families. Visit the Clearinghouse Web site at <http://nccanch.acf.hhs.gov> to locate relevant publications and information.

assets will increase the child's self-confidence and indicate to the parent that the child is worthwhile, capable, and someone of whom to be proud.

The positive influence of an educator on the life of a child can be significant. As one survivor of an abusive home commented:

"I don't think my fourth grade teacher, Mr. Evans, had any idea what an impact he had on my life. He was my father's opposite and taught me much about how men could be. He was consistent and concerned while my father was drunk or ignored me. He praised me while my father criticized. He prized my mind and my accomplishments; my father cared only about abusing my body. I learned a great deal from that teacher about who I was and that I was an important person. I think I became a teacher myself to be like him, so that I could make a difference for some other child."

Many survivors will name an educator who made a real difference in their lives by showing they cared. The actions of these vital educators helped prevent survivors of abusive homes from repeating the negative behaviors from their childhoods. Every educator has the opportunity to make a difference for an abused or neglected child. It is a challenge worth meeting.

CONCLUSION

As is illustrated throughout this manual, educators are important partners in preventing, identifying, and responding to child abuse and neglect. Because of their close and consistent contact with students and their families, educators are in a unique and critical position to help deal with these issues. Schools and educators have developed creative approaches in the programs they have established and supported, as well as in the messages and lessons incorporated into curricula. This creativity is instrumental in allowing educators to play an ever-evolving role in addressing the needs of maltreated children and their families.

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APPENDIX A

Glossary of Terms

Adjudicatory Hearings – held by the juvenile and family court to determine whether a child has been maltreated or whether another legal basis exists for the State to intervene to protect the child.

Adoption and Safe Families Act (ASFA) – signed into law November 1997 and designed to improve the safety of children, promote adoption and other permanent homes for children who need them, and support families. The law requires CPS agencies to provide more timely and focused assessment and intervention services to the children and families that are served within the CPS system.

Bad Touch – a term used by primary prevention programs for children to describe hitting, punching, biting, sexually stimulating touch, and other harmful acts.

CASA – court-appointed special advocates (usually volunteers) who serve to ensure that the needs and interests of a child in child protection judicial proceedings are fully protected.

Case Closure – the process of ending the relationship between the CPS worker and the family that often involves a mutual assessment of progress. Optimally, cases are closed when families have achieved their goals and the risk of maltreatment has been reduced or eliminated.

Case Plan – the casework document that outlines the outcomes, goals, and tasks necessary to be achieved in order to reduce the risk of maltreatment.

Case Planning – the stage of the CPS case process where the CPS caseworker develops a case plan with the family members.

Caseworker Competency – demonstrated professional behaviors based on the knowledge, skills, personal qualities, and values a person holds.

Central Registry – a centralized database containing information on all substantiated and founded reports of child maltreatment in a selected area (typically a State).

Child Abuse Prevention and Treatment Act (CAPTA) – see Keeping Children and Families Safe Act.

Child Protective Services (CPS) – the designated social services agency (in most States) to receive reports, investigate, and provide intervention and treatment services to children and families in which child maltreatment has occurred. Frequently, this agency is located within larger public social service agencies, such as Departments of Social Services.

Concurrent Planning – identifies alternative forms of permanency by addressing both reunification and legal permanency with a new parent or caregiver if reunification efforts fail.

Confusing Touch – a term used by primary prevention programs for children to describe any type of contact that “does not feel right.”

Cultural Competence – a set of attitudes, behaviors, and policies that integrates knowledge about groups of people into practices and standards to enhance the quality of services to all cultural groups being served.

Differential Response – an area of CPS reform that offers greater flexibility in responding to allegations of abuse and neglect. Also referred to as “dual track” or “multi-track” response, it permits CPS agencies to respond differentially to children’s needs for safety, the degree of risk present, and the family’s needs for services and support. See “dual track.”

Dispositional Hearings – held by the juvenile and family court to determine the legal resolution of cases after adjudication, such as whether placement of the child in out-of-home care is necessary and what services the children and family will need to reduce the risk of maltreatment and to address the effects of maltreatment.

