



# RECOGNIZING AND REPORTING CHILD ABUSE AND NEGLECT

## *Self-Study Guide*



*You are a Mandated Reporter!*

*Dr. Theresa Vadala*





## Recognizing and Reporting Child Abuse and Neglect

by

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Las Vegas, Nevada 89139



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**CKA 5: Health, Nutrition and Safety**

**Title: NV CKA5.B Recognizing and Reporting Child Abuse & Neglect**

**2 Hours**

**0.2 CEUs**

The goal of this training is to inform participants of the types of child abuse, their role as a mandated reporter, and the intake process on reporting child abuse.



**Dr. Theresa Vadala**  
**(Instructor & Curriculum Designer)**





**Thank you for choosing  
Child Care Training Consultants, LLC.,  
for your CDA Training Needs!**

**Learning Assessment**

Read the material provided, take the 5-10 quiz questions and  
complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

**Questions?**

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## Child Care Training Consultants, LLC

### Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

### Mission Statement

“Child Care Training Consultants, LLC’s is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation’s premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

### Vision

Child Care Training Consultants, LLC’s vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.





### **About the Instructor**

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of the training organization Child Care Training Consultants, LLC., (CCTC).

### **Business Description**

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

# Welcome

## **Welcome**

The *Recognizing and Reporting Child Abuse & Neglect Training* is designed for professionals who work with children. As professionals it is our job to help protect children in our care. Learn about the types of abuse, reporting suspected child abuse, and the prevention of child abuse.

## **Introduction**

This professional growth training provides professionals with information on how to recognize signs and symptoms of suspected abuse, understand child abuse definitions, identify indicators of child abuse, responding to, and reporting a disclosure. There are several types of child abuse, but the core element that ties them together is the emotional effect on the child. Children need predictability, structure, clear boundaries, and the knowledge that their caregivers are looking out for their safety. Abused children cannot predict how their caregivers will act. Their world is an unpredictable, frightening place with no rules. Whether the abuse is a slap, a harsh comment, silence, or not knowing if there will be dinner on the table tonight, the end result is a child that feels unsafe, uncared for, and alone.

## **Purpose**

The purpose of this training is to provide professionals with information on child abuse to prevent and protect children from any form of child abuse.

# Introduction

## **Goal/s**

The goal of this training content is to inform participants of the types of child abuse, their role as mandated reporters, and the intake process on reporting child abuse.

## **Objectives**

### **Learners will:**

- Identify the types of child abuse and their role as a mandated reporter
- Identify and complete the intake process of reporting child abuse
- Locate the Child Abuse Hotline for their state
- Involve and engage parents in the prevention of child abuse

## **Targeted Audience**

This training course content is for ALL professionals who work with children.

## **Learning Outcomes**

- Administer assistance to children of suspected child abuse as their role as a mandated reporter
- Complete the intake process of reporting child abuse
- Locate the Child Abuse Hotline for their state
- Engage parents in program that identify child abuse and the prevention of child abuse



## What Research Tells Us

Child abuse and neglect are serious problems that can have lasting harmful effects on its victims. The goal in preventing child abuse and neglect is clear—to stop this violence from happening in the first place. Safe, stable, nurturing relationships and environments for all children and families can prevent abuse and help all children reach their full potential. Child abuse and neglect are complex problems rooted in unhealthy relationships and environments. Children with disabilities are at higher risk for child sexual abuse than children without disabilities.

➤ Research studies show that children with disabilities are 2.9 times more likely than children without disabilities to be sexually abused. Children with intellectual and mental health disabilities appear to be the most at risk, with 4.6 times the risk of sexual abuse as their peers without disabilities.

➤ According to the 2010 Administration on Children Youth and Families (ACYF) report, more than three million reports of child maltreatment were made in 2009, with 10 percent of cases involving sexual abuse. Eleven percent of victims reported having a disability, including 3 percent with behavior problems, over 2 percent with an emotional disturbance, and over 3 percent with an additional medical condition.

➤ A 2000 Nebraska school-based study found that children with disabilities were more than three times more likely to be sexually abused as children without disabilities. The sample included 40,211 children from 0–21 years using public school records from 1994 to 1995. The study found a 31 percent prevalence rate of maltreatment for children with disabilities vs. a 9 percent prevalence rate for children without disabilities.

Preventing child abuse and neglect requires a comprehensive approach that influences all levels of the social ecology (including the societal culture), community involvement, relationships among families and neighbors, and individual behaviors. Effective prevention strategies focus on modifying policies, practices, and societal norms to create safe, stable, nurturing relationships and environments.



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*Welcome to Child Care Training Consultants, LLC – primary source for quality, approved trainings. The Early Childhood Education Workforce Trainer, and Training Registry for professional development are a key component for supporting, strengthening and enhancing the integrity of early childhood programs. Childcare providers play an important role in child development, so it is our job to provide quality training courses with competency-based objectives!*

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*Our training organization is recognized by the National Workforce Registry Alliance, is accredited by the International Association for Continued Education and Training (IACET), and approved by the Professional Development Registry System for selected states.*

*Our training courses provide learners with training hours and continuing education units (CEU) accepted locally, nationally, and globally!*

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# PART 1

## **PART 1: What is Child Abuse?**

- A. Types of Abuse
- B. Who Abuses Children?
- C. Mandated Reporter



## What is Child Abuse?

Severe mistreatment of a child by a parent, guardian, or other adult responsible for his or her welfare, e.g. physical violence, neglect, sexual assault, or emotional cruelty. Each State provides its' own definitions of child abuse and neglect based on minimum standards set by Federal law. Federal legislation lays the groundwork for States by identifying a minimum set of acts, or behaviors, that define child abuse and neglect. The Federal Child Abuse Prevention and Treatment Act (CAPTA), (42 U.S.C.A. § 5106g), as amended by the Keeping Children and Families Safe Act of 2003, defines child abuse and neglect as, at 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. Most Federal and State child protection laws primarily refer to cases of harm to a child caused by parents or other caregivers; they generally do not include harm caused by other people, such as acquaintances or strangers.

### Definition of Child Abuse

“Child abuse, sometimes called child maltreatment, describes four types of child mistreatment: physical abuse, sexual abuse, psychological abuse, and neglect. In many cases, children are the victims of more than one type of abuse. The abusers can be parents or other family members, caregivers such as teachers or babysitters, acquaintances (including other children), and (in very rare instances) strangers.”



## Types of Child Abuse

Within the minimum standards set by The Federal Child Abuse Prevention and Treatment Act (CAPTA), each State is responsible for providing its' own definitions of child abuse and neglect. Most States recognize four (4) major types of maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse. Although any of the forms of child maltreatment may be found separately, they often occur in combination. In many States, abandonment and parental substance abuse are also defined as forms of child abuse or neglect. If a child is abandoned that would fall under neglect. Substance abuse is a huge problem and a drug unit is available at Child Protective Services.

Name the four types of child abuse/maltreatment:

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## Physical Abuse

Physical abuse of a child is when a parent or caregiver causes any non-accidental physical injury to a child. There are many signs of physical abuse. If you see any of the following signs, please get help right away. Physical abuse includes striking, kicking, burning, biting, hair pulling, choking, throwing, shoving, whipping or any other action that injures a child. Even if the caregiver didn't mean to cause injury, when the child is injured it is abuse. Physical discipline from a parent that does not injure or impair a child is not considered abuse; however non-violent alternatives are always available.

