

# Introduction

In the past 30 years, major progress has been made in combating child abuse. In 1963, only about 150,000 children were reported to the authorities because of suspected abuse or neglect.<sup>1</sup> In 1995, over 3 million children were reported,<sup>2</sup> a twenty-fold increase.

As a result, many thousands of children have been saved from death and serious injury. The best estimate is that child abuse and neglect deaths fell from over 3,000 a year (and perhaps as many as 5,000) in the late 1960s to about 1,200 a year in the mid-1990s.<sup>3</sup>

Yet, many children continue to fall through the cracks. According to a federal government study, in 1986, professionals such as physicians, teachers, and day care personnel still failed to report half of the maltreated children they saw. Nearly 50,000 sexually abused children went unreported, as did about 60,000 children with observable physical injuries severe enough to require hospitalization.<sup>4</sup>

## Reporting Problems

Simply generating more and more reports, however, is not the answer. In recent years, the problem of nonreporting has been compounded by the problem of inappropriate reporting. The emotionally charged desire to “do something” about child abuse, fanned by repeated and often sensational media coverage, has led to an understandable but counterproductive overreaction on the part of the professionals and citizens who report many cases that do not amount to child abuse.

In 1995, about 65 percent of all reports were labeled “unfounded” after being investigated.<sup>5</sup> This is in sharp contrast to 1975, when the comparable figure was about 35 percent.<sup>6</sup> Although rules, procedures, and even terminology vary (some states use

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1. See generally Douglas J. Besharov, “A Balanced Approach,” in *Recognizing Child Abuse: A Guide for the Concerned* (New York: Free Press, 1990), 7-19.

2. National Committee to Prevent Child Abuse, *Current Trends in Child Abuse Reporting and Fatalities: The Results of the 1995 Annual Fifty State Survey* (Chicago: NCPA, April 1996), 3.

3. National Committee to Prevent Child Abuse, 12.

4. Andrea Sedlak, *The Supplementary Analyses of Data on the National Incidence of Child Abuse and Neglect* (Rockville, Maryland: Westat, Inc., May 1989), 2-2, Table 2-1.

5. National Committee to Prevent Child Abuse, 6.

6. American Humane Association, *National Analysis of Official Child Neglect and Abuse Reporting, 1976* (Denver: 1978), 11.

the phrase “unfounded,” others “unsubstantiated” or “not indicated”), in essence, an “unfounded” report is one that is dismissed after an investigation finds insufficient evidence upon which to proceed.

Some professionals defend the high level of unfounded reports as the necessary price for identifying endangered children. And, certainly, some amount of inappropriate reporting is to be expected. We ask hundreds of thousands of strangers to report their suspicions; we cannot ask that they be sure; and we cannot expect that they always be right.

Nevertheless, the determination that a report is unfounded can be made only after what is often a traumatic investigation and, inherently, a breach of parental and family privacy. To determine whether a particular child is in danger, child protective workers must inquire into the most intimate personal and family matters. Often, it is necessary to question friends, relatives, and neighbors, as well as schoolteachers, day care personnel, doctors, clergymen, and others who know the family.

For fear of missing even one abused child, workers often perform extensive investigations of vague and apparently unsupported reports. Even when a home visit prompted by an anonymous report turns up no evidence of maltreatment, workers usually conduct the same series of interviews to make sure that the child has not been abused.

Besides being unfair to the children and parents involved, inappropriate reporting places an unnecessary burden on already overwhelmed child protective agencies—and threatens to undermine public support for their efforts.

Investigating so many unfounded reports consumes scarce agency resources, leaving child protective workers with less time to respond to children in real danger. Some reports are left uninvestigated for weeks. In other cases, workers miss key evidence and are unable to provide adequate supervision of dangerous home situations—as they rush to keep up with the new reports arriving daily on their desks.

These nationwide conditions help explain why over 40 percent of the child abuse deaths in 1995 involved children previously known to the authorities.<sup>7</sup> Tens of thousands of other children suffer serious injuries short of death while under child protective agency supervision.

Thus, abused and neglected children are dying, both because they are not being reported to the authorities and because the authorities are being overwhelmed by the need to investigate inappropriate reports. To call for more careful reporting of child abuse is not to be coldly indifferent to the plight of endangered children. Rather, it is to be realistic about the operations and capabilities of child protective systems.

## **Public and Professional Training**

What can be done to encourage people to report endangered children? Although fear of getting involved remains a problem, few people fail to report because they do not care about endangered children. Instead, they may be unaware of the danger the child faces, or of the help that is available from child protective agencies. A study of

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7. National Committee to Prevent Child Abuse, 12.

nonreporting among teachers, for example, blamed their “lack of knowledge for detecting symptoms of child abuse and neglect.”<sup>8</sup>

Similarly, few inappropriate or unfounded reports are deliberately false statements. Most involve an honest desire to protect children coupled with confusion about the conditions that should be reported—and those that should not.

Better—and more accurate—reporting depends on continuing public and professional education efforts. Training programs for professionals must be ongoing because of staff turnover and the need to refresh and update skills. Unfortunately, far too many education or training programs are of short duration, haphazard in their focus, and handicapped by the absence of comprehensive resource materials.

Child-serving professionals—including teachers, doctors, nurses, social workers, day care workers, police, and others—need to be much better informed about what to report, and what not to report. That is why *Recognizing Child Abuse: A Guide for the Concerned* was written. In an easy-to-consult format, it was designed to help professionals and laypersons recognize and report suspected child abuse and neglect.