Dual Track – term reflecting new CPS response systems that typically combine a nonadversarial, service-based assessment track for cases where children are not at immediate risk with a traditional CPS investigative track for cases where children are unsafe or at greater risk for maltreatment. See “differential response.”

Evaluation of Family Progress – the stage of the CPS case process where the CPS caseworker measures changes in family behaviors and conditions (risk factors), monitors risk elimination or reduction, assesses strengths, and determines case closure.

Family Assessment – the stage of the child protection process when the CPS caseworker, community treatment provider, and the family reach a mutual understanding regarding the behaviors and conditions that must change to reduce or eliminate the risk of maltreatment, the most critical treatment needs that must be addressed, and the strengths on which to build.

Family Group Conferencing – a family meeting model used by CPS agencies to optimize family strengths in the planning process. This model brings the family, extended family, and others important in the family’s life (e.g., friends, clergy, neighbors) together to make decisions regarding how best to ensure safety of the family members.

Family Unity Model – a family meeting model used by CPS agencies to optimize family strengths in the planning process. This model is similar to the Family Group Conferencing model.

Full Disclosure – CPS information to the family regarding the steps in the intervention process, the requirements of CPS, the expectations of the family, the consequences if the family does not fulfill the expectations, and the rights of the parents to ensure that the family completely understands the process.

Good Touch – a term used by primary prevention programs for children to describe hugs, encouraging pats, and other gestures that are not sexually stimulating.

Guardian ad Litem – a lawyer or layperson who represents a child in juvenile or family court. Usually this person considers the “best interest” of the child and may perform a variety of roles, including those of independent investigator, advocate, advisor, and guardian for the child. A layperson who serves in this role is sometimes known as a court-appointed special advocate or CASA.

Home Visitation Programs – prevention programs that offer a variety of family-focused services to pregnant mothers and families with new babies. Activities frequently encompass structured visits to the family’s home and may address positive parenting practices, nonviolent discipline techniques, child development, maternal and child health, available services, and advocacy.

Immunity – established in all child abuse laws to protect reporters from civil law suits and criminal prosecution resulting from filing a report of child abuse and neglect.

Initial Assessment or Investigation – the stage of the CPS case process where the CPS caseworker determines the validity of the child maltreatment report, assesses the risk of maltreatment, determines if the child is safe, develops a safety plan, if needed, to assure the child’s protection, and determines services needed.

Intake – the stage of the CPS case process where the CPS caseworker screens and accepts reports of child maltreatment.

Interview Protocol – a structured format to ensure that all family members are seen in a planned strategy, that community providers collaborate, and that information gathering is thorough.

Juvenile and Family Courts – established in most States to resolve conflict and to otherwise intervene in the lives of families in a manner that promotes the best interest of children. These courts specialize in areas such as child maltreatment, domestic violence, juvenile delinquency, divorce, child custody, and child support.

Keeping Children and Families Safe Act – The Keeping Children and Families Safe Act of 2003 (P.L. 108-36) included the reauthorization of the Child Abuse Prevention and Treatment Act (CAPTA) in its Title I, Sec. 111. CAPTA provides minimum standards for defining child physical abuse and neglect and sexual abuse that States must incorporate into

their statutory definitions in order to receive Federal funds. CAPTA defines child abuse and neglect as “at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”

Kinship Care – formal child placement by the juvenile court and child welfare agency in the home of a child’s relative.

Liaison – the designation of a person within an organization who has responsibility for facilitating communication, collaboration, and coordination between agencies involved in the child protection system.

Mandated Reporter – individuals required by State statutes to report suspected child abuse and neglect to the proper authorities (usually CPS or law enforcement agencies). Mandated reporters typically include professionals, such as educators and other school personnel, health care and mental health professionals, social workers, childcare providers, and law enforcement officers. Some States identify all citizens as mandated reporters.

Memorandum of Understanding (MOU) – a written agreement that serves to clarify relationships and responsibilities between two or more organizations that share services, clients, and resources.

Multidisciplinary Team – established between agencies and professionals within the child protection system to discuss cases of child abuse and neglect and to aid in decisions at various stages of the CPS case process. These terms also may be designated by different names, including child protection teams, interdisciplinary teams, or case consultation teams.