### Physical abuse can result in:

- Bruises, blisters, burns, cuts and scratches
- Internal injuries, brain damage
- Broken bones, sprains, dislocated joints
- Emotional and psychological harm
- Lifelong injury, death

### Signs of physical abuse in parent or caregiver:

- Can't or won't explain injury of child, or explains it in a way that doesn't make sense
- Displays aggression to child or is overly anxious about child's behavior
- Indicates child is not trustworthy, a liar, evil, a troublemaker
- Delays or prevents medical care for child
- Takes child to different doctors or hospitals
- Keeps child from school, church, clubs
- Has history of violence and/or abuse

List nine (9) signs of physical abuse?

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.

# Physical Abuse

## Signs of physical abuse in a child:

### **Physical:**

- Any injury to a child who is not crawling yet
- Visible and severe injuries
- Injuries at different stages of healing
- On different surfaces of the body
- Unexplained or explained in a way that doesn't make sense
- Distinctive shape
- Frequency, timing and history of injuries (frequent, after weekends, vacations, school absences)

### **Behavioral:**

- Aggression toward peers, pets, other animals
- Seems afraid of parents or other adults
- Fear, withdrawal, depression, anxiety
- Wears long sleeves out of season
- Violent themes in fantasy, art, etc.
- Nightmares, insomnia
- Reports injury, severe discipline
- Immaturity, acting out, emotional and behavior extremes
- Self-destructive behavior or attitudes

28.3% of adults  
report being  
physically abused  
as a child.

Name three (3) examples of physical neglect:

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# Child Neglect

Child neglect is when a parent or caregiver does not give the care, supervision, affection and support needed for a child's health, safety and well-being.

## Child Neglect Includes:

- Physical neglect and inadequate supervision
- Emotional neglect
- Medical neglect
- Educational neglect



## Physical Neglect

Children need enough care to be healthy and enough supervision to be safe. Adults that care for children must provide clothing, food and drink. A child also needs safe, healthy shelter, and adequate supervision.

## Examples of physical neglect:

- Deserting a child or refusing to take custody of a child who is under your care
- Repeatedly leaving a child in another's custody for days or weeks at a time
- Failing to provide enough healthy food and drink
- Failing to provide clothes that are appropriate to the weather
- Failing to ensure adequate personal hygiene
- Not supervising a child appropriately
- Leaving the child with an inappropriate caregiver
- Exposing a child to unsafe/unsanitary environments or situations

## Emotional Neglect

Children require enough affection and attention to feel loved and supported. If a child shows signs of psychological illness, it must be treated.

## Examples of emotional neglect:

- Ignoring a child's need for attention, affection and emotional support
- Exposing a child to extreme or frequent violence, especially domestic violence
- Permitting a child to use drugs, use alcohol, or engage in crime
- Keeping a child isolated from friends and loved ones



## Medical Neglect

Some states do not prosecute parents who withhold certain types of medical care for religious reasons, but they may get a court order to protect the child's life. Parents and caregivers must provide children with appropriate treatment for injuries and illness. They must also provide basic preventive care to make sure their child stays safe and healthy.

### Examples of medical neglect:

- Not taking child to hospital or appropriate medical professional for serious illness or injury
- Keeping a child from getting needed treatment
- Not providing preventative medical and dental care
- Failing to follow medical recommendations for a child

## Educational Neglect

Parents and schools share responsibility for making sure children have access to opportunities for academic success.

### Examples of educational neglect:

- Allowing a child to miss too much school
- Not enrolling a child in school (or not providing comparable home-based education)
- Keeping a child from needed special education services

Name three (3) examples of child neglect:

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.

## Sexual Abuse

Child sexual abuse is an especially complicated form of abuse because of its' layers of guilt and shame. It's important to recognize that sexual abuse doesn't always involve body contact. Exposing a child to sexual situations or material that is sexually abusive, whether or not touching is involved. While news stories of sexual predators are scary, what is even more frightening is that sexual abuse usually occurs at the hands of someone the child knows and should be able to trust—most often close relatives. And contrary to what many believe, it's not just girls who are at risk. Boys and girls both suffer from sexual abuse. In fact, sexual abuse of boys may be underreported due to shame and stigma. Sexual abuse occurs when an adult uses a child for sexual purposes or involves a child in sexual acts. It also includes when a child who is older or more powerful uses another child for sexual gratification or excitement.

### Sexual abuse of children includes:

- Non-contact abuse
- Making a child view a sex act
- Making a child view or show sex organs
- Inappropriate sexual talk
- Contact abuse
- Fondling and oral sex
- Penetration
- Making children perform a sex act
- Exploitation
- Child prostitution and child pornography

### Signs of sexual abuse in parent or caregiver:

- Parent fails to supervise child
- Unstable adult presence
- Jealous/possessive parent
- Sexual relationships troubled or dysfunctional
- Parent relies on child for emotional support

### Signs of sexual abuse in a child:

#### **Physical:**

- Difficulty sitting, walking, bowel problems
- Torn, stained, bloody undergarments
- Bleeding, bruises, pain, swelling, itching of genital area
- Frequent urinary tract infections or yeast infections
- Any sexually transmitted disease or related symptoms

**20.7% of adults report being sexually abused as a child.**



### **Behavioral:**

- Doesn't want to change clothes (e.g., for P.E.)
- Withdrawn, depressed, anxious
- Eating disorders, preoccupation with body
- Aggression, delinquency, poor peer relationships
- Poor self-image, poor self-care, lack of confidence
- Sudden absenteeism, decline in school performance
- Substance abuse, running away, recklessness, suicide attempts
- Sleep disturbance, fear of bedtime, nightmares, bed wetting (at advanced age)
- Sexual acting out, excessive masturbation
- Unusual or repetitive soothing behaviors (hand-washing, pacing, rocking, etc.)
- Sexual behavior or knowledge that is advanced or unusual
- Reports sexual abuse

Name three (3) examples of sexual abuse:

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## Human Trafficking

Human Trafficking in its most basic form is fraudulently, forcibly, or coercively using another for purposes of exploitation. There are two main types of human trafficking: sex trafficking and labor trafficking. Victims can come from all backgrounds and become trapped in different locations and situations. The majority of victims are women and girls, though men and boys are also impacted; they include all races, ethnicities, sexual orientations, gender identities, citizens, non-citizens, and income levels; they are trapped and controlled through assault, threats, false promises, perceived sense of protection, isolation, shaming, and debt; and they do not have to be physically transported between locations to be victimized. In general, human trafficking involves exploitation and the exchange of money. According to the most recent human trafficking report from the U.S. State Department, 12.3 million people worldwide live as slaves, subjected to forced labor and sexual exploitation.

**1 (888) 373-7888**

**National Human Trafficking Resource Center**

SMS: 233733 (Text "HELP" or "INFO")

Hours: 24 hours, 7 days a week

Languages: English, Spanish and 200 more languages

Website: [traffickingresourcecenter.org](https://traffickingresourcecenter.org)



## Emotional Abuse

**Emotional abuse** (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth. This may include constant criticism, threats, or rejection, as well as withholding love, support, or guidance. Emotional abuse is often difficult to prove and, therefore, child protective services may not be able to intervene without evidence of harm or mental injury to the child. Emotional abuse is almost always present when other forms are identified.