*Recognizing Child Abuse* describes the most common reasons for reports and the evidence most frequently available to support them. It also shows agencies how to develop screening practices that help prevent the investigation of inappropriate reports, describes interviewing and other information-gathering techniques, and lays out the steps people should take after reporting. Finally, the book provides advice for parents, foster parents, and other child caretakers who suspect that their children may have been abused, who fear that they themselves may hurt their children, or who have been reported for suspected child maltreatment. Mark Battle, who at the time of the book’s publication was the executive director of the National Association of Social Workers, described the book as a “nuts-and-bolts manual for the people who must make life-and-death decisions.”<sup>9</sup>

### **Training Based on *Recognizing Child Abuse***

After its publication in 1990, *Recognizing Child Abuse* began to be used in training programs in different parts of the country. Many trainers reported that the book was an effective text for training. We developed this curriculum to facilitate even wider use of the book as a training text. We think that it provides a comprehensive, yet flexible, training program for the full range of mandated reporters and other concerned professionals, as well as laypersons, parents, and foster parents.

The curriculum consists of a simple, concise text divided into self-contained training modules designed to help trainers teach child-serving professionals how to recognize and report all forms of child abuse and neglect. It also contains extensive trainer’s notes and a set of overhead transparencies covering the entire curriculum.

The training curriculum follows the structure of the book, *Recognizing Child Abuse*, in order to facilitate using them together. The curriculum’s five units match the

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8. See, e.g., P. Levin, “Teachers’ Perceptions, Attitudes, and Reporting of Child Abuse/Neglect,” *Child Welfare* 62 (January/February 1983), 14, 19.

9. Mark Battle, praise for *Recognizing Child Abuse: A Guide for the Concerned* (New York: Free Press, 1990).

book's five parts. Likewise, the curriculum's 21 modules mirror the book's chapters. For example, Module 1 corresponds to Chapter 1, Module 2 to Chapter 2, and so forth. (On the following pages, the entire curriculum is laid out for easy reference.)

For this training program to be most effective, therefore, each participant should have a copy of *Recognizing Child Abuse*. (Ordering information is provided in the next chapter, and an order form can be found at the end of this volume.)

## **Realistic Expectations**

No single training program, however, even one that spans many days, can impart all the information and skills needed to accurately identify and report suspected child maltreatment. And, sadly, most training on the subject is much shorter. In many communities, front-line professionals get only one half hour of training—every few years.

Hence, this curriculum is *not meant to make participants instant experts*. Rather, it seeks to acquaint participants with the fundamentals of recognition and reporting in however much time is available, while also demonstrating that there will be times when they will need help deciding whether or not to report. It encourages them to refer to *Recognizing Child Abuse* long after the training, and, when necessary, to seek additional information and advice from better-informed colleagues and their local child protection agency.

We sincerely hope that by providing a tool to help train front-line professionals as well as laypersons and parents, this curriculum will help to protect many thousands of abused and neglected children.

Nevertheless, reporting is only one aspect of what must be a multifaceted, community-wide, and long-term effort to prevent and treat child maltreatment. In recent years, major progress has been made in building such a comprehensive response. But there are still enormous gaps between what is being done to protect children and what needs to be done. Too many children are processed through the system with only a paper promise of help. Too often, the only treatment alternatives available to child protective agencies are infrequent and largely meaningless home visits or overused and sometimes abusive foster care.

It is within this context that this training curriculum is offered.

# Using This Curriculum

This curriculum is designed to be a self-contained set of materials that an experienced trainer can use with a minimum of additional preparation. This section describes how the curriculum is organized, how it can be used, and how a training program based on it can be structured.

## Providers and Audiences

Training on the recognition and reporting of child maltreatment takes place in many different settings and before diverse types of professional and lay audiences. For this reason, *Recognizing Child Abuse* was written for readers with varying levels of experience and interest. The textbook uses nontechnical language to describe even the most complicated concepts.

The training curriculum follows the same multidisciplinary and multilevel approach as the textbook. Field tests showed that the curriculum can be successfully used in many settings—from child protective agencies to professional schools to community-based programs. (See the accompanying box.) Just as there are many different potential providers of the training, so too is it appropriate for many different audiences, including:

- **Mandated reporters.** The primary target for this training are those child-serving professionals who, under legal penalty, are required to report suspected child abuse and neglect. These professional groups include doctors, nurses, social workers, teachers, day care workers, and the police. The curriculum is designed for use in graduate or professional schools, as well as for preservice and in-service training.
- **Child protective and child welfare workers.** Although *Recognizing Child Abuse* was designed primarily for mandated reporters, many agencies have found that it bolstered the investigatory and decision-making skills of child protective workers, as well as child welfare or foster care workers. Intake workers, for example, seem to benefit from the session that focuses on reportable conditions.
- **Community groups.** Sometimes only alert neighbors can see the danger a child faces. One public housing authority, for example, plans to use this curriculum to train all of its staff in its buildings.

- **Concerned parents.** Although it is unlikely that you will train parents who suspect that their children may have been abused or fear that they themselves may hurt their children, you may be called upon to train various parents' rights groups such as VOCAL (Victims of Child Abuse Laws) or the Children's Rights Council.
- **Foster parents.** In recent years, the growing number of reports by and against foster parents have made them an important and eager audience for such training. As a result, many associations of foster parents offer training on how to report and how to respond to being reported.

## Contents

Before using this curriculum, you should first read *Recognizing Child Abuse*, preferably more than once. Then read the curriculum to see how the same material is handled in the lectures. This will orient you to the curriculum's approach and will help you decide which modules to present, and whether you want to modify them for your own training.

This curriculum is divided into the five units that correspond to the textbook's five parts. (The textbook names only four parts, because the first two chapters are not in a part.) Each unit, in turn, is subdivided into several modules, which correspond to chapters in the textbook. (See accompanying diagram that overviews the entire curriculum and indicates the approximate time to allocate for lectures. Allow more time for optional discussions.)