Neglect – the failure to provide for the child’s basic needs. Neglect can be physical, educational, or emotional. *Physical neglect* can include not providing adequate food or clothing, appropriate medical care, supervision, or proper weather protection (heat or coats). *Educational neglect* includes failure to provide appropriate schooling, special educational needs, or allowing excessive trancies. *Psychological neglect* includes the lack of any emotional support and love, chronic inattention to the child, exposure to spouse abuse, or parental or caregiver drug and alcohol abuse.

Out-of-Home Care – child care, foster care, or residential care provided by persons, organizations, and institutions to children who are placed outside their families, usually under the jurisdiction of juvenile or family court.

Parent or caretaker – person responsible for the care of the child.

Parens Patriae Doctrine – originating in feudal England, a doctrine that vests in the State a right of guardianship of minors. This concept has gradually evolved into the principle that the community, in addition to the parent, has a strong interest in the care and nurturing of children. Schools, juvenile courts, and social service agencies all derive their authority from the State’s power to ensure the protection and rights of children as a unique class.

Penalty for Failure to Report – all State child abuse reporting laws delineate penalties for mandated reporters who fail to report suspected child abuse or neglect to the designated State agency.

Physical Abuse – the inflicting of a nonaccidental physical injury upon a child. This may include burning, hitting, punching, shaking, kicking, beating, or otherwise harming a child. It may, however, have been the result of over-discipline or physical punishment that is inappropriate to the child’s age.

Primary Prevention – activities geared to a sample of the general population to prevent child abuse and neglect from occurring. Also referred to as “universal prevention.”

Protocol – an interagency agreement that delineates joint roles and responsibilities by establishing criteria and procedures for working together on cases of child abuse and neglect.

Protective Factors – strengths and resources that appear to mediate or serve as a “buffer” against risk factors that contribute to vulnerability to maltreatment or against the negative effects of maltreatment experiences.

Psychological Maltreatment – a pattern of caregiver behavior or extreme incidents that convey to children that they are worthless, flawed, unloved, unwanted, endangered, or only of value to meeting another’s needs. This can include parents or caretakers using extreme or bizarre forms of punishment or threatening or terrorizing a child. The term “psychological maltreatment” is also known as emotional abuse or neglect, verbal abuse, or mental abuse.

Reporting Laws – all States have child abuse and neglect reporting laws that mandate who must report “suspected” child abuse and neglect cases, designate which agencies are charged with investigating alleged cases of abuse and neglect, and delineate the responsibilities of State and local agencies in responding to these children and families.

Response Time – a determination made by CPS and law enforcement regarding the immediacy of the response needed to a report of child abuse or neglect.

Review Hearings – held by the juvenile and family court to review dispositions (usually every 6 months) and to determine the need to maintain placement in out-of-home care or court jurisdiction of a child.

Risk – the likelihood that a child will be maltreated in the future.

Risk Assessment – to assess and measure the likelihood that a child will be maltreated in the future, frequently through the use of checklists, matrices, scales, and other methods of measurement.

Risk Factors – behaviors and conditions present in the child, parent, or family that will likely contribute to child maltreatment occurring in the future.

Safety – absence of an imminent or immediate threat of moderate-to-serious harm to the child.

Safety Assessment – a part of the CPS and domestic violence case process in which available information is analyzed to determine whether the adult victim or the child is in immediate danger of moderate or serious harm.

Safety Plan – a casework document developed when it is determined that the adult victim or child is in imminent or potential risk of serious harm. In the safety plan, the caseworker targets the factors that are causing or contributing to the risk of serious harm and identifies, along with the adult victim, the interventions that will control the safety factors and assure the victim and child’s protection.

School Reporting Protocol – a set of suggested procedures to be used by a specific school in the reporting of suspected child maltreatment.

Secondary Prevention – activities targeted to prevent breakdowns and dysfunctions among families who have been identified as at risk for abuse and neglect.

Service Agreement – the casework document developed between the CPS caseworker and the family that outlines the tasks necessary to achieve goals and outcomes necessary for risk reduction.