- Excessive verbal assaults on a continuous basis
- Put-downs
- Screaming
- Threats
- Blaming
- Sarcasm
- Ignoring

Think about a time when you as an adult experienced emotional abuse. (How did it feel? (Explain)

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**Emotional abuse** (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.



## Emotional Abuse

When a parent or caregiver harms a child's mental and social development, or causes severe emotional harm, it is considered emotional abuse. While a single incident may be abuse, most often emotional abuse is a pattern of behavior that causes damage over time. 10.6% of adults report being emotionally abused as a child.

Emotional abuse can include:

Rejecting or ignoring telling a child he or she is unwanted or unloved, showing little interest in child, not initiating or returning affection, not listening to the child, not validating the child's feelings, breaking promises, cutting child off in conversation

Shaming or humiliating: calling a child names, criticizing, belittling, demeaning, berating, mocking, using language or taking action that takes aim at child's feelings of self-worth

Terrorizing: accusing, blaming, insulting, punishing with or threatening abandonment, harm or death, setting a child up for failure, manipulating, taking advantage of a child's weakness or reliance on adults, slandering, screaming, yelling

Isolating: keeping child from peers and positive activities, confining child to small area, forbidding play or other stimulating experiences

Corrupting: engaging child in criminal acts, telling lies to justify actions or ideas, encouraging misbehavior

Signs of emotional abuse in parent or caregiver:

Routinely ignores, criticizes, yells at or blames child

Plays favorites with one sibling over another

Poor anger management or emotional self-regulation

Stormy relationships with other adults, disrespect for authority

History of violence or abuse

Untreated mental illness, alcoholism or substance abuse

What are three (3) forms of emotional abuse?

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## Emotional Abuse

### Signs of emotional abuse in a child:

#### **Physical:**

Delays in development  
Wetting bed, pants  
Speech disorders  
Health problems like ulcers, skin disorders  
Obesity and weight fluctuation

#### **Behavioral:**

- Habits like sucking, biting, rocking
- Learning disabilities and developmental delays
- Overly compliant or defensive
- Extreme emotions, aggression, withdrawal
- Anxieties, phobias, sleep disorders
- Destructive or anti-social behaviors (violence, cruelty, vandalism, stealing, cheating, lying)
- Behavior that is inappropriate for age (too adult, too infantile)
- Suicidal thoughts and behaviors



**Emotional abuse** (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth.

Name three (3) examples of emotional abuse:

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.





## Who Abuses Children?

In 2014, nationwide, exactly 73.4 percent of perpetrators of child maltreatment were parents, and another 7% were relatives of the child. Unrelated caregivers, such as foster parents, child daycare providers, and legal guardians accounted for less than 10% of perpetrators.

Mothers comprised a larger percentage of perpetrators, 49.4% compared to fathers, 17%, however 18.8% of cases indicated both parents were involved. It is important to note that “mother and father” also referred to step parents.

Approximately one-half of all victims were White (46.1%), 21.7% were African-American, and 20.8% were Hispanic. Child maltreatment occurs across socio-economic, religious, cultural, racial, and ethnic groups.

### Reasons given for abuse

- General Stress 34%
- Alcohol/Drugs 29%
- Can't cope 13%
- Not enough income 12%
- Transient 8%
- Marital problems 4%



## Mandated Reporter

Any person who suspects child abuse or neglect is required to report the information. Mandated reporting laws require all persons to report suspected abuse or neglect, regardless of profession. In recent years, public awareness of child abuse has been heightened by highly publicized cases such as the brutal beating death of Lisa Steinberg in New York City by her adoptive father, attorney Joel Steinberg. The child suffered tremendous abuse that was suspected by many people, yet no report was ever made. It is because of this horrendous case that the mandated reporting laws have become much stricter.

### Mandated Reporters Limited Duty to Report Child Abuse and Neglect



## The Lisa Steinberg Case

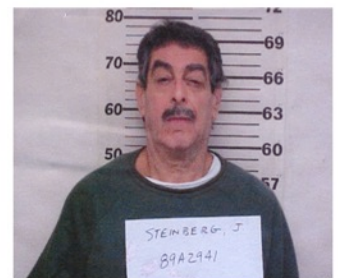


Years ago one such fatality was 6 year old Lisa (Launders) Steinberg. Lisa was the adopted daughter of Joel Steinberg (age 46) and Hedda Nussbaum (age 45), a well-educated, upper-class couple. By most accounts, Joel was a millionaire. He was a criminal defense attorney and she was an Associate Editor of children's books. They lived in a Greenwich Village apartment in New York City -- the same building in which Mark Twain once lived. In addition to Lisa, Joel and his common-law wife, Hedda, had adopted a boy, Mitchell. They seemed like the picture perfect family. That is, until they were arrested for child abuse.

In 1987, Hedda called the police to report that her daughter had choked on food. In order to explain the multiple bruises on Lisa's body, Hedda claimed that she had fallen a lot lately on her roller skates. When the police arrived, six-year-old Lisa Steinberg was unconscious. She died four days later in a hospital. It was determined that the cause of her death was a head injury apparently inflicted by a rubber headed hammer. The police also found Lisa's 16-month-old brother, Mitchell, chained up and lying in his own feces. Mitchell was alive but confined to sleeping on a mat. The house was filthy and contained large quantities of cocaine and other drugs as well as \$25,000 in cash. The sink was ripped from the wall and there were blood stains everywhere.

At school, Lisa's teachers described her as a bright and friendly child. They worried about Lisa arriving at school with bruises and chunks of hair missing from her head. Lisa would tell them that her brother hit her. Lisa would also apparently walk herself to school most days, crossing busy Manhattan streets of four lanes of traffic alone. No reports of abuse were ever made by the teachers.

In exchange for her testimony against Steinberg, Hedda Nussbaum was not prosecuted for events related to Lisa's death. Unable to convict Steinberg on the more serious charge of second-degree murder, the jury convicted him of the second most serious charge, first-degree manslaughter. The judge then sentenced him to the maximum penalty then available for that charge — 8 1/3 to 25 years in prison.



**For more information: Joel Steinberg – The Death of Lisa Steinberg Family (43:57)**<https://youtu.be/fGu4Eql0awE>





## Mandatory Reporters of Child abuse and neglect

All States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands have statutes identifying persons who are required to report suspected child maltreatment to an appropriate agency, such as child protective services, a law enforcement agency, or a State's toll-free child abuse reporting hotline.

### What's Inside

Professionals required to report

Reporting by other persons

Institutional responsibility to report

Standards for making a report

Privileged communications

Inclusion of reporter's name in the report

Disclosure of reporter's identity

Summaries of State laws

**to find statute information for a particular State, go to**

<https://www.childwelfare.gov/topics/systemwide/laws-policies/state/>.