- I. Introduction:** introduces the training program and explains the reasons for increased reporting, the dangers of inappropriate reporting, and the need for a balanced approach to reporting.
- II. Legal Framework:** presents the legal framework for reporting, including reporting obligations, liability for failing to report, and the legal protections for those who report.
- III. Deciding to Report:** explains reporting based on a "reasonable cause to suspect" physical abuse, sexual abuse, physical neglect, endangerment and abandonment, psychological maltreatment, and parents with severe mental disabilities. Also explains when and how to interview parents.
- IV. The Reporting Process:** describes the reporting process, including how to preserve evidence, handle emergencies, make a report, and monitor investigations.
- V. A Word to Parents:** addresses parents, foster parents, and child caretakers who suspect that their children may have been abused or fear that they themselves may hurt their children, and describes the rights of those who are reported.

### Possible Training Providers

**Child protective agencies** provide a range of preservice and in-service training for their staff, often through agency academies and other specialized programs. Some also provide training for outside groups.

**Police agencies** usually provide extensive training for their staff. Some also conduct extensive community outreach programs.

**Public welfare and social services agencies** have in-house training staff, often supplemented by outside consultants. These staffs are responsible for training workers throughout the agency on all aspects of their jobs, including the identification and reporting of child maltreatment.

**Schools of social work** often conduct professionally oriented training. Many operate formal programs in association with state and local child welfare agencies.

**Medical schools, nursing schools, and other professional schools** often offer courses for their students as well as continuing education courses for practitioners.

**Child-serving medical and social agencies** regularly see children who may be abused or neglected. Because of staff turnover, most need to operate ongoing or periodic training programs.

**Schools and child care agencies** may be the only places where adults other than members of the family see a child who has been abused or neglected. They need regular preservice and in-service training.

**Professional membership organizations** of mandated reporters often provide training for their members, sometimes in association with the local child protective agency.

**Professional licensing agencies** are often required to offer education and training to professionals. In some states, all licensed professionals are required to take a course on child abuse.

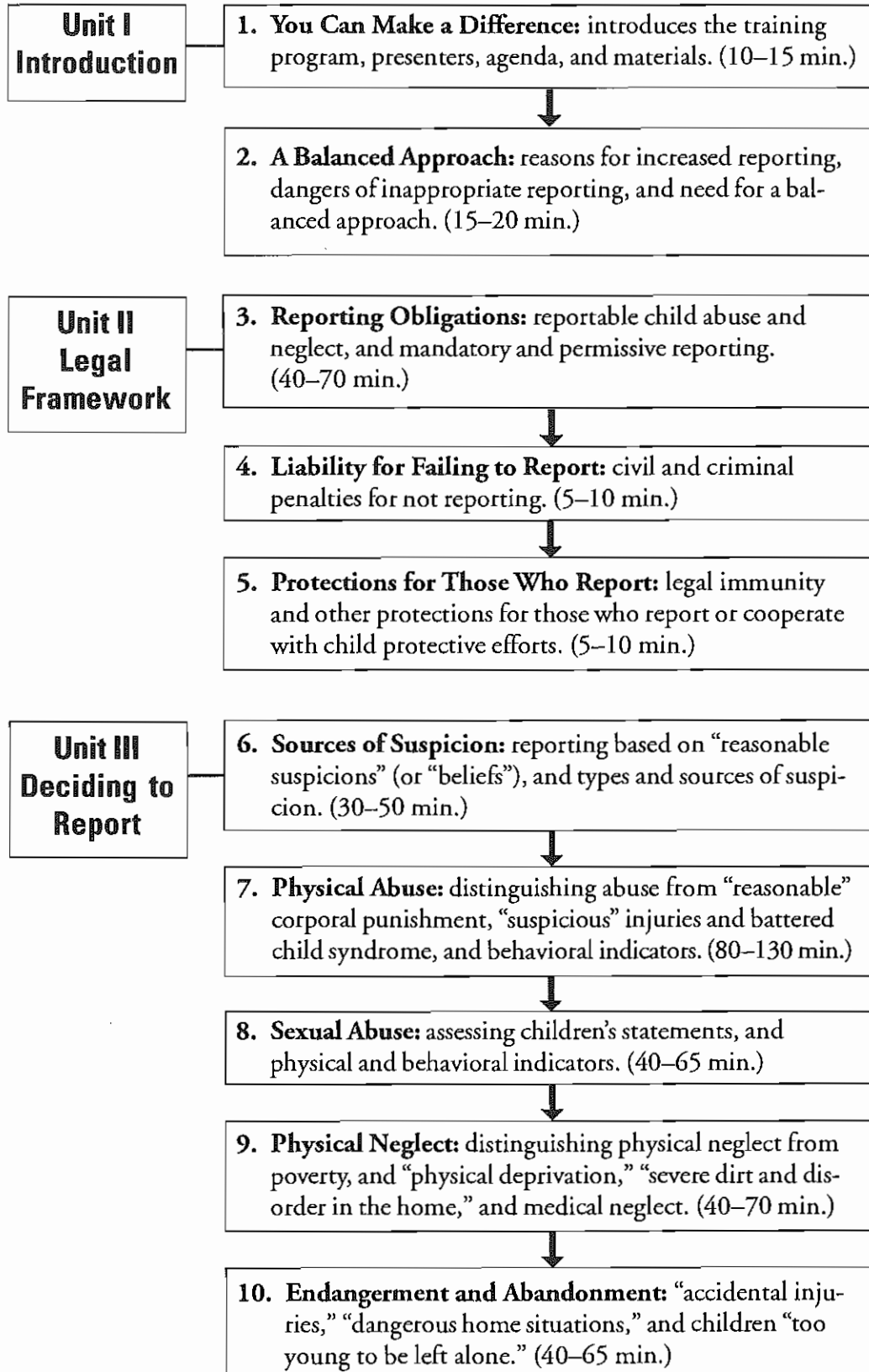
**Foster parent associations** increasingly provide training for their members, who face a growing possibility of being reported for how they care for the children in their custody.