Service Provision – the stage of the CPS casework process when CPS and other service providers provide specific services geared toward reducing the risk of maltreatment.

Sexual Abuse – inappropriate adolescent or adult sexual behavior with a child. It includes fondling a child’s genitals, making the child fondle the adult’s genitals, intercourse, incest, rape, sodomy, exhibitionism, sexual exploitation, or exposure to pornography. To be considered child abuse, these acts have to be committed by a person responsible for the care of a child (for example a baby-sitter, a parent, or a daycare provider) or related to the child. If a stranger commits these acts, it would be considered sexual assault and handled solely by the police and criminal courts.

Substantiated – an investigation disposition concluding that the allegation of maltreatment or risk of maltreatment was supported or founded by State law or State policy. A CPS determination means that credible evidence exists that child abuse or neglect has occurred.

Tertiary Prevention – treatment efforts geared to address situations where child maltreatment has already occurred with the goals of preventing child maltreatment from occurring in the future and of avoiding the harmful effects of child maltreatment.

Treatment – the stage of the child protection case process when specific services are provided by CPS and other providers to reduce the risk of maltreatment, support families in meeting case goals, and address the effects of maltreatment.

Universal Prevention – activities and services directed at the general public with the goal of stopping the occurrence of maltreatment before it starts. Also referred to as “primary prevention.”

Unsubstantiated (not substantiated) – an investigation disposition that determines that there is not sufficient evidence under State law or policy to conclude that the child has been maltreated or is at risk of maltreatment. A CPS determination means that credible evidence does not exist that child abuse or neglect has occurred.

APPENDIX B

Resource Listings of Selected National Organizations Concerned with Child Maltreatment

Listed below are several representatives of the many national organizations and groups that deal with various aspects of child maltreatment. Please visit <http://nccanch.acf.hhs.gov> to view a more comprehensive list of resources and visit <http://nccanch.acf.hhs.gov/general/organizations/index.cfm> to view an organization database. Inclusion on this list is for information purposes and does not constitute an endorsement by the Office on Child Abuse and Neglect or the Children's Bureau.

FOR EDUCATORS

Committee for Children

address: 568 First Avenue South, Suite 600
Seattle, WA 98104-2804

phone: (800) 634-4449 ext. 200

fax: (206) 438-6765

e-mail: info@cfchildren.org

Web site: www.cfchildren.org

Provides award-winning social skills curricula for the prevention of bullying, youth violence, and child abuse, as well as family education, training and technical assistance to educators throughout North America.

Educational Resources Information Center (ERIC)

address: 2277 Research Blvd.
MS 6M
Rockville, MD 20850

phone: (800) LET-ERIC

e-mail: accesseric@accesseric.org

Web site: www.eric.ed.gov

Provides ready access to an extensive body of education-related literature with the largest education database in the world—containing more than 1 million records of journal articles, research reports, curriculum and teaching guides, conference papers, and books.

National Association of School Psychologists

address: 4340 East West Hwy., Suite 402
Bethesda, MD 20814

phone: (301) 657-0270
(301) 657-4155 TDD

fax: (301) 657-0275

Web site: www.nasponline.org

Supports educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning.

National Education Association

address: 1201 16th Street, NW
Washington, DC 20036

phone: (202) 833-4000

fax: (202) 822-7974

Web site: www.nea.org

Promotes the cause of quality public education and advances the profession of education with affiliates in every State and over 13,000 communities.

School Social Work Association of America

address: P.O. Box 2072
Northlake, IL 60164

phone: 847-289-4527

e-mail: SSWAA@aol.com

Web site: www.sswaa.org

Encourages the professional development of School Social Workers in order to enhance the educational experience of students and their families.

FOR THE GENERAL PUBLIC

Childhelp USA

address: 15757 North 78th St.
Scottsdale, AZ 85260

phone: (800) 4-A-CHILD
(800) 2-A-CHILD (TDD line)
(480) 922-8212

fax: (480) 922-7061

e-mail: help@childhelpusa.org

Web site: www.childhelpusa.org

Provides crisis counseling to adult survivors and child victims of child abuse, offenders, and parents, and operates a national hotline.