## Professionals Required to Report

Approximately 48 States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands designate professions whose members are mandated by law to report child maltreatment.<sup>1</sup> Individuals designated as mandatory reporters typically have frequent contact with children. Such individuals may include:

- Social workers
- Teachers, principals, and other school personnel
- Physicians, nurses, and other health-care workers
- Counselors, therapists, and other mental health professionals
- Child care providers
- Medical examiners or coroners
- Law enforcement officers

Some other professions frequently mandated across the States include commercial film or photograph processors (in 12 States, Guam, and Puerto Rico) and computer technicians (in 6 States).<sup>2</sup> Substance abuse counselors are required to report in 14 States, and probation or parole officers are mandatory reporters in 17 States.<sup>3</sup> Directors, employees, and volunteers at entities that provide organized activities for children, such as camps, day camps, youth centers, and recreation centers, are required to report in 13 States.<sup>4</sup> Six States and the District of Columbia include domestic violence workers on the list of mandated reporters, while six other States and the

District of Columbia include animal control or humane officers.<sup>5</sup> Illinois includes both domestic violence workers and animal control or humane officers as mandatory reporters. Court-appointed special advocates are mandatory reporters in 11 States.<sup>6</sup> Members of the clergy now are required to report in 27 States and Guam.<sup>7</sup>

Eleven States now have faculty, administrators, athletics staff, and other employees and volunteers at institutions of higher learning, including public and private colleges and universities and vocational and technical schools, designated as mandatory reporters.<sup>8</sup>

## Reporting by Other Persons

In approximately 18 States and Puerto Rico, any person who suspects child abuse or neglect is required to report. Of these 18 States, 16 States and Puerto Rico specify certain professionals who must report, but also require all persons to report suspected abuse or neglect, regardless of profession.<sup>9</sup> New Jersey and Wyoming require all persons to report without specifying any professions. In all other States, territories, and the District of Columbia, any person is permitted to report. These voluntary reporters

of abuse are often referred to as “permissive reporters.”

<sup>1</sup> The word “approximately” is used to stress the fact that States frequently amend their laws. This information is current only through August 2015. At that time, New Jersey and Wyoming were the only two States that did not enumerate specific professional groups as mandated reporters but required all persons to report.

<sup>2</sup> Film processors are mandated reporters in Alaska, California, Colorado, Georgia, Illinois, Iowa, Louisiana, Maine, Missouri, Oklahoma, South Carolina, and West Virginia. Computer technicians are required to report in Alaska, California, Illinois, Missouri, Oklahoma, and South Carolina.

<sup>3</sup> Substance abuse counselors are required to report in Alaska, California, Connecticut, Illinois, Iowa, Kansas, Massachusetts, Nevada, New York, North Dakota, Oregon, South Carolina, South Dakota, and Wisconsin. Probation or parole officers are mandated reporters in Arkansas, California, Colorado, Connecticut, Hawaii, Illinois, Louisiana, Massachusetts, Minnesota, Missouri, Nevada, North Dakota, South Dakota, Texas, Vermont, Virginia, and Washington.

<sup>4</sup> California, Hawaii, Illinois, Louisiana, Maine, Nevada, New York, Ohio, Oregon, Pennsylvania, Vermont, Virginia, and West Virginia.

<sup>5</sup> Domestic violence workers are mandated reporters in Alaska, Arizona, Arkansas, Connecticut, Maine, and South Dakota. Humane officers are mandated reporters in California, Colorado, Maine, Ohio, Virginia, and West Virginia.

<sup>6</sup> Arkansas, California, Louisiana, Maine, Montana, Ohio, Oregon, South Carolina, Virginia, Washington, and Wisconsin.

<sup>7</sup> Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Georgia, Illinois, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, Vermont, West Virginia, and Wisconsin. For more information, see Child Welfare Information Gateway’s *Clergy as Mandatory Reporters of Child Abuse and Neglect* at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/clergymandated/>.

<sup>8</sup> Alabama, Arkansas, California, Georgia, Illinois, Iowa (includes only instructors at community colleges), Louisiana, Oregon, Pennsylvania, Virginia, and Washington.

<sup>9</sup> Delaware, Florida, Idaho, Indiana, Kentucky, Maryland, Mississippi, Nebraska, New Hampshire, New Mexico, North Carolina, Oklahoma, Rhode Island, Tennessee, Texas, and Utah.

## Institutional Responsibility to Report

The term “institutional reporting” refers to those situations in which the mandated reporter is working (or volunteering) as a staff member of an institution, such as a school or hospital, at the time he or she gains the knowledge that leads him or her to suspect that abuse or neglect has occurred. Many institutions have internal policies and procedures for handling reports of abuse, and these usually require the person who suspects abuse to notify the head of the institution that abuse has been discovered or is suspected and needs to be reported to child protective services or other appropriate authorities. Statutes in 33 States, the District of Columbia, and the Virgin Islands provide procedures that must be followed in those cases.<sup>10</sup> In 18 States, the District of Columbia, and the Virgin Islands, any staff member who suspects abuse must notify the head of the institution when the staff member feels that abuse or possible abuse should be reported to an appropriate authority.<sup>11</sup> In nine States, the District of Columbia, and the Virgin Islands, the staff member who suspects abuse notifies the head of the institution first, and then the head or his or her designee is required to make the report.<sup>12</sup> In nine States, the individual reporter must make the report to the appropriate authority first and then notify the institution that a report has been made.<sup>13</sup> Laws in 15 States make clear that, regardless of any policies within the organization, the mandatory reporter is not relieved of his or her responsibility to report.<sup>14</sup> In 17 States, an employer is expressly prohibited from taking any action to prevent or discourage an employee from making a report.<sup>15</sup>

<sup>10</sup> Alaska, Arkansas, California, Connecticut, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.

<sup>11</sup> California, Connecticut, Georgia, Hawaii, Idaho, Illinois, Indiana, Maine, Maryland, Massachusetts, Michigan, New York, Pennsylvania, South Dakota, Tennessee, Virginia, West Virginia, and Wyoming.

<sup>12</sup> Georgia, Idaho, Indiana, Kentucky, Maine, Massachusetts, South Dakota, Virginia, and Wyoming.

<sup>13</sup> California, Connecticut (the Commissioner of Children and Families makes the notification), Hawaii, Illinois, Michigan, New York, Pennsylvania, Tennessee, and West Virginia.

<sup>14</sup> Alaska, California, Florida, Indiana, Iowa, Kentucky, Maine, Michigan, Missouri, North Dakota, Oklahoma, Oregon, Tennessee, Texas, and Wyoming.

<sup>15</sup> Alabama, Arkansas, California, Connecticut, Georgia, Illinois, Iowa, Tennessee, Texas, Vermont, and Wisconsin.

## Standards for Making a Report

The circumstances under which a mandatory reporter must make a report vary from State to State. Typically, a report must be made when the reporter, in his or her official capacity, *suspects* or *has reason to believe* that a child has been abused or neglected. Another standard frequently used is in situations in which the reporter has knowledge of, or observes a child being subjected to, conditions that would reasonably result in harm to the child. In Maine, a mandatory reporter must report when he or she has reasonable cause to suspect that a child is not living with the child’s family.

Mandatory reporters are required to report the facts and circumstances that led them to suspect that a child has been abused or neglected. They do not have the burden of providing proof that abuse or neglect has occurred.

Permissive reporters follow the same standards when electing to make a report.