**Community-based service programs**, such as Parents Anonymous (PA) and CASA (Court-Appointed Special Advocates), often provide training both as a public service and to raise their profiles in the community.

**Community and junior colleges** in various localities provide substantial amounts of training to mandated professionals.

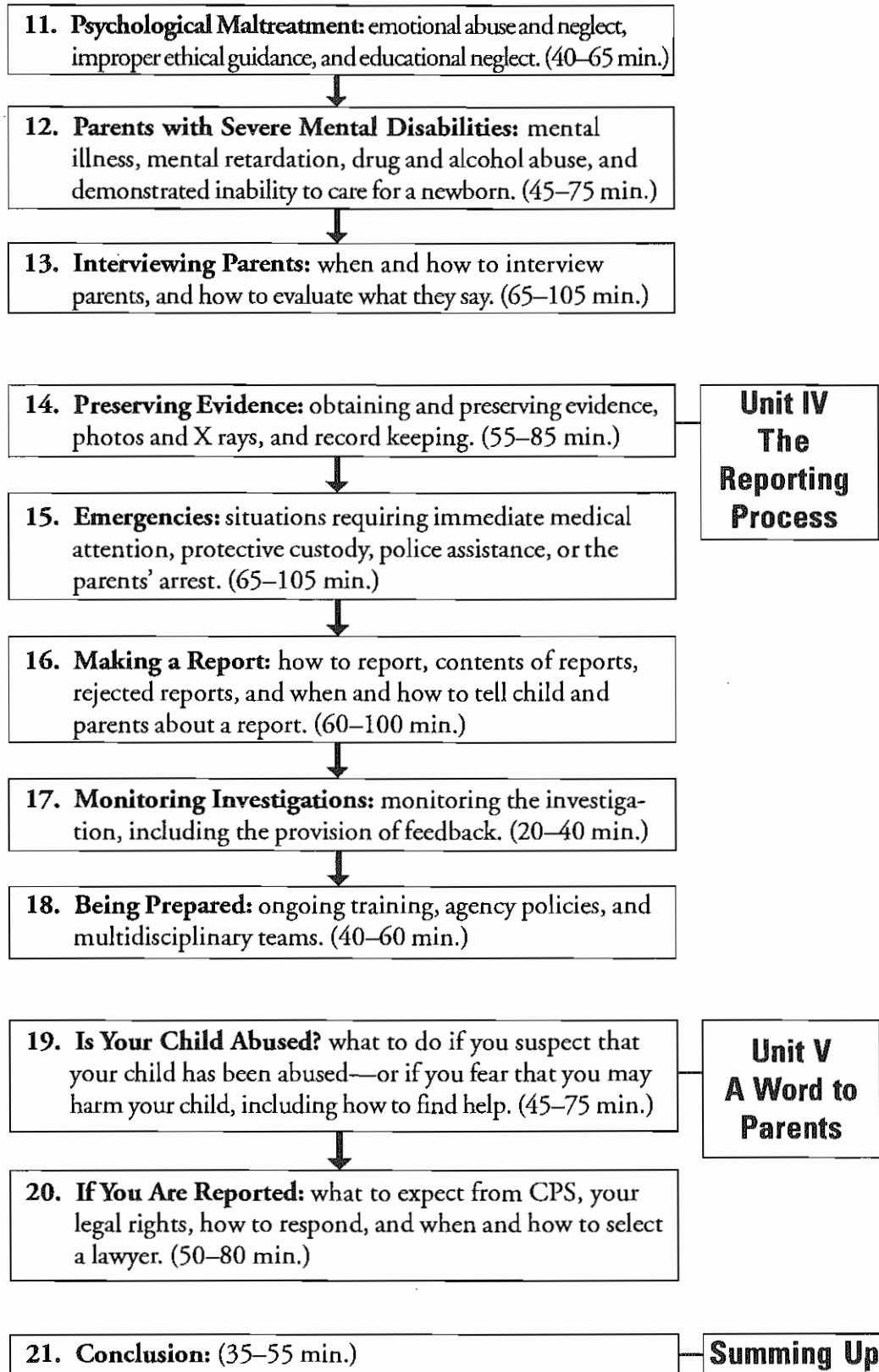
**Independent programs** are sometimes offered by training specialists, many of whom were formerly associated with local child welfare agencies.

# Curriculum





# Overview




Each module begins with a summary page that lists the purpose, rationale, and objectives of the module, as well as the time and materials required to present it. Use this information as a handy planning guide and check list.

The curriculum's basic text is in the form of a lecture that can be used as the basis of a training presentation. It is printed in somewhat larger type than an ordinary book to make for easy reference during training. Rather than read the text verbatim, though, familiarize yourself with it ahead of time so that you can present it more spontaneously. The overhead transparencies, together with the various trainer's aids described below, will help you tailor the material to your audience and present it smoothly.

The text is designed for multistate audiences. If your audience is from only one or two states, you may want to adapt the lecture to reflect local law and practice. (Suggestions on how to do so are interspersed throughout the curriculum.)

*Note:* This manual is designed to be used with an audience that has copies of the textbook, *Recognizing Child Abuse*. Thus, at numerous points in the various modules, you are signaled to "Use textbook" with the following cue:

 *Use textbook*

This indicates when you should use a chart, illustrations, or other material from the textbook. The accompanying note often suggests the approach to take in the classroom or the particular points to emphasize.

## Trainer's Aids

Accompanying this curriculum is a set of overhead transparencies that outline its main points, presented in exactly the same order as the curriculum and *keyed to each "step" in the module*. The curriculum highlights the points made in the transparencies by putting the relevant portion of the text in bold print. (Subsidiary points that can be easily omitted are bulleted, indented, and also contain no bold text.) Thus, if you teach directly from the curriculum, the transparencies can serve as a visual synopsis to help the participants follow your presentation.