National Center for Missing and Exploited Children

address: Charles B. Wang International Children's
Building
699 Prince St.
Alexandria, VA 22314-3175

phone: (800) 843-5678
(703) 274-3900

fax: (703) 274-2220

Web site: www.missingkids.com

Provides assistance to parents, children, law enforcement, schools, and the community in recovering missing children and raising public awareness about ways to help prevent child abduction, molestation, and sexual exploitation.

Parents Anonymous

address: 675 West Foothill Blvd., Suite 220
Claremont, CA 91711

phone: (909) 621-6184

fax: (909) 625-6304

e-mail: parentsanon@msn.com

Web site: www.parentsanonymous.org

Leads mutual support groups to help parents provide nurturing environments for their families.

COMMUNITY PARTNERS

The Center for Faith-Based and Community Initiatives

e-mail: CFBCI@hhs.gov

Web site: www.hhs.gov/faith

Welcomes the participation of faith-based and community-based organizations as valued and essential partners with the U.S. Department of Health and Human Services. Funding goes to faith-based organizations through Head Start and to programs for refugee resettlement, runaway and homeless youth, independent living, child care, child support enforcement, and child welfare.

Family Support America

(formerly Family Resource Coalition of America)

address: 20 N. Wacker Dr., Suite 1100
Chicago, IL 60606

phone: (312) 338-0900

fax: (312) 338-1522

e-mail: info@familysupportamerica.org

Web site: www.familysupportamerica.org

Works to strengthen and empower families and communities so that they can foster the optimal development of children, youth, and adult family members.

National Fatherhood Initiative

address: 101 Lake Forest Blvd., Suite 360
Gaithersburg, MD 20877

phone: (301) 948-0599

fax: (301) 948-4325

Web site: www.fatherhood.org

Works to improve the well-being of children by increasing the proportion of children growing up with involved, responsible, and committed fathers.

PREVENTION ORGANIZATIONS

National Alliance of Children's Trust and Prevention Funds (ACT)

address: Michigan State University
Department of Psychology
East Lansing, MI 48824-1117

phone: (517) 432-5096

fax: (517) 432-2476

e-mail: millsda@msu.edu

Web site: www.ctfalliance.org

Assists State children's trust and prevention funds to strengthen families and protect children from harm.

National Exchange Club Foundation for the Prevention of Child Abuse

address: 3050 Central Ave.
Toledo, OH 43606-1700

phone: (800) 924-2643

(419) 535-3232

fax: (419) 535-1989

e-mail: info@preventchildabuse.com

Web site: www.nationalexchangeclub.com

Conducts local campaigns in the fight against child abuse by providing education, intervention, and support to families affected by child maltreatment.

Prevent Child Abuse America

address: 200 South Michigan Ave., 17th Floor
Chicago, IL 60604-2404

phone: (800) 835-2671 (orders)

(312) 663-3520

fax: (312) 939-8962

e-mail: mailbox@preventchildabuse.org

Web site: www.preventchildabuse.org

Conducts prevention activities such as public awareness campaigns, advocacy, networking, research, and publishing, and provides information and statistics on child abuse.

Shaken Baby Syndrome Prevention Plus

address: 649 Main St., Suite B
Groveport, OH 43125

phone: (800) 858-5222

(614) 836-8360

fax: (614) 836-8359

e-mail: sbspp@aol.com

Web site: www.sbsplus.com

Develops, studies, and disseminates information and materials designed to prevent shaken baby syndrome and other forms of physical child abuse and to increase positive parenting and child care.

CHILD WELFARE ORGANIZATIONS

American Humane Association Children's Division

address: 63 Inverness Dr., East
Englewood, CO 80112-5117

phone: (800) 227-4645

(303) 792-9900

fax: (303) 792-5333

e-mail: children@americanhumane.org

Web site: www.americanhumane.org

Conducts research, analysis, and training to help public and private agencies respond to child maltreatment.

