Future of Florida's Families Committee

Prevention of Child Abuse and Neglect Public Hearing

Thursday, September 29, 2005
1:00 p.m. – 4:00 p.m.
Frederick B. Karl County Center
2nd Floor Board of County Commissioners
Tampa, Florida

Allan Bense
Speaker

Bill Galvano
Chair

Florida House of Representatives
Future of Florida's Families Committee

PREVENTION OF CHILD ABUSE AND NEGLECT PUBLIC HEARING

Thursday, September 29, 2005
1:00 p.m. – 4:00 p.m.
Frederick B. Karl County Center
Tampa, Florida

THEMES: **Recognizing an Abused Child from the Eyes of a Parent, Teacher, and Health Care Provider -- What Happens Once Abuse, Neglect, or Abandonment Has Been Detected: Perspectives of the Judiciary, Protective Investigator and Law Enforcement**

1:00 – 1:15	Opening Remarks by Chair Galvano and Introduction of Members
1:15 – 1:20	Ronda R. Storms, Hillsborough County Commissioner
1:20 – 1:25	Judge Martha Cook, Circuit Judge
1:25 – 1:30	Kip Liles, Foster Parent
1:30 – 1:50	Major Connie Shingledecker, Investigative Bureau Chief Manatee County Sheriff's Office
1:50 – 2:00	Katherine M. Keeley, M.D., Medical Director, Child Protection Center Sarasota and DeSoto Counties, Florida Department of Health
2:00 – 2:10	Beth Pasek, Regional Program Supervisor for Family Safety Florida Department of Children & Families
2:10 – 2:20	Gria Davison, School of Social Work Services Consultant Bureau of Exceptional Education and Student Services, Florida Department of Education
2:20 – 2:25	Dawne Gullatt, School Social Worker Hillsborough County School District
2:25 – 2:35	Marian Lambeth, Chief, Bureau of Professional Practices Services Florida Department of Education
2:35 – 2:45	Marcie Biddleman, Executive Director Heartland for Children, Hardee, Highlands, and Polk Counties
2:45 – 3:15	QUESTIONS AND ANSWERS
3:15 – 4:00	**PUBLIC TESTIMONY**

214 House Office Building, 402 South Monroe Street Tallahassee, Florida 32399-1300 (850) 488-8315

Major Connie
Shingledecker

Recognizing an Abused Child
Law Enforcement Perspective

Major Connie Shingledecker
Manatee County Sheriff's Office

Law Enforcement Agencies that perform Child Protective Investigations

- Manatee County Sheriff's Office – 1997
- Pinellas County Sheriff's Office
- Broward County Sheriff's Office
- Pasco County Sheriff's Office
- Seminole County Sheriff's Office

The Purpose of Joint Investigations:

- The initial on scene contact and investigation is done jointly with DCF and LEO and coordinated thereafter.
- Minimize the number of interviews to victims and witnesses.
- Ensure the proper preservation and collection of evidence.
- Ensure that Law Enforcement has the initial interview of the suspect.
- Safety to DCF/Child Protection worker

Child Protective Investigation by DC&F or contracted designee:

- The purpose of the protective investigation, triggered by a call to the child abuse hotline, is to
- Gather information from a variety of sources
- Evaluate the safety of the child and determine if removal is necessary to protect the child from further harm.
- Information gathered should be used to assess the safety of the child(ren) by the use of a risk assessment instrument.

RESPONSIBILITY OF LAW ENFORCEMENT

- Assess scene for safety and injured persons
- Assess situation for criminality
- Investigate known or suspected crimes
- Collect evidence
- Interview witnesses, victims and suspects
- Document findings in a report
- Arrest or refer charges

Risk Factors according to Florida Child Abuse Death Review Report 2004:

- Age 5 and under (National research showed children ages 3 and younger accounted for 76% of the child fatalities in 2002.) In Florida in 2003, 77% of child abuse fatalities were to children under the age of 6.
- Patterns of escalating and/or increased frequency of incidents of abuse or neglect (45%)
- Children with limited community visibility (43%)

Risk Factors from 2004 report continued:

- Parent/Caretaker has not met or is unable to meet immediate needs for food/clothing/shelter/medical care, or protect from harm (43%)
- Parental limitations in ability to adequately parent due to age, mental capacity or substance abuse (42%)
- Criminal history of caretaker responsible or other adult in the home (33%)
- Domestic violence in the home (26%)