Moreover, if you are well versed in the curriculum's content, the transparencies can also serve as a lecture outline. Besides highlighting the key points in the lecture, they signal when the curriculum asks that you "use textbook" by containing a reference to the textbook's relevant charts and illustrations.

The places in the presentation at which the transparencies should be changed are marked in the curriculum's text and set in a larger typeface, as follows:

### **Reportable Child Maltreatment**

In addition, a series of trainer's notes and other signals have been set off at key points throughout the text in smaller type. (See box.)

### Trainer's Aids

**Trainer's note:** Provides advice about how to handle a topic and suggests how to modify the curriculum to fit the needs of the particular audience, time constraints, and the trainer's experience.

**Local law and practice:** Indicates when information about local (or state) law or practice should be incorporated. Often suggests that the trainer read from, summarize, or refer to the relevant state (or local) law or practice.

**Use textbook:** Indicates when you should use a chart, illustrations, or other material from the textbook, *Recognizing Child Abuse*. Often suggests the approach to take in the discussion or the particular points to emphasize.

**Optional discussion:** Suggests issues that could be discussed at that point in the curriculum, often suggesting a question that can be put to participants and their likely responses.

**Optional exercise:** Suggests a group activity—such as brainstorming, assessing case vignettes, or listing decision-making factors—designed to vary the pace of the program, increase audience involvement, and emphasize a particular point or concept.

**Cross reference:** Indicates when the same or a complementary topic is covered elsewhere in the curriculum. Usually suggests that referenced material be cited or summarized at that point in the curriculum, especially if it will not otherwise be covered.

**Textbook reference:** Indicates when supplementary material can be found in the program's textbook, *Recognizing Child Abuse*.

### Planning a Program

The amount of time available for training is, unfortunately, often the most important constraint in planning a program. Covering the full curriculum (all 21 modules) takes between 14 and 39 hours (excluding time for lunch and other breaks)—depending on the pace of your presentation and whether you employ the optional discussions, exercises, and steps. This would require from two to eight full days of training.

The curriculum, however, is easily adaptable to accommodate sessions that are as short as three hours, two hours, or even one hour. Since each module can be presented independently, you can tailor the curriculum to fit your schedule by selecting specific modules to present. (The accompanying diagram with the overview of the modules contains a time estimate for each.)

Moreover, we recognize that many training programs are only one half of a day long. For such sessions, the material in Module 21 can easily be used to create a model "short program." Merely combine a discussion of the "basic concepts" listed in that module with one or more of the "use textbook" references or optional exercises or discussions described in that module or elsewhere in the curriculum.

The curriculum can also be presented over a number of years. Some training programs are, of necessity, one-time events (such as training for a local medical society). Or, they are designed for new members of high-turnover staffs (such as day care workers). Other programs, however, can build the expertise of participants in multiple sessions held over a number of years.

For example, many school systems provide annual training on child abuse. No individual session may last more than an hour or so, but, over the years, it is possible to cover, cumulatively, most of the materials in the curriculum. Thus, a multiyear training program could start with basic concepts and, over time, cover the specialized modules on, say, the specific forms of maltreatment. Given the low turnover in many school systems, this is an entirely appropriate approach to building staff skills. It also provides a systematic way to vary the contents of training, so that participants will not complain that they get the same program each year.

Do not try to cover more material than the group can absorb in the allotted time. It is better to cover three or four modules thoroughly than to try to cover many more in a rushed or truncated manner. Also try to adjust the agenda to reflect the participants' interests and experiences. Be sure to leave time for questions, comments, and short breaks. (Generally, schedule one 15- or 20-minute break for each three-hour segment.)

In deciding whether to use a particular optional discussion or exercise, consider both the time available (they can add considerably to the length of a session) and the size of the audience. An inexperienced trainer may have difficulty conducting some of the discussions and exercises with groups larger than 50 people.

Remember, your objective is not to create *instant experts*. Instead, you should try to familiarize the participants with basic concepts of recognition and reporting, make them comfortable about reporting, give them experience referring to *Recognizing Child Abuse*, and increase their willingness to consult with their more-informed colleagues and the local child protection agency.

## **Local Adaptation**

As this curriculum was being field-tested, a recurrent question was whether the same curriculum could be used in all 50 states. Certainly, state child abuse laws differ in terminology. But, with very few exceptions, the underlying concepts are sufficiently similar to support a comprehensive approach—as borne out by the nationwide acceptance of *Recognizing Child Abuse* and the positive reaction of participants and host agencies during the field tests of this curriculum.

For example, although states differ in the name they give to the legal concept of “reasonable corporal punishment,” they all recognize the right of parents to use reasonable force in disciplining their children. And, although states use somewhat different


word formulations to cover the concept, professionals apply the same basic factors in their decision making.<sup>1</sup> Hence, *Recognizing Child Abuse*, and now this curriculum, explain how to understand and apply broadly accepted decision-making factors.

Nevertheless, differences in terminology can obstruct learning. During training, the audience may be more comfortable if you use local terminology. Furthermore, on a few topics, there are real differences among the states. Prime examples include the handling of reports of neonatal drug exposure, the operation of hotlines, the involvement of the police in investigating initial reports, and the maintenance of central registers of reports.

Therefore, throughout the curriculum, the places where the multistate lecture text should be adapted to local law or practice are set off by rules and are labeled: “**Local law and practice.**” Often, they include a description of the nature of the differences among states. Also, at appropriate points, there is a cue in the margin of the text for you to:

✓ *Check state law and practice*

In a few places, there is also a cue to:

 *Cite state/local statistics*

**State and local materials.** If you adapt the curriculum for local law and practice, you should have the key laws or documents that establish or describe local practices at the session. Also, try to have copies of any available brochures and materials. If possible, have sufficient copies for all of the participants.