## Privileged Communications

Mandatory reporting statutes also may specify when a communication is privileged. “Privileged communications” is the statutory recognition of the right to maintain confidential communications between professionals and their clients, patients, or congregants. To enable States to provide protection to maltreated children, the reporting laws in most States and territories restrict this privilege for mandated reporters. All but three States and Puerto Rico currently address the issue of privileged communications within their reporting laws, either affirming the privilege or denying it (i.e., not allowing privilege to be grounds for failing to report).<sup>16</sup>

For instance:

The physician-patient and husband-wife privileges are the most common to be denied by States.

The attorney-client privilege is most commonly affirmed.

<sup>16</sup> Connecticut, Mississippi, and New Jersey do not currently address the issue of privileged communications within their reporting laws. The issue of privilege may be addressed elsewhere in the statutes of these States, such as Rules of Evidence.



The clergy-penitent privilege is also widely affirmed, although that privilege usually is limited to confessional communications and, in some States, denied altogether.<sup>17</sup>

In Louisiana, a mental health or social services practitioner is not required to report if the practitioner is engaged by an attorney to assist in the provision of legal services to a child.

## Inclusion of the Reporter's name in the Report

Most States maintain toll-free telephone numbers for receiving reports of abuse or neglect.<sup>18</sup> Reports may be made anonymously to most of these reporting numbers, but States find it helpful to their investigations to know the identity of reporters. Approximately 19 States, the District of Columbia, American Samoa, Guam, and the Virgin Islands currently require mandatory reporters to provide their names and contact information, either at the time of the initial oral report or as part of a written report.<sup>19</sup> The laws in Connecticut, Delaware, and Washington allow child protection workers to request the name of the reporter. In Wyoming, the reporter does not have to provide his or her identity as part of the written report, but if the person takes and submits photographs or x-rays of the child, his or her name must be provided.

## disclosure of the Reporter's Identity

All jurisdictions have provisions in statute to maintain the confidentiality of abuse and neglect records. The identity of the reporter is specifically protected from disclosure to the alleged perpetrator in 41 States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, and Puerto Rico.<sup>20</sup> This protection is maintained even when other information from the report may be disclosed.

Release of the reporter's identity is allowed in some jurisdictions under specific circumstances or to specific departments or officials, for example, when information is needed for conducting an investigation or family assessment or upon a finding that the reporter knowingly made a false report (in Alabama, Arkansas, Connecticut, Kentucky, Louisiana, Minnesota, Nevada, South Dakota, Vermont, and Virginia). In some jurisdictions (California, Florida, Minnesota, Tennessee, Texas, Vermont, the District of Columbia, and Guam), the reporter can waive confidentiality and give consent to the release of his or her name.

This publication is a product of the State Statutes Series prepared by Child Welfare Information Gateway. While every attempt has been made to be complete, additional information on these topics may be in other sections of a State's code as well as agency regulations, case law, and informal practices and procedures.

## Suggested Citation:

Child Welfare Information Gateway. (2016). *Mandatory reporters of child abuse and neglect*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

<sup>17</sup> New Hampshire, North Carolina, Oklahoma, Rhode Island, Texas, West Virginia, and Guam disallow the use of the clergy-penitent privilege as grounds for failing to report suspected child abuse or neglect. For a more complete discussion of the requirement for clergy to report child abuse and neglect, see Information Gateway's *Clergy as Mandatory Reporters of Child Abuse and Neglect* at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/clergymandated/>.

<sup>18</sup> For State-specific information about these hotlines, see Information Gateway's *State Child Abuse Reporting Numbers* at [https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspROL&rolType=Custom&RS\\_ID=5](https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspROL&rolType=Custom&RS_ID=5).

<sup>19</sup> Arizona, California, Colorado, Florida, Illinois, Indiana, Iowa, Louisiana, Maine, Massachusetts, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, Pennsylvania, and Vermont have this requirement.

<sup>20</sup> The statutes in Alaska, Delaware, Idaho, Maryland, Massachusetts, New Hampshire, Rhode Island, West Virginia, Wyoming, and the Virgin Islands do not specifically protect reporter identity but do provide for confidentiality of records in general.

## Mandatory Reporter of Child Abuse and Neglect

**Exercise 1.1** According to the article from Child Welfare Information Gateway on Mandatory Reporter of Child Abuse and Neglect answer the following questions:

**Professionals required to report Child Abuse or Maltreatment are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

**Define “Privileged Communications”**

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**Disclosure of the Reporter’s Identity:**

All jurisdictions have provisions in statute to maintain the confidentiality of abuse and neglect records. The identity of the reporter is specifically protected from disclosure to the alleged perpetrator in 41 States. When is release of the reporter's identity allowed?

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.





## Reporting Child Abuse

**When making a report to Child Protective Services, the social worker will ask the following questions:**

- Who is the child?
- What type of abuse?
- When did you begin to suspect the abuse?
- Where did the abuse occur?
- You can remain anonymous, if preferred.

If you suspect a child is being abused or neglected, or if you are a child who is being maltreated, contact your local child protective services office or law enforcement agency so professionals can assess the situation. Many States have a toll-free number to call to report suspected child abuse or neglect. Anyone can report suspected child abuse or neglect. Reporting abuse or neglect can protect a child and get help for a family it may even save a child's life. In some States, any person who suspects child abuse or neglect is required to report. To see how your State addresses this issue, read the Information Gateway publication, *Mandatory Reporters of Child Abuse and Neglect*.

### **Exercise 1.1 Review Mandated Reporters in your State**

Review the ***Mandatory Reporters of Child Abuse and Neglect Guideline Article*** provided and answer the following questions:

- 1) What State do you live in: \_\_\_\_\_
- 2) Professionals required to report: (Mandatory Reporters Include) (List a minimum of 5)

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- 3) What are the standards for making a report: (A report is required when:)

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### **Exercise 1.2 Identify the Child Abuse Hotline Number in your State**

What is the Child Abuse Hotline in your state? \_\_\_\_\_

What is the National Child Abuse Hotline? \_\_\_\_\_



## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://www.leginfo.ca.gov/calaw.html> (specify fPenal Code= and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some of the requested information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (fDESIGNATED AGENCIES=)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

### IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- SECTION C - VICTIM (One Report per Victim):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

### V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** Within 36 hours of receipt of Form SS 8572, send white copy to police or sheriff's department, blue copy to county welfare or probation department, and green copy to district attorney's office.

### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

# Exercise 1.3 Complete a mock report on suspected child abuse report form.

(Use the names Jane or John Doe)

Print

## SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE	
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____					
	2. _____					
	3. _____					
	4. _____					
	<b>VICTIM'S PARENTS/GUARDIANS</b>					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	HOME PHONE ( )
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
ADDRESS		Street	City	Zip	HOME PHONE ( )	
BUSINESS PHONE ( )						
<b>SUSPECT</b>	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY
	ADDRESS		Street	City	Zip	TELEPHONE ( )
	OTHER RELEVANT INFORMATION					
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

**Take a Break!**

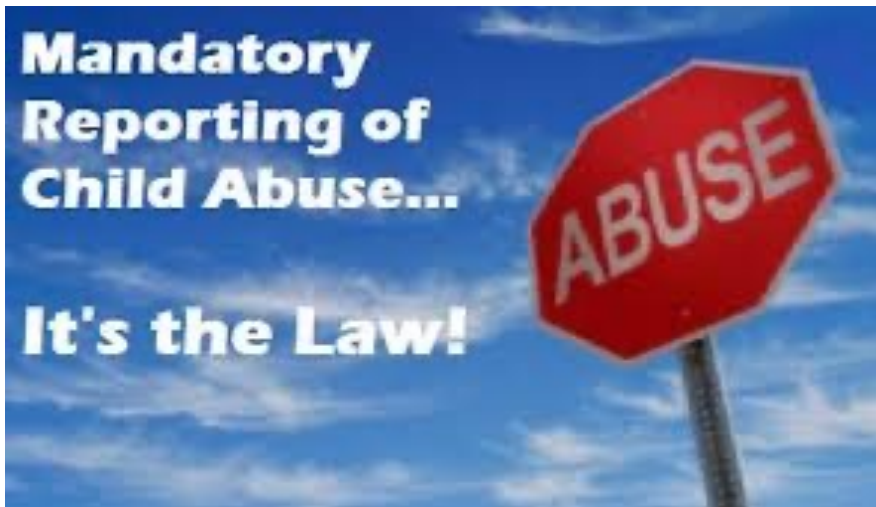
**STOP**

**TAKE A MINUTE TO STRETCH!**



Yes, this is difficult to comprehend;

**That's why you, I, we all  
need to advocate for children.**



**Part 2 is next:**

# PART 2

## PART 2: Recognizing and Reporting Child Abuse

- A. Intake Process
- B. Substantiated vs. Unsubstantiated
- C. Long Term Effects of Abused Children



## Intake Process

### Initial intake with Child Protective Services (CPS)

Intake is the first stage of the child protective services (CPS) process and is one of the most important decision-making points in the child protection system. It is the point at which reports of suspected child abuse and neglect are received. Information gathered by caseworkers is used to make decisions regarding safety (e.g., Is the child at risk of imminent harm?), risk (e.g., What is the likelihood that maltreatment will occur sometime in the future?), and the type of CPS response required.

At intake, caseworkers also perform a critical public relations function by responding professionally and sensitively to the concerns raised by community professionals and citizens, and by clarifying the role of the agency regarding referrals of suspected abuse or neglect. Referrals are accepted from all sources, and each report is treated as a potential case of child maltreatment.

Upon receiving a referral, the intake worker attempts to gather as much information as possible about each family member, the family as a whole, and the nature, extent, severity, and timing of the alleged child maltreatment. Once the initial intake information is collected, the caseworker conducts a check of agency records and the Central Registry to determine if there were any past reports, or contact, with the family. Then the caseworkers must collect, and analyze, the information and determine if it meets the criteria outlined in statute regarding the definition of child abuse, and neglect, and the requirements for response. CPS prioritizes the investigation response time based on a number of factors, including the nature of the allegations and the age of the child. The response times are immediate, within twenty-four (24) hours, forty-eight (48) hours, seventy-two (72) hours, or ten (10) days.





## Substantiated vs. Unsubstantiated

**Substantiated** – Allegation of maltreatment was confirmed according to the level of evidence required by the state law or state policy.

**Indicated** – Sometimes used by investigators where there is insufficient evidence to substantiate a case under state law or policy but there is reason to suspect that maltreatment occurred or that there is risk of future maltreatment.

**Unsubstantiated** – Allegation of maltreatment were not confirmed according to the level of evidence required by the state law of state policy.

### Investigation of the Alleged Abuse

Upon completion of the investigation of a report of abuse or neglect, a determination of the case findings are made based on whether there is reasonable cause to believe that a child is abused or neglected, or threatened with abuse or neglect. The findings are classified as “Substantiated,” meaning that a report made pursuant to RS432B.220 was investigated and that credible evidence of the abuse or neglect exists. “Unsubstantiated” means that a report made pursuant to RS 432B.220 was investigated and that no credible evidence of the abuse or neglect exists. The type of abuse categories include: neglect, medical neglect, physical abuse, emotional abuse or neglect, and sexual abuse.

### What happens now?

- Place child or leave in home
- Case planning
- Service provision
- Case closure

Of the substantiated reports received, re-abuse in the form of another substantiated report will occur in some cases. Repeat maltreatment occurs when interventions with the family have not been successful in preventing subsequent victimization. The standard for recurrence of maltreatment has been established by the Federal Children’s Bureau. The standard states that for all children who were victims of substantiated child abuse and/or neglect during the first six months of the year, that 6.1% or fewer should have another report within six months.



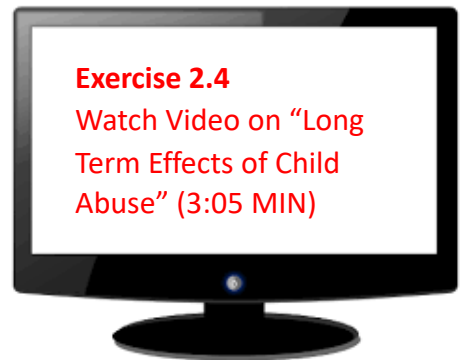
## Long Term Effects of Abused Children

### What are some psychological and mental effects of child abuse and neglect?

- Anxiety
- Depression
- Low self-esteem
- Withdrawn
- Dissociation
- Difficulty with making and maintaining relationships
- Experiences flashbacks
- Hyper vigilant
- Persistent fear

### Behavioral effects of child abuse and neglect

- Self-harm
- Eating disorders
- Alcohol and drug use
- Trouble sleeping
- Uncomfortable with physical contact with others
- Repeating school grades
- Absent from school often
- Criminal activity



### Common effects on children who witness domestic violence

Whether children witness or experience abuse, it can take a toll on their development. Domestic violence victims are not isolated to intimate partners. Children are at an increased risk for emotional behavioral problems regardless if they were directly abused or not. The effects include:

- Anxiety
- Depression
- Academic problems
- Fearful





**Take a Break!**

**STOP**

TIME TO STRETCH AGAIN!



**Part 3 is next!**

**Cultural Diversity, Inclusion, Parental  
Involvement, and Reaching Millinials**

Have any questions?

Email Theresa Vadala at

[childcaretrainingconsultants1@gmail.com](mailto:childcaretrainingconsultants1@gmail.com)

# PART 3

## **PART 3: Parental Involvement and Reaching Millennials**

- A. Cultural Differences in Discipline
- B. Children with Special Needs and Child Abuse
- C. Child Abuse Prevention Tips for Parents
- D. Reaching Millennials

Review

References

Glossary of terms

Resources



## Cultural Differences and Discipline

Almost all cultures promote appropriate child behavior via the use of negative reinforcement (i.e. the threat of punishment for misbehavior). The American middle-class culture is one of the few that uses positive reinforcement procedures while limiting punishment. When deemed necessary, a mild spanking may be administered, although a more frequent practice is to isolate the misbehaving child, withdrawing love and affection for a period of time. These majority culture parents perceive their methods as being more humane than those that incorporate physical punishment. However, other cultural/ethnic groups often view the dominant culture style as being crueller. While some culturally diverse guardians may use quickly administered physical punishment, they would never hint at an emotional separation from their progeny that might create feelings of rejection in the child.