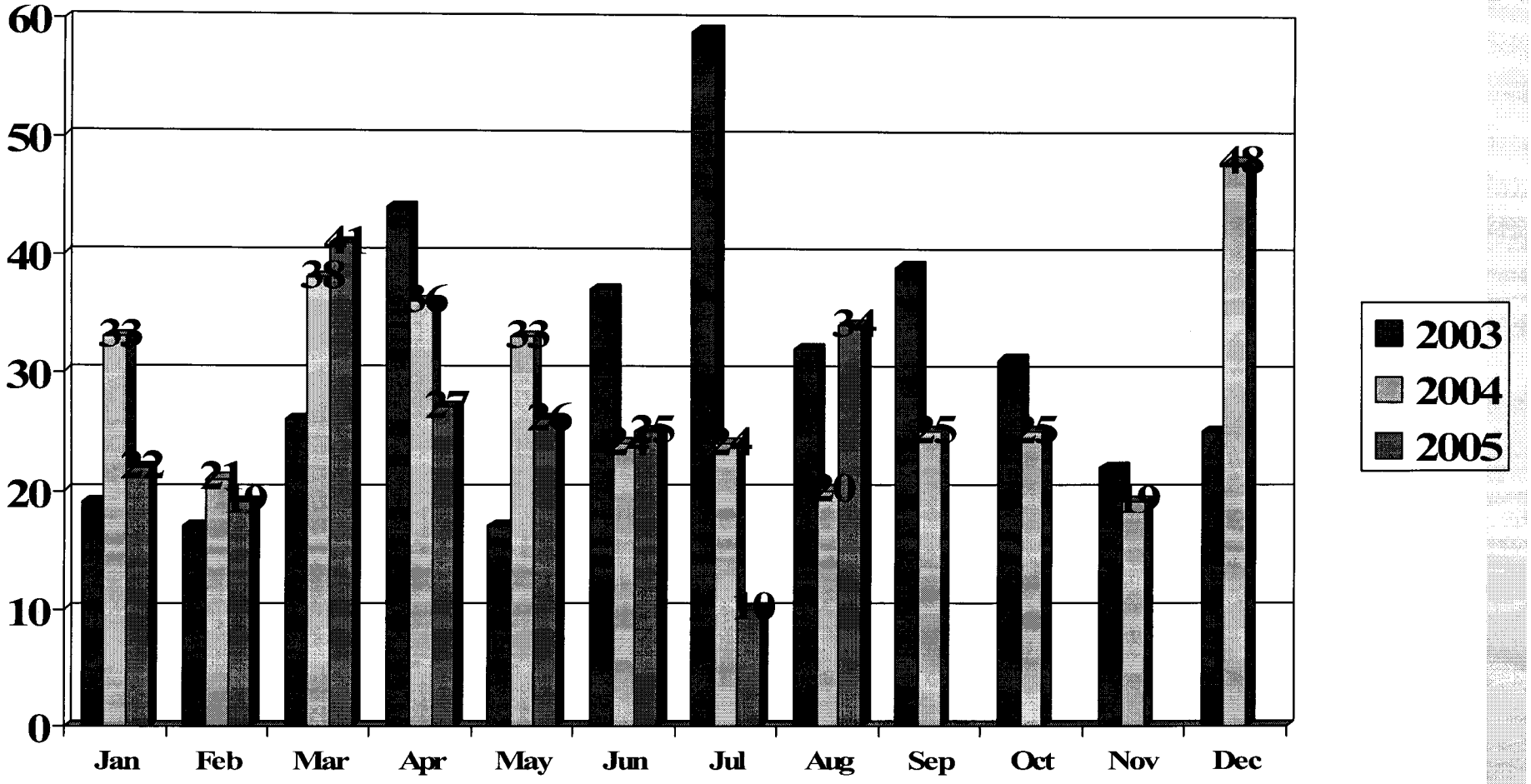
From 2004 Report, Caretaker Responsible for child's death:

- 55% of the perpetrators/caretakers responsible had criminal records
- 33% of the … had a history of substance abuse
- 21% of the … had a history of alcohol abuse
- 37% of the … were also perpetrators of domestic violence
- 25% of the … were also the victims of domestic violence

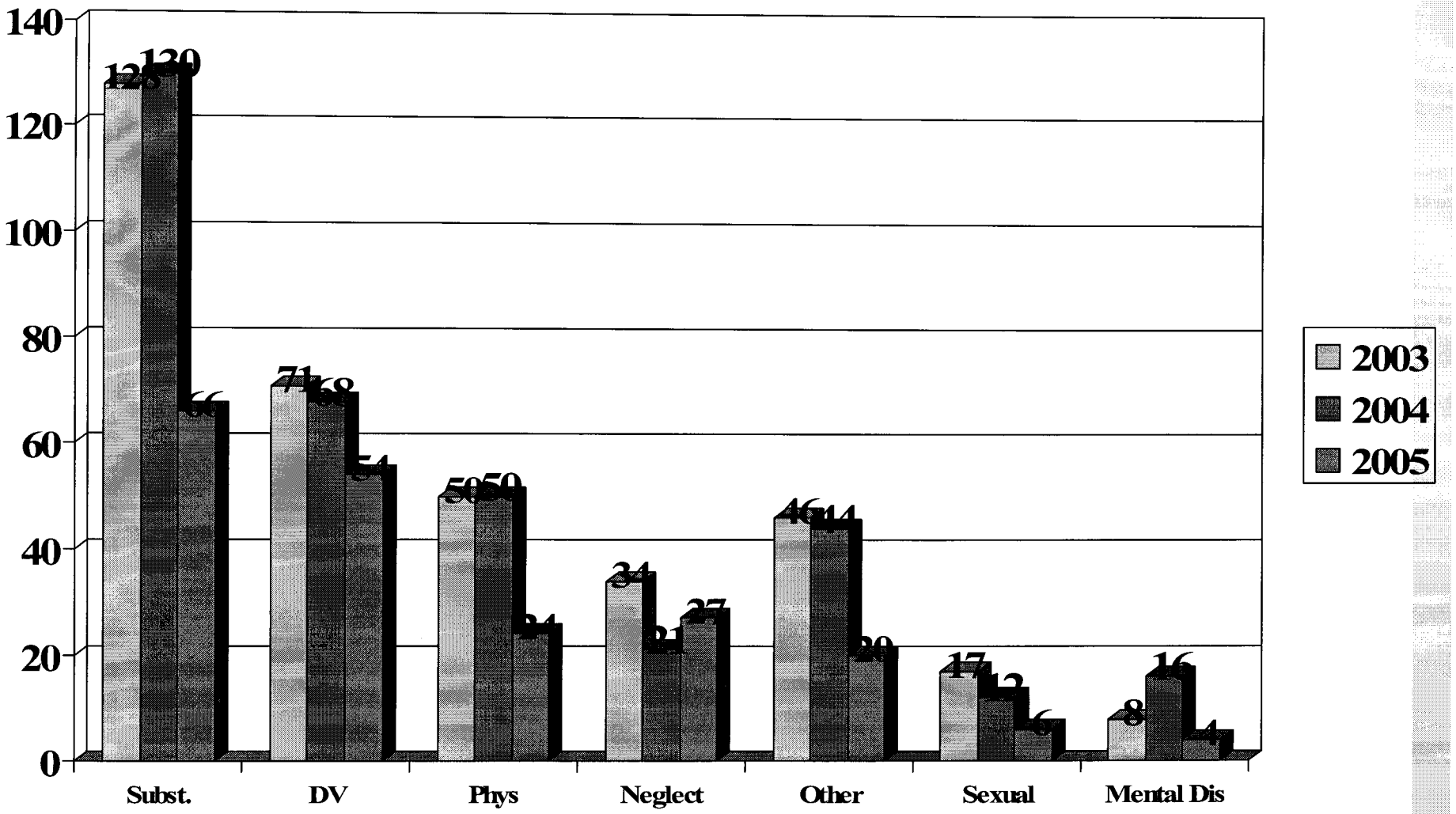
Relationship of Caretaker Responsible for Child's Death:

- 2004 report Florida Child Abuse Death Review
  - Mothers were involved or responsible for 36% of the 161 deaths reviewed, fathers for 24%, male paramours for 20%, and female paramours for 1%.
  - Majority of deaths where mother was sole caretaker responsible were caused by neglect.
  - Majority of deaths where father or male paramour was sole caretaker responsible were caused by abuse.

Manatee County Children Removed by Month



Children Removed by Reason:



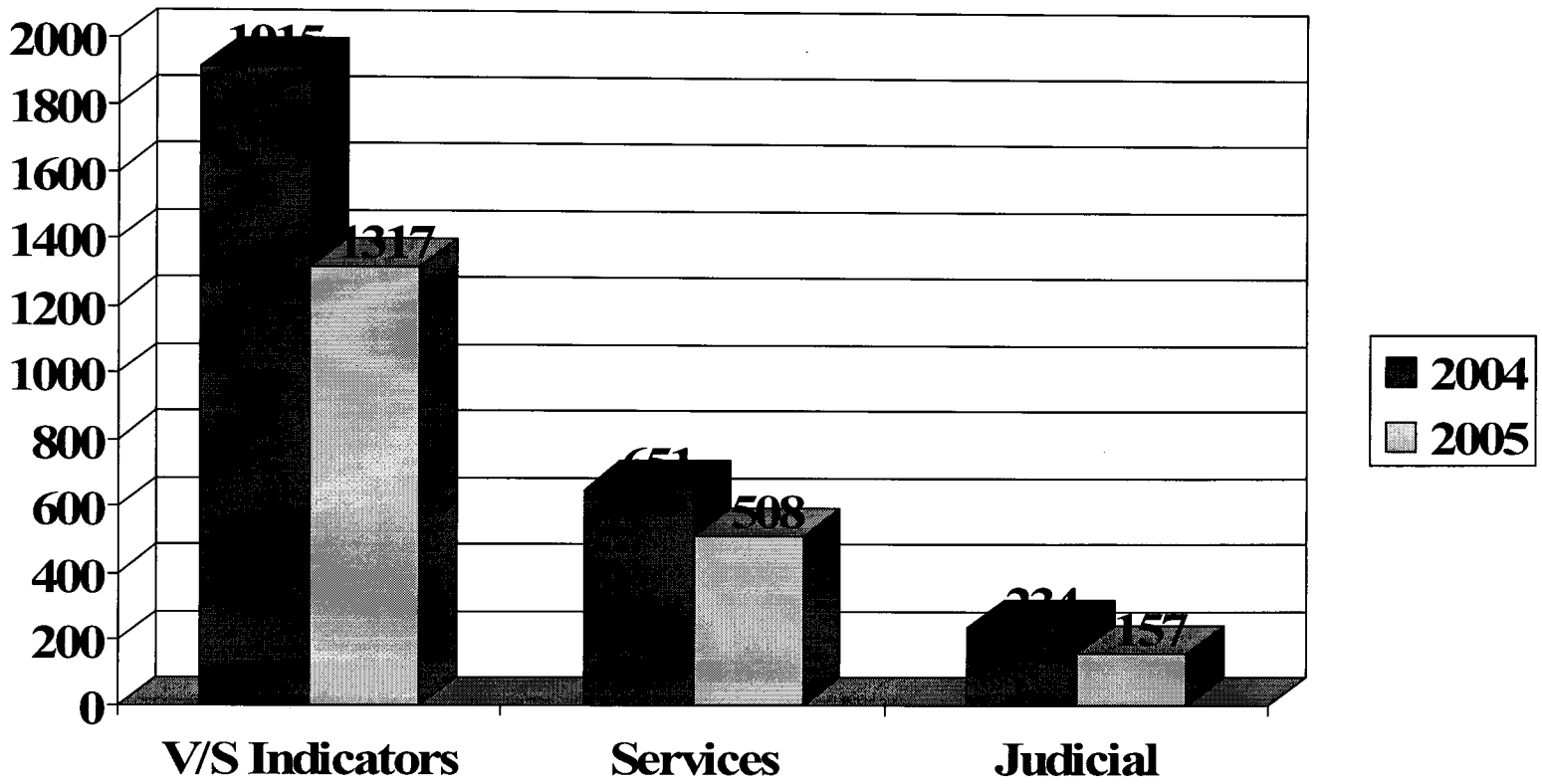
Child Neglect Considerations:

- Condition of the home
- Age of the child(ren) exposed
- Hazards the child(ren) are exposed to
- Length of time exposed to conditions
- Medical/health issues as a result
- Parents mental/physical condition (substance or mental health issues)
- Caregiver/parent offered services but refused or services failed to modify behavior
- Dirty home Vs neglect

Children at Risk with Narcotic Unit Investigations:

- Methamphetamine being made in the home
- Children present when drugs are sold (UC officer or CI making buys)
- Children present when drugs are purchased (reverse operations)
- Children used as cover in drug runs
- Search Warrant executions with children present (what is the Law Enforcement Agency doing to prevent this or to deal with it when it happens)
- **All** Law Enforcement Officers are mandatory reporters of known or suspected child abuse, neglect or abandonment per F.S. 39.201(f)

Year End Closure Summary



Physical Child Abuse Risk Assessment

Discipline Vs Abuse

- Age of the child.
- Seriousness of the injury.
- Location of the injury.
- Item used to cause the injury.
- Bruises in various stages of healing.
- Mental attitude at the time of discipline by perp.
- Reason for the discipline.
- Normal discipline used.
- Relationship of child to discipliner & length of time in child's life.
- How did the child feel about the discipline.

Specialized Training for LEO and Medical Staff:

- Scene processing must be thorough.
- Immediate interviews are critical.
- Reenactment of incident as related by the parent/caregiver (use dolls and photograph/ video tape or both).

Look for Red Flags!!!!

- Behavior of child toward parent (when able to be observed).
- Injuries – do they match the explanation?
- Inconsistent statements given by person(s) in charge of child at time of incident.
- Triggering event – usually age specific.
- Reenactments of incident as related by parents/caregivers during the investigation.
- Condition of Home – Go To The Home!

Fragile Handle with Care!

- "We may never know the lives we save only the ones we don't."
- Maj. Connie Shingledecker

Katherine Keeley, M.D.

Katherine M. Keeley, M.D.

- Medical Director, Child Protection Center
  Sarasota and DeSoto Counties
  Florida Department of Health

- Community Pediatrician
  Pediatric Associates of Sarasota
  Sarasota, Florida

Community Medical Providers

- Community medical providers (untrained in child abuse and neglect) do not know the signs of child abuse and how to recognize child abuse.

Community Medical Providers

- Community medical providers are uncomfortable with reporting, even though there is a mandated reporting law.

Community Medical Providers

- Community medical providers do not make effective expert witnesses in court.

Florida's Strengths

- We have medically led, multidisciplinary child protection teams.

- We have the best (most elaborate and comprehensive) peer review and quality assurance in the United States.

Signs of Child Abuse

- Bruises in young infants who are not yet pulling to stand
- Facial bruising in a child who is not yet crawling
- Bruises in different stages of healing, especially on the same area of the body

Signs of Child Abuse

- Slap marks, grab marks, knuckle marks
- Bite marks - adult bite >3cm between canines
- Pattern marks:
  - belt - linear marks
  - cord - looped marks
  - ligature marks - neck, wrists, ankles

Signs of Child Abuse

- Pattern marks:
  - marks from thorns - walking barefoot in vegetation
  - lesions from suction - sexual abuse

Signs of Child Abuse

- Head Trauma
  - Retinal hemorrhage
  - Subconjunctival hemorrhage
  - Scalp laceration
  - Traumatic alopecia
  - Ear bruises
  - Hemotympanum - basilar skull fracture

Signs of Child Abuse

- Head Trauma
  - Frenulum tear - forced feeding
  - Lip injuries - direct blow, attempted suffocation
  - Tongue laceration
  - Loss of teeth
  - Chemical burns to the mouth

Signs of Child Abuse

- Burns
  - Immersion burn - most common burn caused by child abuse
  - Glove distribution/stocking distribution -no splash marks
  - Splash burns - most common type of accidental burn; but can be inflicted

Signs of Child Abuse

- Burns
  - Flame burn - hand held over a flame as punishment
  - Grid burn - child placed in time out on a heater
  - Cigarette burn - round, symmetric burn; inner circle of tissue more deeply burned; average diameter: 8mm

Signs of Child Abuse

- Indicators:
  - Is the history consistent with the medical injuries?
  - Does the history change?
  - What is the demeanor of the child?
  - What is the demeanor of the caregiver?
  - Was there delay in seeking medical care?
  - Are there prior exams and/or reports?

Once detected, what happens?

- Call 1-800-96-ABUSE
- Doctor to Doctor Consult:
  - Supports the ER physician
  - Codifies the CPT physician as the expert
  - Assures the availability of expert testimony if needed.