The state and local materials needed for each module are listed on that module’s summary page, but to aid your preparation, the accompanying chart lists these materials, module by module, and explains how these or equivalent materials may be located. Most should be available from your state or local child protective agency. If you need help obtaining these materials, contact your local (or state) child protective agency or the National Clearinghouse on Child Abuse and Neglect at (800) FYI-3366.

**Local experts or practitioners.** The precise terminology of the law is less important, of course, than how local agencies interpret it. Trainers from the child protective agency should know how they do so. Other trainers should familiarize themselves with local practices and also consider having a local expert or practitioner available to answer questions about local practices. Someone from the local child protective agency, for example, might be used as a resource person to answer specific questions raised during your presentation or to help conduct the various exercises interspersed throughout the text.

Whether or not a local expert is present during training, be sure to have the name, title, address, and telephone number (and e-mail address and fax number, if available)

1. See Douglas J. Besharov, *Juvenile Justice Advocacy: Practice in a Unique Court* (New York: Practising Law Institute, 1974), 14, describing “the decisions made by the various juvenile justice professionals as essentially the same, as homologous. The decisions are homologous even though they are made by different individuals at different times under different conditions because the decision-makers share the same basic values and perceptions about the system and those in it, weigh the same factors and apply the same criteria to their decisions and are restricted in their choices by the same limited options.”

# Legal

Module/Material	Source
1 Entire reporting law	Usually the CPS agency will have printed copies of the summaries of it.
2 Definition of “unfounded” or “unsubstantiated” reports, or their equivalents	Usually in reporting law, but CPS agency may have written policy or other material on subject.
3 Categories of mandated reporters and who may report	Usually in reporting law.
3 Definition of reportable child maltreatment, including: 3 endangered child, “threatened harm,” or equivalent 7 physical abuse 8 sexual abuse 9 physical neglect 9 medical neglect, including “Baby Doe” cases 10 physical endangerment and abandonment 11 educational neglect 11 emotional abuse and neglect 11 improper ethical guidance 12 reportable mental disabilities 12 reportable drug or alcohol abuse	Usually in reporting law, but sometimes incorporated by reference from juvenile or family court act or penal code. Often an explicit list, but sometimes merely a general phrase such as “behavior injurious to a child’s welfare.” Some definitions, such as that for sexual abuse, may be incorporated from penal law. The CPS agency may have more descriptive materials, which may also reflect court decisions interpreting the statute.
3 Age cutoff, including any exceptions	Reporting law or juvenile or family court act usually sets a maximum age for being a “child.” Exceptions to cutoff may be elsewhere in statute.
3 Reports of out-of-home maltreatment	Usually in reporting law or general child welfare or social services law.
3 “Statute of limitations” for reports	Few states have such statutes, but court decisions may indirectly establish by dismissing cases of long-past parental behavior.
4 Criminal and civil penalties for not reporting	Usually in reporting law, although court decision may establish the liability.
5 Legal protections for reporting or cooperating with investigations	Usually explicit provisions in reporting law, although good faith immunity probably implicit result of reporting mandate.
5 Immunity for taking photographs and X rays	May be explicit provision in reporting law, although authorization to take photographs or X rays, itself, may create immunity.
6 “Reasonable suspicion” (or “belief”) basis for reports	Usually in reporting law’s mandate, e.g., “any person with reasonable cause to suspect shall report...”

# Materials

Module/Material	Source
6 Confidentiality of child abuse records	Usually in reporting law or general child welfare or social services law.
7 Definition of “unreasouable” corporal punishment	Usually in reporting law, juvenile or family court act, or penal law, although court decision may have established principle.
14 Authority to preserve evidence	Few laws on subject. More a question of practical ability to obtain possible evidence.
14 Authority to take photographs and Xrays	Usually in reporting law.
15 Authority to provide emergency medical care, protective custody, and “hospital holds”	Usually in reporting law or general child welfare or social services law.
15 Good Samaritan laws	Found in various parts of state law, such as those relating to the medical profession, police and fire-fighters, and tort liability in general.
15 CPS power to authorize medical care	Usually in reporting law or general child welfare or social services law.
16 Where and how to make reports	Usually in reporting law, which can specify either CPS or police (depending on severity of case) or both, or give reporter a choice. The CPS agency may have descriptive materials.
16 Who in the agency should make the report	Some reporting laws make other persons in agency who know about maltreatment or agency head also responsible for reporting. Usually, however, CPS agencies expect only one report from an agency, so internal communication is important.
16 When to make oral reports	Reporting laws usually require reports “promptly,” “as soon as possible,” or their equivalents.
17 CPS procedures and investigations, including provisions for feedback to reporters	Usually in reporting law or general child welfare or social services law. CPS agency may have descriptive materials.
18 Training and educational programs established	Usually in reporting law or general child welfare or social services law.
18 Multidisciplinary teams established	Usually in reporting law.
20 Rights of reported persons, including viewing, modification, and expunction of records	Usually in reporting law or general child welfare or social services law. CPS agency may have descriptive materials.
20 Maintenance of child abuse records (including central registers) and access to them	Usually iu reporting law or general child welfare or social services law.


# Handouts

Module/Handout	Source
1 The program's agenda	To be prepared by trainer.
1 Policy or protocol concerning child 18 maltreatment from participants' agency, if there is one	From participants' agency.
2 Overheads containing local statistics	To be prepared by trainer.
3 Overheads or handouts that: <ul style="list-style-type: none"> <li>• list categories of mandated reporters</li> <li>• quote or summarize state definitions of reportable child abuse and neglect</li> </ul>	To be prepared by trainer.
6 Leading Questions handout	Found on pages 98–99.
16 State reporting form and intake form for oral reports (if different)	Available from the local CPS agency.
16 Screening policies of reporting hotline	If the CPS agency has them, may be provided.
18 Materials about other training or educational programs and multidisciplinary teams	May be available from local CPS or child welfare agency.
19 Lists of local services	May be available from local CPS or child welfare agency.
19 Self-Assessment Questionnaire handout	Found on page 275.
19 Materials for parents and foster parents (who fear that their child has been abused, who fear that they may hurt their child, or who have been reported)	May be available from local CPS or child welfare agency.
21 Deciding to Report handout	Found on pages 304–305.
21 Case Vignettes handout	Found on pages 306–312.

of a person who can be contacted to answer further questions. You should *repeatedly* remind the participants that they should feel free to contact this person for general information, as well as for concrete advice about reporting (or not reporting) a specific case. If the participants are from one agency, you should also tell the group who, within the agency, is assigned to help them deal with situations of possible child maltreatment. (If there is not such a person, you might encourage the agency to designate one.)