American Professional Society on the Abuse of Children

address: 940 N.E. 13th St.
CHO 3B-3406
Oklahoma City, OK 73104

phone: (405) 271-8202

fax: (405) 271-2931

e-mail: tricia-williams@ouhsc.edu

Web site: www.apsac.org

Provides professional education, promotes research to inform effective practice, and addresses public policy issues. Professional membership organization.

American Public Human Services Association

address: 810 First St., NE, Suite 500
Washington, DC 20002-4267

phone: (202) 682-0100

fax: (202) 289-6555

Web site: www.aphsa.org

Addresses program and policy issues related to the administration and delivery of publicly funded human services. Professional membership organization.

AVANCE Family Support and Education Program

address: 301 South Frio, Suite 380
San Antonio, TX 78207

phone: (210) 270-4630

fax: (210) 270-4612

Web site: www.avance.org

Operates a national training center to share and disseminate information, material, and curricula to service providers and policy-makers interested in supporting high-risk Hispanic families.

Child Welfare League of America

address: 440 First St., NW, Third Floor
Washington, DC 20001-2085

phone: (202) 638-2952

fax: (202) 638-4004

Web site: www.cwla.org

Provides training, consultation, and technical assistance to child welfare professionals and agencies while also educating the public about emerging issues affecting children.

National Black Child Development Institute

address: 1023 15th St., NW, Suite 600
Washington, DC 20005

phone: (202) 387-1281

fax: (202) 234-1738

e-mail: moreinfo@nbcidi.org

Web site: www.nbcidi.org

Operates programs and sponsors a national training conference through Howard University to improve and protect the well-being of African-American children.

National Children's Advocacy Center

address: 200 Westside Sq., Suite 700
Huntsville AL 35801

phone: (256) 533-0531

fax: (256) 534-6883

e-mail: webmaster@ncac-hsv.org

Web site: www.ncac-hsv.org

Provides prevention, intervention, and treatment services to physically and sexually abused children and their families within a child-focused team approach.

National Indian Child Welfare Association

address: 5100 SW Macadam Ave., Suite 300
Portland, OR 97201

phone: (503) 222-4044

fax: (503) 222-4007

e-mail: info@nicwa.org

Web site: www.nicwa.org

Disseminates information and provides technical assistance on Indian child welfare issues. Supports community development and advocacy efforts to facilitate tribal responses to the needs of families and children.

National Resource Center on Child Maltreatment

address: Child Welfare Institute
3950 Shackleford Rd., Suite 175
Duluth, GA 30096

phone: (770) 935-8484

fax: (770) 935-0344

e-mail: tsmith@gocwi.org

Web site: www.gocwi.org/nrccm

Helps States, local agencies, and Tribes develop effective and efficient child protective services systems. Jointly operated by the Child Welfare Institute and ACTION for Child Protection, it responds to needs related to prevention, identification, intervention, and treatment of child abuse and neglect.

FOR MORE INFORMATION

National Clearinghouse on Child Abuse and Neglect Information

address: 330 C St., SW
Washington, DC 20447

phone: (800) 394-3366
(703) 385-7565

fax: (703) 385-3206

e-mail: nccanch@calib.com

Web site: www.calib.com/nccanch

Collects, stores, catalogs, and disseminates information on all aspects of child maltreatment and child welfare to help build the capacity of professionals in the field. A service of the Children's Bureau.

APPENDIX C

State Toll-free Telephone Numbers for Reporting Child Abuse

Each State designates specific agencies to receive and investigate reports of suspected child abuse and neglect. Typically, this responsibility is carried out by child protective services (CPS) within a Department of Social Services, Department of Human Resources, or Division of Family and Children Services. In some States, police departments also may receive reports of child abuse or neglect.

Many States have an in-State toll-free telephone number, listed below, for reporting suspected abuse. The reporting party must be calling from the same State where the child is allegedly being abused for most of the following numbers to be valid.

For States not listed, or when the reporting party resides in a different State from the child, please call Childhelp, 800-4-A-Child (800-422-4453), or your local CPS agency.