Statewide Plan for Child Abuse Prevention

- Locally accessible centers of excellence
- Coordination of services with a multidisciplinary, medically led team approach
- Training, education, and accessibility are essential. Training must be ongoing with peer review and quality assurance
- Financial support for expansion of services with appropriate salaries for the difficult and toxic work
- Decrease expenses for “fixing problems” after success in “preventing problems”

Gria Davison
Dawne Gullatt

Florida House of Representatives
Future of Florida's Families Committee

Public Hearing

Tampa, Florida

September 29, 2005

Contact Information

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Florida Department of Education

Bureau of Exceptional Education and Student Services

- Local prevention training support
- Updates to mandatory reporting and related requirements
- Collaboration and partnership with state agencies, councils, work groups
- Information and resource development

Child Abuse Prevention Information and Resources to Public School Districts

Chronology Highlights
Updates to mandatory reports and related requirements

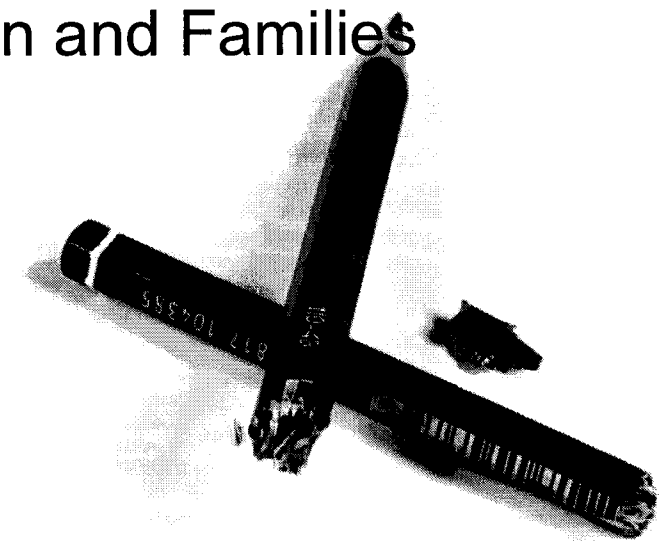
- Memorandum
  - Legislative changes in proceedings related to child abuse prevention training, investigation and case management (September 2003)
- Memorandum
  - Child Abuse Sourcebook for Florida School Personnel, Revised; FACT SHEET
    - June 2004 (Paperless)
    - March 2005 (Hardcopy)

Chronology Highlights (continued)

- Agency collaboration and partnership
  - Florida's Children's Justice Act Task Force (00-01)
  - Developmental Disabilities Council, Workgroup (01-02)
  - State Child Abuse Death Review Team (current)
  - TEAM Florida Interprogram Task Force
    - Florida's State Plan for the Prevention of Child Abuse, Abandonment, and Neglect: July 2005 through 2010 (04-05)
    - Florida's implementation of state plan (current)

Chronology Highlights (continued)

- Information and Resource Development
  - Child Abuse Source Book for Florida School Personnel, Revised (2004)
  - Collaborators
    - Florida Department of Education
    - Florida Department of Children and Families
    - Florida Department of Health
    - Select Florida school districts
      - (Hillsborough and Broward)



Chronology Highlights (continued)

Content and Scope of Source Book

I. Recognizing the Abused and Neglected Child in Your School

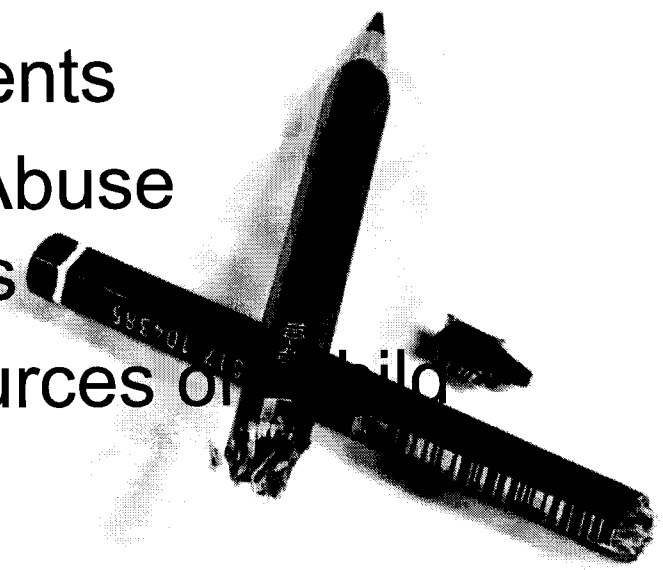
II. Reporting Child Abuse

III. After the Report

IV. Supporting Maltreated Students

V. The School's Role in Child Abuse Prevention and Interventions

VI. More Information and Resources on Child Abuse



Survey of Public School Districts: Local Prevention Training

General Summary

- Summary of responses (9/23/05)
- 30 school districts responded in total
- Administrators of Exceptional Student Education and Student Services
- Of total participants, 19 indicated that their district has a child abuse prevention training program

Local Prevention Training: Alignment and Scope

	# of Districts
Recognizing the Abused Child in Your School	18
Reporting Child Abuse	19
After the Report	15
Supporting Maltreated Students	16
The School's Role in Child Abuse Prevention & Interventions	14
Other	3

Local Prevention Training: Recipients

	# of Districts
District administrators	10
Building administrators	13
Student services personnel	16
Classroom personnel	17
Other	8

Local Prevention Training: Frequency

	# of Districts
Twice a year or more frequently	1
Once a year	12
One initial training	0
Other	6

Other Survey Responses

- 28 respondents indicated that their district *has* a policy/procedure in place to report a public school employee who is suspected of child abuse
- 29 respondents indicated that they *would like* to receive a summary of child abuse prevention training programs

A School District Prevention Training Program

A Brief Overview

Dawne Gullatt, Coordinator
School Social Work Services
School District of Hillsborough County
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Child Abuse Prevention Training:
Hillsborough County School District

- Focus of district training
- Collaborators and partners
- Information and resources
- Local prevention training
  - content and scope
  - audience
  - frequency

Chronology

Child Abuse Prevention Resources and Reporting Requirements Information to Florida School Districts