The curriculum reminds you, usually at the end of a module, to mention both the child protective service (CPS) contact and the agency liaison with the following cues that also appear in the margin beside the text:

 *CPS contact*

 *agency liaison*



One of the most effective ways to establish a bridge between the curriculum and local practices, and also to introduce participants to key local players, is the optional exercise in Module 21, “Deciding to Report.” If you have the time, consider using it as the final, wrap-up exercise for your program.

## Audience Sensitivities

Child abuse and child neglect can raise many deep emotions. Some members of your audience may have been maltreated as children or have been reported for maltreatment, or know someone who was. Hence, conduct the training session as professionally as possible, maintaining an open atmosphere that allows participants to share information without fear of criticism. Be as respectful and nonsensational as you can. If someone from the audience describes having been maltreated as a child, having been reported, or makes any similarly emotion-laden comment, give that person an opportunity to speak, be supportive of his or her emotions or situation, but then try to move on with the program. (You can say something like, “Thank you for that comment. Unfortunately, we have a lot of material to cover and we need to move on. However, we will probably return to the point you made in later parts of the program.”)

Be sensitive, also, to child protection’s racial, ethnic, and cultural context. Child abuse and neglect cut across all elements of society, but a variety of influences (including poverty and neighborhood disorder) make some groups more vulnerable to the factors (such as family breakdown) that can lead to child maltreatment. This important distinction is often lost in careless discussions of how reports come disproportionately from certain communities. (The best evidence indicates that reporting rates reflect the underlying prevalence of child maltreatment, although reporting statistics may somewhat exaggerate group differences.)

The materials in this curriculum are presented in a racially and ethnically neutral manner. But sometimes a participant will raise a concern that racial and ethnic discrimination help create the conditions that we call child abuse and neglect. Both the book and curriculum are sympathetic to this concern.<sup>2</sup> Thus, if it is raised, you can respond that Module 9 specifically addresses the need to distinguish between the conditions of poverty and child maltreatment.

Showing a sincere respect for all the unfortunate families involved in child protective cases is the best way to avoid being the target of these and other concerns—and is also the right thing to do.

## Ordering the Textbook

As mentioned earlier, for this training program to be most effective, each participant should have a copy of *Recognizing Child Abuse*. The publisher offers substantial discounts from the book’s retail price when multiple copies are purchased for use in training programs. Bulk order discounts are as follows:

2. See generally Douglas J. Besharov with Lisa A. Laumann, “Don’t Call It Child Abuse If It’s Really Poverty,” *Journal of Children & Poverty* 3, no. 1 (1997): 5–36.

10-99 copies	20 percent off retail price
100-499	30 percent
500-999	40 percent
1,000 or more	50 percent

For bulk orders, contact the Free Press, Special Sales Department, at (800) 323-7445. To order single copies, you may call the Free Press or order the book online at <http://www.amazon.com> or <http://www.barnesandnoble.com>. You may also reach these retailers through our website, at <http://www.welfareacademy.org>.

For your convenience, the last page of this manual is a special form for ordering additional copies of the curriculum and the textbook.

We recommend that you have copies of the book sent to your office or the training site (you may need to arrange for them to be stored there) *at least one week in advance*. That way, if they have not arrived, arrangements can still be made for them to be available by the time of the training. For in-service, agency-based training, consider distributing the books to participants in advance, so that staff members can become acquainted with the material before the training session.

## Charging a Fee

The kind of training program described in this curriculum does not require an enormous amount of money. Nevertheless, some expenses still must be covered, such as the cost of providing all participants with refreshments as well as a copy of the textbook. You may also have to pay for the meeting room and the travel for any additional trainers who will be participating.

During the field-testing of this curriculum, most agencies used their own funds to pay for the training. (Sometimes their costs were defrayed by a small grant from a state or local government agency, a private foundation, or some other donor.) Other agencies, though, charged a small registration fee to cover at least some of their expenses. Some used the funds generated to establish a revolving fund that enabled them to organize additional training in the future.

Most audiences should not be put off by a modest fee. Child maltreatment is a serious topic, and a fee suggests that the training program will be of high quality. It also helps if the program announcement mentions that the fee covers refreshments and a copy of the course textbook, *Recognizing Child Abuse*.

The size of the fee can be calculated in many ways. One simple way is to take the total estimated cost of the training and divide by the estimated number of attendees. A fee between \$25 and \$50 per training day should be quite acceptable to most potential attendees. The sample budget in the accompanying box will help you estimate costs.