Alaska (AK)
800-478-4444

Arizona (AZ)
888-SOS-CHILD
(888-767-2445)

Arkansas (AR)
800-482-5964

Connecticut (CT)
800-842-2288
800-624-5518 (TDD)

Delaware (DE)
800-292-9582

District of Columbia (DC)
202-671-SAFE (7233)

Florida (FL)
800-96-ABUSE
(800-962-2873)

Illinois (IL)
800-252-2873

Indiana (IN)
800-800-5556

Iowa (IA)
800-362-2178

Kansas (KS)
800-922-5330

Kentucky (KY)
800-752-6200

Maine (ME)
800-452-1999

Maryland (MD)
800-332-6347

Massachusetts (MA)
800-792-5200

Michigan (MI)
800-942-4357

Mississippi (MS)
800-222-8000

Missouri (MO)
800-392-3738

Montana (MT)
866-820-KIDS (5437)

Nebraska (NE)
800-652-1999

Nevada (NV)
800-992-5757

New Hampshire (NH)
800-894-5533
800-852-3388 (after hours)

New Jersey (NJ)
800-792-8610
800-835-5510 (TDD)

New Mexico (NM)
800-797-3260

New York (NY)
800-342-3720

North Dakota (ND)
800-245-3736

Oklahoma (OK)
800-522-3511

Oregon (OR)
800-854-3508, ext. 2402

Pennsylvania (PA)
800-932-0313

Rhode Island (RI)
800-RI-CHILD
(800-742-4453)

Texas (TX)
800-252-5400

Utah (UT)
800-678-9399

Vermont (VT)
800-649-5285

Virginia (VA)
800-552-7096

Washington (WA)
866-END-HARM
(866-363-4276)

West Virginia (WV)
800-352-6513

Wyoming (WY)
800-457-3659

APPENDIX D

Educators' Checklist for Recognizing Possible Child Maltreatment

NEGLECT

Does the child:

- Come to school in soiled clothing or clothing that is significantly too small or large for them or often in need of repair?
- Seem inadequately dressed for the weather?
- Always seem to be hungry, hoarding, or stealing food, but coming to school with little of their own food?
- Appear listless and tired with little energy due to no routine or structure around bedtimes?
- Often report caring for younger siblings?
- Demonstrate poor hygiene, smell of urine or feces, or have very bad breath or dirty or decaying teeth?
- Seem emaciated or have a distended stomach indicative of malnutrition?
- Have unattended medical or dental problems such as infected sores or badly decayed or abscessed teeth?
- Exhibit stealing, vandalism, or other delinquent behaviors?
- Have frequent school absences or tardiness?
- Have poor peer relationships, possibly due to hygiene problems or a depressed or negative attitude?
- Appear withdrawn?
- Crave attention, even eliciting negative responses to gain it?

-
- Demonstrate destructive or pugnacious behavior and show no apparent guilt over his or her acts?
 - Exhibit low self-esteem?
 - Have a conduct disorder diagnosis or act oppositionally defiant?
 - Have difficulty problem solving or coping?
 - Have difficulty with language comprehension and expression?
 - Have a variety of academic problems?

PHYSICAL ABUSE

Does the child have:

- Extensive bruises, especially in areas of the body that are not normally vulnerable? Are the bruises of different colors indicating various stages of healing?
- Frequent bruises around the head or face, the abdomen or midway between the wrist and elbow? Although bruises to the knees, legs, and elbows frequently occur in normal falls, the above areas are less likely to occur in falls and should be investigated.
- Bruises in specific shapes such as handprints, hangar marks, or belt buckles?
- Marks that indicate hard blows from an object such as an electrical cord or other whip-like object that make a burn around the body?
- Bruises on multiple parts of the body indicating blows from different directions?
- Unexplained abdominal bleeding (i.e., caused by internal bleeding) that might be observed as discoloration under the skin or blood-filled lumps?
- Extreme sensitivity to pain or complaints of soreness and stiffness or awkward movements as if caused by pain?
- Bald spots from severe hair pulling?
- Adult-sized, human bite marks?
- Burns, especially from objects such as cigarettes, irons, and other objects?
- Injuries for which the explanation given is inadequate?