Date	Activity / Resources	Collaborators
On-going	DOE participation (Michele Polland) on State Child Abuse Death Review Team	DOE, DCF, DOHK, FDLE
On-going	DOE participation (Gria Davison) on TEAM Florida, Interprogram Task Force	DOE, DOH, DCF, AWI, DJJ, FDLE
June 2005	Interprogram Task Force document *Florida's State Plan for the Prevention of Child Abuse, Abandonment, and Neglect: July 2005-June 2010 (Executive Summary)*	DOE, DOH, DCF, AWI, DJJ, FDLE
March 2005	DPS Memorandum K12:2005-17, Hardcopy distribution to District School Superintendents; School Social Work Supervisors, Principals of Public Schools; Exceptional Student Education and Student Services Directors	DOE
	Child Abuse Source Book for Florida School Personnel, Revised document	DOE; DCF; DOH
	Child Abuse Reporting for Florida Public School Personnel: FACT SHEET	DOE
June 2004	Bureau of Instructional Support and Community Services Memorandum, related to *Child Abuse Source Book for Florida School Personnel, Revised* document and Child Abuse Reporting FACT. Paperless distribution - Student Services Directors and Exceptional Student Education Directors	DOE
January 2003	DOE participation (Mary Jo Butler) on State Child Abuse Death Review Team	DOE; DCF; DOH; FDLE
	Florida Child Abuse Death Review: Third Annual Report, DPS Memorandum (Distributed to school districts)	DOE
September 2003	Legislative Changes In Proceedings Related to Child Abuse Prevention Training, Investigation and Case Management – CS SB 1442 and CS SB 1454 (Distributed to school districts)	DOE; DCF
2001-2002	DOE participation (Gria Davison) on Developmental Disabilities Council (DDC) Workgroup	DOE, DCF, DDC
January 2002	Child Abuse in the School System Survey - Summary of Preliminary Survey Results	DDC Workgroup; DO DCF
January 2001	Review of evaluation of the Florida Abuse Hotline (conducted by University of Pennsylvania Center for the Study of Youth Policy) requested by DCF.	DOE
2000-2001	DOE participation (Gria Davison) on Florida's Children's Justice Act (CJA) Task Force-DCF	DOE; DOH; DCF / CJA
December 2000	Child Abuse and Neglect Mandated Reporting Video, DPS Memorandum 01-045 / *Protecting Florida's Children* (Video) (Distributed to school districts)	
August 1998	DOE Memorandum and *Child Abuse Source Book for Florida School Personnel* document (Distributed to school districts)	DOE; The Parent Network/Florida Committee for Prevention of Child Abuse
	(Attachments)	
	The Role of the Educators in the Prevention and Treatment of Child Abuse and Neglect, 1992	
	Childhood Decides, Child Abuse Prevention School Packet 1996 – Resources for Teachers, Students and Parents, 1996, (Florida PTA, The Parent Network, and Florida Committee for Prevention of Child Abuse.	
July 1998	DOE Memorandum DPS 99-008, Reporting of Suspected Child Abuse or Neglect & Mandated Reporters of Child Abuse and Neglect	DOE; DCF/Family Safety, Preservation

Child Abuse Prevention Training Survey Results
(as of September 26, 2005, 10:00 AM)

Demographics

Of the 67 school districts requested to complete the survey, 30 responded. Those districts were:

- Alachua
- Bay
- Broward
- Calhoun
- Charlotte
- Citrus
- Collier
- Duval
- Flagler
- Gadsden
- Hamilton
- Hendry
- Hernando
- Highlands
- Hillsborough
- Lake
- Lee
- Madison
- Manatee
- Marion
- Nassau
- Okeechobee
- Osceola
- Pinellas
- Putnam
- St. Lucie
- Santa Rosa
- Union
- Wakulla
- Washington

Persons with the following job titles completed the survey:

- Assessment Coordinator/Student Services
- Coordinator of ESE
- Coordinator, School Social Work Services
- Coordinator of Student Services
- Director of Exceptional Students
- Director of ESE and Student Services
- Director of Intervention & Dropout Prevention Services
- Director of Special Services
- Director of Student Services
- District Curriculum
- Executive Director of Student Services
- General Director
- Program Manager, Child Abuse Services
- School Social Worker
- SEDNET Project Manager
- Student Services Supervisor
- Student Services/Special Programs Coordinator
- Supervisor of Guidance & Student Services
- Supervisor of School Social Work

Survey Results

Following are the survey questions with a tally of the districts' responses. If a district indicated it did not have a child abuse prevention training program, the respondent was automatically directed to Question 5, skipping Questions 2 through 4. To document responses to the open-ended "other" questions, districts' answers were indicated in a bulleted list.

1. Does your district have a child abuse prevention training program?

Yes	19
No	11

2. What is the scope of your district's child abuse prevention training? (Check all that apply.)

Recognizing the Abused Child in Your School	18
Reporting Child Abuse	19
After the Report	15
Supporting Maltreated Students	16
The School's Role in Child Abuse Prevention & Interventions	14
Other (please specify)	3

- Referral for Psychological & Medical Services
- Maintaining Stability for Department Children Displaced from the Home
- School-Based Child Abuse Designees, Safety Plans for Students with Sexual Behavior Problems, Administrative Response to Abuse Allegations, Training for School Resource Officers

3. Who are the recipients of this training? (Check all that apply.)

District administrators	10
Building administrators	13
Student services personnel	16
Classroom personnel	17
Other (please specify)	8

- Bus drivers, substitute teachers
- All newly hired staff
- Non-instructional personnel
- All school staff
- School support staff
- School Resource Officers, Community-Based Joint Investigative Training
- Non-instructional personnel, 2nd and 5th Grade Students

4. **How frequently is this training revisited?**

Twice a year or more frequently	1
Once a year	12
One initial training	0
Other (please specify)	6