# Sample Training Budget

<u>Item</u>	<u>Amount</u>
<p><b>Preparation of invitation to be mailed</b>                      (includes typesetting, if not photocopied;                      and paper stock)</p>	
<p><b>Postage for mailing invitations</b></p>	
<p><b>Photocopying of training material</b>                      (agenda, handouts, etc.)</p>	
<p><b>Telephone charges</b></p>	
<p><b>Staff costs</b>                      (for organizing sites, collecting mailing lists,                      mailing invitations, responding to invitations,                      and registering participants and handling                      administrative details at the training, etc.)</p>	
<p><b>Copies of <i>Recognizing Child Abuse</i></b>                      (one for each participant)</p>	
<p><b>Refreshments</b>                      (coffee, soda, juice, fruit, and sweets)</p>	
<p><b>Room rental</b>                      (equipment may cost extra)</p>	
<p><b>Travel expenses</b>                      (for trainers and guest experts)</p>	
<p><b>Trainer's fee</b>                      (if applicable)</p>	
	<b>Total</b> _____

## Sample Announcement

### RECOGNIZING CHILD ABUSE

#### Training for Professionals

#### Mandated to Report Child Abuse and Neglect

Based on the standard in the field, Douglas J. Besharov's *Recognizing Child Abuse: A Guide for the Concerned*, this program provides comprehensive training on how to recognize and report child abuse and neglect. It is designed for all child-serving professionals mandated to report—including doctors, nurses, teachers, social workers, child care workers, mental health professionals, and police.

Date:

Time:

Place:

For more information, contact:

**Topics include:** Child abuse, sexual abuse, child neglect, psychological maltreatment, parental drug addiction, liability for failing to report, legal protections for persons who report, reporting procedures, and the rights of parents.

## Training Tips

**Site selection.** The size and quality of the room are, of course, the most important factor in choosing a site for the training. Try to avoid rooms that are long and narrow or wide and shallow. Do not worry about windows. The room will have to be darkened and curtains drawn in order to use the transparencies. If the room is a subdivision of a large ballroom or other facility, make sure that there is adequate sound insulation or that another group will not be in the next section.

Choosing the right site, however, often requires balancing the comfort of the room with its location. Some of the best meeting rooms are in inconvenient places. Moreover, if the training will span a lunch break, you will need a location convenient to restaurants that can provide a relatively fast lunch. Too many training programs have been set off-schedule by lunch breaks that dragged on for two hours (or more) as participants straggled back from overcrowded or slow-serving restaurants. (If this is a real problem, you may want to consider providing a box lunch.)

**Seating.** Ideally, participants should be seated at tables so that they can take notes comfortably. Depending on the number of people, they can be seated in a U-shape (usually no more than 40 participants), in a “herringbone,” or in a “schoolroom” design. (Meeting planners or hotel staff can often assist with these seating decisions.) We recommend against seating participants at round tables because as much as half the audience will have its back to the speaker or will have to turn away from the table. Round tables also encourage side conversations and other distractions.

If possible, arrange for refreshments such as coffee, soft drinks, and sweets and fruit. Also, you may need to provide pencils and pads for note taking.

**Equipment.** The equipment you will need depends on the size and shape of the room. In larger rooms, you should have:

- a podium or lectern;
- a microphone, if necessary; try to obtain a traveling or radio microphone so as not to be encumbered by a cord;
- an overhead projector (with spare bulbs) and screen;
- a table for the materials that you may refer to during the sessions, including a copy of *Recognizing Child Abuse* and any local brochures, pamphlets, etc.;
- a blank flip chart with an easel (or a blackboard), and large markers (or chalk), if you plan to write down participants’ comments or ideas; and
- (*optional*) a VCR and monitor, if you plan to show a videotape as part of your presentation.

**Overhead transparencies.** The curriculum has an opening overhead. Consider having it already up on the screen as the group gathers. It will both identify the program and provide a sense of anticipation.

If you will be handling the transparencies yourself, make sure that the projector is in a convenient place for you to use and that you have someplace to put the transpar-

encies both before and after you use them. (If you have limited experience using transparencies, practice using them before you begin.)

**Flip charts and blackboards.** At numerous places throughout the curriculum, a trainer's note suggests the use of a flip chart or blackboard to write down the responses of participants. Doing so serves a number of pedagogical purposes. The written image of audience comments helps to convey and imprint information. The trainer's act of writing and the audience's act of reading reinforce the understanding and memory of what was said. And, in appropriate situations, the trainer can organize the answers under categories, thus creating a more systematic picture of what emerged from the discussion.

Writing down answers also validates the audience's participation and provides a subtle way for dealing with wrong answers. The trainer can ignore wrong answers, allow others to challenge them, or correct them while writing them down (explaining the changes while making them).

Finally, the interactive process is a nice change of pace from the lecturing that forms the core of the program. (But remember not to spend too much time with your back to the audience, as that can break your rapport with the group.)

**Housekeeping issues.** Resolve the key housekeeping issues as much in advance of the session as possible:

- *Smoking*, even if permitted at the site, should be discouraged in the training room or, at a minimum, limited to a separate smoking area (preferably with good ventilation). Find out where smoking is permitted outside the room and tell the smokers in the group.
- *Breaks* should occur about once every 1 1/2 or 2 hours.
- *Restrooms* and *public telephones* should be located, so that you can tell participants where they are.
- *Telephone messages*, unless they are emergencies, should be placed in a predetermined location outside the room to be retrieved during breaks. If the group is large enough, you might want a bulletin board for this purpose.

**Someone to introduce you.** Before you begin the training program, you should be introduced to the group. If someone else, perhaps the head of the host agency, does not do so, introduce yourself. Mention any experience that would enhance your credibility with the audience. (It helps to have a short biography prepared ahead of time, so that the person introducing you is sure to mention what you want the audience to know. For examples, see the "About the Authors" section beginning on p. 319.)

## Final Checklist

- Podium or lectern
- Microphone, if needed
- Flip chart and easel or blackboard (plus markers or chalk)
- Overhead projector with work space
- Overheads (in proper order), including those prepared by trainer
- Sufficient copies of the textbook, *Recognizing Child Abuse*
- Sufficient copies of handouts, including exercises and agency materials
- Telephone number of state or local hotline for reports
- Name/telephone number of CPS contact
- A CPS agency resource person to be available during program (optional)
- If agency-based training, (1) name/telephone number of agency contact, and (2) a supervisor from the agency to be available during the program (optional)
- Someone to introduce trainer