EMOTIONAL ABUSE

Does the child sometimes exhibit:

- Inappropriate affect such as turning negatives into jokes and laughing when in pain?
- Extremes in behavior – manically happy or very depressed?
- Withdrawal – no verbal or physical communication with others?
- Self-destructive behavior (e.g., cutting oneself)?
- General destructive behavior?
- Difficulties with concentrating or learning new material or compulsive attention to detail?
- Cruelty to others?
- Vandalism, stealing, cheating?
- Rocking, thumb sucking, head banging?
- Enuresis (wetting one's pants) or soiling after an age when such behavior is inappropriate?
- Substance abuse?
- Eating disorders?
- Physical manifestations such as frequent stomachaches or headaches or unexplained weight loss or gain?
- Delinquent behavior?

SEXUAL ABUSE

Does the child:

- Have difficulty in walking or sitting?
- Complain of genital or anal itching, pain, or bleeding?
- Have frequent psychosomatic illnesses?
- Frequently vomit without organic causes?
- Become pregnant at a young age?
- Have any sexually transmitted diseases?

Does the child exhibit:

- Exceptional secrecy?
- More sexual knowledge than is age appropriate (especially in younger children)?
- Indepth sexual play with peers (different form the normal “playing doctor” form of exploration)?
- Extreme compliance or withdrawal?
- Overt aggression?
- An inordinate fear of males (or females)?
- Extremely seductive behavior?
- A drop in school performance or sudden nonparticipation in school activities?
- Sleep problems or nightmares?
- Crying without provocation?
- A sudden onset of wetting or soiling of pants or bed?
- Sudden phobic behavior?
- Feelings of little self-worth or talk of being damaged?
- A much older and more worldly appearance than peers?
- Suicide attempts or ideas of wanting to kill self?
- Excessive attempts to run away from home?
- Cruelty to animals (especially those that would normally be pets)?
- Setting fires and enjoying watching them burn?
- An eating disorder?
- Self-mutilation (cutting or scratching to draw blood)?¹

¹ Crosson-Tower, C. (2002). How can we recognize child abuse and neglect? In *When children are abused: An educator's guide to intervention* (pp. 8–34). Boston, MA: Allyn and Bacon.

APPENDIX E

Sample List of Contacts for Reporting Suspected Cases of Child Abuse or Neglect

Name of Local Education Agency

Name of Local School

Local School Address and Telephone Number

Date Form Completed

1. Social Services Agency _____

Name: _____

Address: _____

Contact Person(s): _____

Phone number for oral reports: _____

Phone number for verification of shelter order: _____

2. Local Law Enforcement Department _____

Name: _____

Address: _____

Contact Person(s): _____

Phone number for oral reports: _____

APPENDIX F

Sample Report of Suspected Child Abuse and Neglect

Call: Local Social Services Agency or Law Enforcement Agency (Phone Numbers)

Date of Call(s): _____ Name of Person(s) Talked To: _____

Notified: Designee (Principal or School Social Worker)

Date of Notification: _____ Date of this Report: _____

School: (School Name, Address, City, State, ZIP, Telephone Number)

Child's Last Name (legal)	First Name	M. Init.	M/F	Age	Birth date
Address	City	State	Zip Code	Telephone	

Name of Person(s) Responsible for Child's Care: (Parents/Stepparents/Guardians/Custodial Parents)

Address	City	State	Zip Code	Telephone
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With Whom Does the Child Live: _____ Relationship: _____

Address	City	State	Zip Code	Telephone
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Person(s) Suspected of Abuse or Neglect: _____ Relationship: _____

Address	City	State	Zip Code	Telephone
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Check () appropriate space indicating type of suspected abuse being reported:

() Physical Injury () Sexual Abuse () Emotional Neglect/Abuse

() Physical Neglect () Other (specify): _____

State the nature and extent of the current injury, neglect, or sexual abuse to the child in question and circumstance leading to the suspicion that the child is a victim of abuse or neglect:

Information concerning previous injury, sexual abuse or neglect experienced by this child or other children in this family situation, including previous action taken, if any:

State other information that may be helpful in establishing the cause of the child's status:

Signature and Title of Person Making Report

Date

Distribution: Local Social Services or Law Enforcement Agency/*Designee/ Other*