- One initial and annually for new teachers
- Every Monday that we have new staff. Existing staff view a video during the first week of each school year.
- Continuous basis
- Initial Training for all Staff in the District and additional training at school sites as requested
- Annually for Child Abuse Designees; Initial Online Training for All New Instructional Personnel; varies for other groups
- Yearly at the discretion of the building administrator

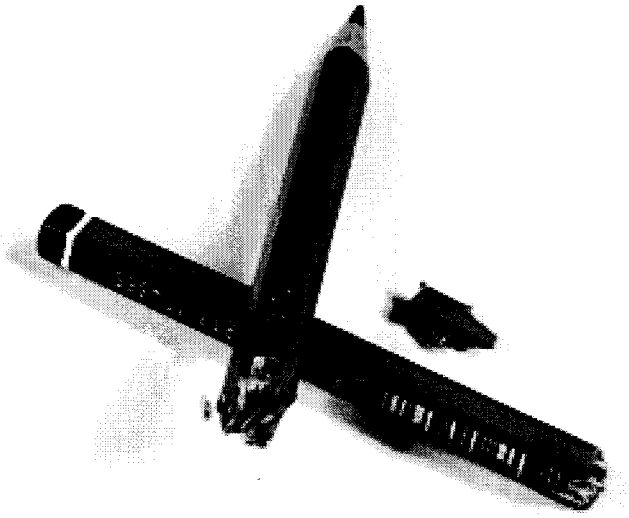
5. **Does your district have an active policy/procedure in place to report a public school employee who is suspected of child abuse involving a K-12 public school student?**

Yes	28
No	2

6. **As a result of this survey, we will be compiling a profile of districts' child abuse prevention training opportunities. Would you be interested in receiving this information?**

Yes	29
No	1

Children who hurt...



...can't learn.

2004

Florida Department of Education
Bureau of Instructional Support and Community Services
In Collaboration with
Florida Department of Children and Family Services
Florida Department of Health, and
select Florida school districts

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e-mail: cicbiscs@fldoe.org

website: http://www.myfloridaeducation.com/commhome/

Child Abuse Source Book for Florida School Personnel: A Prevention and Intervention Tool

2004

Florida Department of Education
Bureau of Instructional Support and Community Services
In Collaboration with
Florida Department of Children and Families
Florida Department of Health, and
select Florida school districts

This product was developed by Max Schilling of Larsen, White & Schilling and funded by the Children's Justice Act Grant through the State of Florida, Department of Children and Families and by the State of Florida, Department of Education, Bureau of Instructional Support and Community Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

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2004

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Acknowledgements

The *Child Abuse Source Book for Florida School Personnel* has been substantially revised through the efforts and time of many individuals who work in State departments and Florida school districts. For the content of this document, we wish to thank those below for their contributions.

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Introduction

Mandated reporting of suspected child abuse, maltreatment, and neglect has been required of health professionals for the past forty years. Concern over the growing tragedy of child abuse has led to increased knowledge of how to identify and intervene with children and families where maltreatment is present so that future occurrences of abuse might be avoided.

Progress in identifying and preventing child maltreatment is more successful when there is a clear understanding of the laws that guide child protection and child welfare services as well as the clinical phenomenon of abuse. As awareness increases, more individuals and organizations are enlisted and involved in identifying and reporting child maltreatment. This involvement further increases prevention efforts by building stronger communities to support victims of abuse and neglect.

School staff members serve many important roles in children's lives; in addition to being educators, they see children every school day and are in a position to assist in identifying their problems and vulnerabilities. A teacher may be the only adult in a student's life who consistently provides emotional support, structure, discipline, and shows the child a world view of trust, achievement, and hopefulness. Because of this high level of involvement in students' lives, it is critical that all staff in educational settings use their observational and critical thinking skills to aid in the protection of children.

Schools and their staffs have an ethical obligation to promote the well-being of all students. State Board of Education Rule 6B-1.006 states:

> (3) Obligation to the student requires that the individual:
>
> (a) Shall make reasonable efforts to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

This means that the educator has an obligation to take action when there is suspicion that a student is being maltreated, whether the circumstances are occurring at school, at home, or in the community.

School staff also have a legal responsibility to report cases of child maltreatment. For the purposes of reporting and collaborating with investigations, school staff should have a basic knowledge of requirements related to child maltreatment. Though teachers and staff may be reluctant to report child abuse for various reasons, there is a legal requirement to make a report on the child's behalf. Section 39.201, Florida Statutes (Mandatory reports of child abuse, abandonment or neglect.), requires that *any* person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, *must report such knowledge or suspicion to the DCF central abuse hotline at 1-800-96-ABUSE.*

Reporters in specific occupation categories are required to provide their names to the Abuse Hotline staff. The names must be entered into the record of the report but held confidential as required in Section 39.201, Florida Statutes. The specific occupation categories include physician; osteopathic physician; medical examiner; chiropractic physician; nurse; or

hospital personnel engaged in the admission, examination, care, or treatment of persons; health or mental health professional other than one listed above; practitioner who relies solely on spiritual means for healing; school teacher or other school official or personnel; social worker, day care center worker, or other professional child care, foster care, residential, or institutional worker; law enforcement officer; or judge.

If the report is of an instance of known or suspected child abuse by someone other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare as defined in this chapter, the call shall be immediately electronically transferred to the appropriate county sheriff's office by the central abuse hotline.

On a practical level, children who hurt cannot learn, and learning deficits often develop for children who experience maltreatment. Clearly, abused and neglected children are at a disadvantage in the classroom. Cognitive functioning is diminished when physical pain or emotional anguish are present. As a result, the abused or neglected student may lack focus and experience a decline in academic performance.