The lack of knowledge that educators may possess regarding both child abuse and culturally different childrearing creates misjudgment of the appropriateness of parental practices. Teachers who adhere to the disciplinary practices of the majority culture may find themselves viewing culturally different practices as being abusive. This would mean that use of culturally diverse childrearing practices places parents at greater risk for being reported to agencies in charge of handling abuse and neglect reports. A few of these practices and the reporting dilemmas they cause for concerned educators are addressed below:

### Exercise 3.5 Case Studies (3) “What advice would you give?”

#### Case Study #1

A novice teacher in a poor urban school district is distressed when upon seeking advice from colleagues regarding discipline, is told by them to use physical punishment. This coincides with the advice of the students in his class who tell him to "Hit `em upside the head". In fact, physical punishment is more accepted in the low socio-economic classes and educators who teach these students are more likely to approve of corporal punishment perhaps believing that one must "use what they know".

As an administrator, what advice would you provide the novice teacher from Case Study #1?

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.



## Cultural Differences in Discipline

### Case Study #2

A Chinese immigrant mother beat her 8-year-old son with a broomstick last month because he had not been doing his homework, she thought she was acting within the bounds of traditional Chinese disciplinary practices, and did not realize the trouble she was creating for her family.

As a professional who works with children and their families, how would you respond to this dilemma from Case Study #2?

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### Case Study #3

A Vietnamese-American pupil asks her teacher if he knows why a newly arrived Vietnamese student has a pierced ear. The teacher responds that he is not aware of the reason and would like to know more. According to the pupil, it is not uncommon for traditional Vietnamese families to tie a misbehaving child's ear to a doorknob as punishment.

As a teacher, what advice would you provide students with regarding cultural differences from Case Study #3?

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### Remember when..

Half a century ago, principals paddled the disobedient, and other forms of physical punishment were tolerated. But for more than 30 years, such punishment has been forbidden in New York schools. The schools have gone from places where punishment was administered to agencies looking for signs of physical abuse, sometimes at the hands of parents from cultures with different beliefs about punishment.

## Child with Special Needs and Child Abuse

Children with disabilities are three times more likely than children without them to be victims of sexual abuse, and the likelihood is even higher for children with certain types of disabilities, such as intellectual or mental health disabilities. However, sexual abuse of children with disabilities has not garnered the attention of policymakers, practitioners, advocates, or community members. These children are also less likely to receive victim services and supports that are more readily available to other victims because of a variety of factors including barriers to reporting and a lack of responses tailored to meet their unique needs. Without receiving support, these children suffer serious long-term after effects, including post-traumatic stress disorder, anxiety, and depression, as well as an increased risk of victimization in adulthood.

**How can you assist families who have children with special needs prevent child abuse?**

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**NOTE:** Formative assessment questions are to be answered at the end on the quiz.



## Child Abuse Preventive Tips for Parents

**Volunteer your time.** Get involved with other parents in your community. Help vulnerable children and their families. Start a playgroup.

**Discipline your children thoughtfully.** Never discipline your child when you are upset. Give yourself time to calm down. Remember that discipline is a way to teach your child. Use privileges to encourage good behavior and time-outs to help your child regain control.

**Examine your behavior.** Abuse is not just physical. Both words and actions can inflict deep, lasting wounds. Be a nurturing parent. Use your actions to show children and other adults that conflicts can be settled without hitting or yelling.

**Educate yourself and others.** Simple support for children and parents can be the best way to prevent child abuse. After-school activities, parent education classes, mentoring programs, and respite care are some of the many ways to keep children safe from harm. Be a voice in support of these efforts in your community.

**Teach children their rights.** When children are taught they are special and have the right to be safe, they are less likely to think abuse is their fault, and more likely to report an offender.

**Support prevention programs.** Too often, intervention occurs only after abuse is reported. Greater investments are needed in programs that have been proven to stop the abuse before it occurs - such as family counseling and home visits by nurses who provide assistance for newborns and their parents.

**Know what child abuse is.** Physical and sexual abuse clearly constitute maltreatment, but so does neglect, or the failure of parents or other caregivers to provide a child with needed food, clothing, and care. Children can also be emotionally abused when they are rejected, berated, or continuously isolated.

**Know the signs.** Unexplained injuries aren't the only signs of abuse. Depression, fear of a certain adult, difficulty trusting others or making friends, sudden changes in eating or sleeping patterns, inappropriate sexual behavior, poor hygiene, secrecy, and hostility are often signs of family problems and may indicate a child is being neglected or physically, sexually, or emotionally abused.

## Child Abuse Preventive Tips for Parents

**Report abuse.** If you witness a child being harmed or see evidence of abuse, make a report to your state's child protective services department or local police. When talking to a child about abuse, listen carefully, assure the child that he or she did the right thing by telling an adult, and affirm that he or she is not responsible for what happened.

**Invest in kids.** Encourage leaders in the community to be supportive of children and families. Ask employers to provide family-friendly work environments. Ask your local and national lawmakers to support legislation to better protect our children and to improve their lives.



## Reaching Millennials

Millennials have been surrounded by technology their entire lives. As they are becoming parents themselves, they are juggling job & family life, and rely almost entirely on technology to communicate. Many family interactions happen as much online as they do offline. Online tools help shape how millennial parents take part in their children's world. Research options for vacations, doctors, products, after school activities, etc. are done online. Millennials stay connected through innovative technology, such as the health portal at our pediatrician's office or seeing photos & getting reminders about what's happening at their child's school.

### Strategies for Informing Millennials about Child Abuse

**Create an online connection** - share simple yet frequent updates with parents to keep them informed about current and important information

**Keep parent informed** - Include Child Abuse Prevention Information and the Child Abuse Hotline visible on the school website

**Reach parents the way they prefer** - Millennial parents have been raised on technology and use their phone all day long to stay connected, especially when it comes to their children

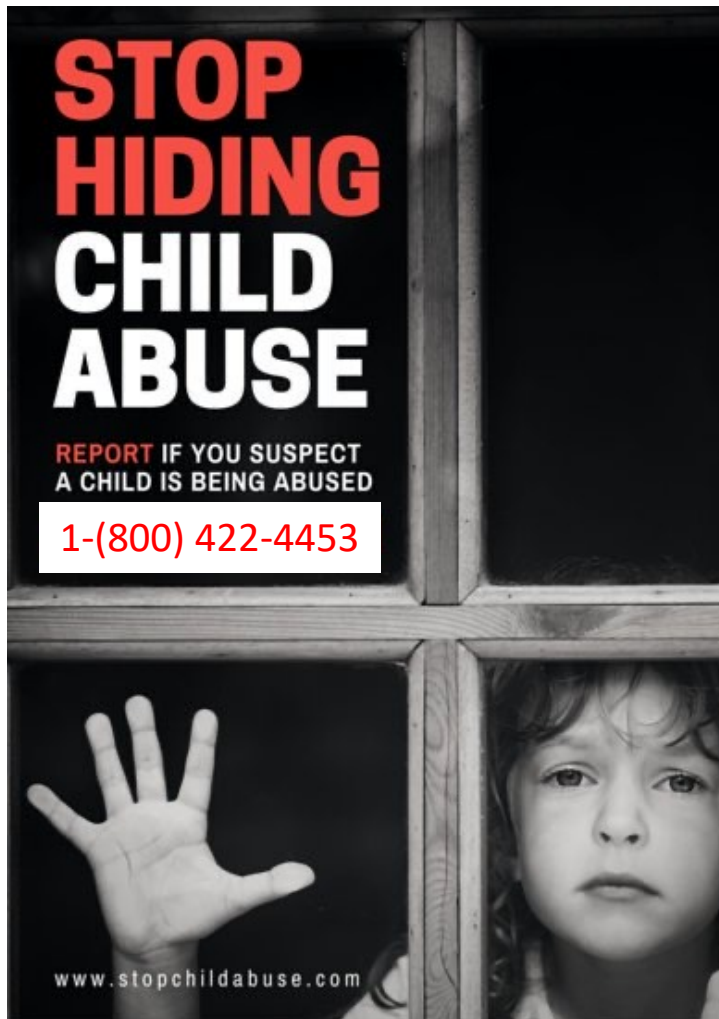
**Online School Newsletter** - Ensure the school website and newsletter is compatible with mobile devices

**Allow parents to share their feedback** - Invite parents to be part of your team and share their ideas to promote a healthy teacher-parent relationship





# **You are a Mandated Reporter. Please Help Stop Abuse...**



**Almost there, review is next!**  
**READY?**

## REVIEW OF PART 1

- ❖ Most States recognize four (4) major types of maltreatment: **physical abuse, neglect, sexual abuse, and emotional abuse.** Although any of the forms of child maltreatment may be found separately, they often occur in combination. In many States, abandonment and parental substance abuse are also defined as forms of child abuse or neglect.
- ❖ Human Trafficking in its most basic form is fraudulently, forcibly, or coercively using another for purposes of exploitation. **There are two main types of human trafficking: sex trafficking and labor trafficking.** Victims can come from all backgrounds and become trapped in different locations and situations.
- ❖ Any person who suspects child abuse or neglect is required to report the information. **Mandated reporting laws require all persons to report suspected abuse or neglect, regardless of profession.**
- ❖ When making a report to Child Protective Services, the social worker will ask the following questions:
  - Who is the child?
  - What type of abuse?
  - When did you begin to suspect the abuse?
  - Where did the abuse occur?
  - You can remain anonymous, if preferred.



## REVIEW OF PART 2

- ❖ **Intake is the first stage of the child protective services (CPS) process and is one of the most important decision-making points in the child protection system.** It is the point at which reports of suspected child abuse and neglect are received. Information gathered by caseworkers is used to make decisions regarding safety (e.g., Is the child at risk of imminent harm?), risk (e.g., What is the likelihood that maltreatment will occur sometime in the future?), and the type of CPS response required.
- ❖ **Substantiated** – Allegation of maltreatment was confirmed according to the level of evidence required by the state law or state policy.
- ❖ **Indicated** – Sometimes used by investigators where there is insufficient evidence to substantiate a case under state law or policy but there is reason to suspect that maltreatment occurred or that there is risk of future maltreatment.
- ❖ **Unsubstantiated** – Allegation of maltreatment were not confirmed according to the level of evidence required by the state law of state policy.



## REVIEW OF PART 3

- ❖ Almost all cultures promote appropriate child behavior via the use of negative reinforcement (i.e. the threat of punishment for misbehavior).
- ❖ These children are also less likely to receive victim services and supports that are more readily available to other victims because of a variety of factors including barriers to reporting and a lack of responses tailored to meet their unique needs.
- ❖ Volunteer your time. Get involved with other parents in your community. Help vulnerable children and their families.
- ❖ Discipline your children thoughtfully. Never discipline a child when you are upset. Give yourself time to calm down. Remember that discipline is a way to teach your child. Use privileges to encourage good behavior and time-outs to help your child regain control.
- ❖ Online tools help shape how millennial parents take part in their children's world. Research options for vacations, doctors, products, after school activities, etc. are done online. Millennials stay connected through innovative technology.



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## Glossary of Terms

**Abandonment** - To cease to support or look after (someone); desert: the action or fact of abandoning or being abandoned.

**Child Protective Services (CPS)** - A government agency charged with the supervision and protection of children at risk from abuse and neglect, or the supervision and protection administered by it.

**Child Abuse**- Child abuse is when a parent or caregiver, whether through action or failing to act, causes injury, death, emotional harm or risk of serious harm to a child. There are many forms of child maltreatment, including neglect, physical abuse, sexual abuse, exploitation and emotional abuse.

**Emotional Abuse** -Excessive verbal assaults on a continuous basis.

**Exploitation** - The action or fact of treating someone unfairly in order to benefit from them.

**Human Trafficking** - Human Trafficking in its most basic form is fraudulently, forcibly, or coercively using another for purposes of exploitation. There are two main types of human trafficking: sex trafficking and labor trafficking. Victims can come from all backgrounds and become trapped in different locations and situations.

**Intake Process** - Intake is the first stage of the child protective services (CPS) process and is one of the most important decision-making points in the child protection system.

**Mandated Reporter** - Mandated reporters are people who have regular contact with vulnerable people and are, therefore, legally required to ensure a report is made when abuse is observed or suspected.

**Mistreatment of a Child** - Severe mistreatment of a child by a parent, guardian, or other adult responsible for his or her welfare, e.g. physical violence, neglect, sexual assault, or emotional cruelty.

**Neglect** - Fail to care for properly.

**Physical Abuse** - Physical abuse is the second most common form of child maltreatment. Legal definitions vary from state to state, but, broadly, child physical abuse is any physical act by a caregiver that results in a child being hurt or injured. Children who are physically abused can develop child traumatic stress.

**Sexual Assault** - Any sexual activity/assault with a child /sexual remarks. Exploitation such as: taking pornographic pictures, showing pornographic pictures of kids, flashing, promoting prostitution.

**Substantiated** - Allegation of maltreatment was confirmed according to the level of evidence required by the State law or State policy.

**Unsubstantiated** - Allegation of maltreatment was not confirmed according to the level of evidence required by the State law or State policy.

## Resources

### Child Protective Services Online Reporting Form

#### Child Abuse HOTLINES:

Crisis Call Hotline (1-800-992-5757)

[http://www.dcf.state.il.us/DCFS\\_SuspectedChildAbuseForm-.htm](http://www.dcf.state.il.us/DCFS_SuspectedChildAbuseForm-.htm)

<http://www.dcf.state.il.us/SuspectedChildAbuseReportForm-Interactive.pdf>

<https://www.childwelfare.gov/pubs/factsheets/>

<http://www.dcf.state.il.us/ChildFatalities/ChildProtServices>

Child Welfare Information Gateway.

This publication is available online at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/mandat/>.



# National Child Abuse Hotline

**1-(800) 4-A-Child**

**1-(800) 422-4453**



The Childhelp National Child Abuse Hotline is dedicated to the prevention of child abuse. Serving the U.S. and Canada, the hotline is staffed 24 hours a day, 7 days a week with professional crisis counselors who—through interpreters—provide assistance in over 170 languages. The hotline offers crisis intervention, information, and referrals to thousands of emergency, social service, and support resources. All calls are confidential.





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