Reporting child maltreatment is thought by some to be one of the most unpleasant experiences and difficult responsibilities for any educator. However, reporting child abuse is crucial to protecting the most vulnerable students. We hope this source book will provide you with the necessary information to help facilitate this important process in an effort to aid in the protection of children.

Section I: Recognizing the Abused and Neglected Child in Your School

A. Recognizing a Child's Cry for Help

Children often do not report abuse immediately after the first incident has occurred. Victimized children often experience a great sense of helplessness and hopelessness, believing that no one can do anything to help them. Some victimized children may make every attempt to hide the abuse and protect the abuser. Others may be reluctant to report abuse for fear the abuser will retaliate. A child may not report abuse for months or even years, particularly if the abuser is someone emotionally close to him or her. It can take a child a long time to realize that the abusive actions are not normal.

When disclosures do occur, they may be indirect. A child's cry for help may be disguised in great emotional distress, such as a suicide gesture. He or she may indirectly talk about the abuse by asking for help for a "friend" who has been abused. The victim may ask what steps this friend should take in order to stop the abuse. Certainly, any time a child reports abuse, however vague, the report should be taken seriously. Some children, afraid of repercussions, may ask theoretical questions about what could happen to a perpetrator of abuse or to a child who made such a report.

The outcry of an abused child may not be verbal but may be portrayed in a drawing left behind for a teacher, a counselor, or a trusted adult to see. Other children have vague, recurring physical symptoms and hope that attentive adults will guess what is happening. Still others drop hints about the perpetrators or their home situation.

Some children disclose abuse in a direct fashion during a classroom activity. For example, when asked to write about weekend activities or summer vacation, they will write about abusive incidents. Young children who produce "All About Me" booklets may reveal abuse.

Most children decide to disclose abusive events to stop the abuse. Children who report abuse generally have no idea what will happen next. Often children disclose their victimization as a direct result of a classroom presentation on personal safety.

Regardless of how the report came about, there are a number of things to keep in mind when talking to children about what has happened.

- Believe what the child has told you.
- Tell the child you are glad he or she has informed you, and let the child know you are sorry about what has happened.
- Be aware of your feelings during the disclosure as children are sensitive to your reactions. Do not communicate feelings of horror, repugnance, or fright to the child, even though you maybe experiencing these strong feelings. Your quiet confidence and comfort is what the child needs most.
- Communicate to the child that it's okay to talk about this to you and that the school is a "safe" place for this conversation to take place.

- The child may feel guilty and need your verbal reassurance that the abuse was not his or her fault. Do not imply that the child is responsible for the incident.
- Allow the child to tell you about what happened in a free and open manner. Let him or her set the pace and use language that is comfortable.
- Do not ask leading questions, request details, or encourage to disclose the details of the abuse or neglect.
- Do not suggest that the report might be fabricated or exaggerated. The abuser may have already told the child that no one would believe a report or threatened the child to maintain silence.
- Make no promises or guarantees to the child that are beyond your control. Don't promise to keep the information a secret. Assure the child you must act to protect him or her by following the law.
- As well as you can, predict for the child what will happen next and who he or she will have to talk with next.
- Do not subject the child to multiple or group interviews at school. Once there is a reasonable cause to suspect abuse, a report should be made immediately.
- Explain to the child that you are required by law to report what you now know. You may wish to tell him or her that other adults who know about this kind of problem will have to take some actions to make sure it doesn't continue.

By reporting this highly disturbing information to you, the child is demonstrating trust in you as a caring, responsible adult. If you are not comfortable continuing the conversation, say, "This is a problem that we need help with. I'm glad you told me. We're going to have to talk to some other people to help us."

Each school needs a plan for accepting a child's self-report of abuse. Have a plan for supporting the child through the reporting and the initial investigation that includes the person with whom the child initially chose to talk. The Department of Children & Families or the local law enforcement agency may allow a school staff member who is known to the child to be present during the initial interview if

- the child protective investigator or law enforcement agency believes that the school staff member could enhance the success of the interview by his or her presence, and
- the child requests or consents to the presence of the school staff member at the interview.

It is recommended that school staff discuss this issue and obtain the advance consent of the investigators legally in charge of the process to avoid a confrontation at the time of the interview about who will be in the room. Student support services personnel, such as guidance counselors, school social workers, school psychologists, and family counselors are best suited to help in these situations. Someone who is not classroom-based will be available to assist when investigators come to school to speak with a child. Student support services personnel may help instructional and administrative personnel in developing and implementing strategies to support the child and family.

B. Children At Risk for Abuse and Neglect

We expect parents to nurture their child, give the child the opportunity to learn and relate to others, foster mental and physical growth, and help their child master the environment. This emotionally and physically demanding responsibility is not met successfully in all families. Recent research shows that 20 to 30 percent of parents have significant personal problems and/or poor parenting skills to the extent that their children are at risk of maltreatment.

Whereas the dynamics in physically, sexually, and psychologically abusive and neglectful families all differ and require specific interventions, the parents share some common characteristics that contribute to the maltreatment of children. Their interactions with their children are typically marked by the following:

- a profound lack of empathy for the child
- unrealistic expectations for the child's behavior and abilities
- a strong belief in the use of punishment to the exclusion of other means of managing the child's behavior
- an unfair "role reversal" that holds the child responsible for the parent's emotional well being.

Experts report that abuse and neglect are spawned in the interaction among the parent, the child, and their environment. The same indicators that place a child at risk for drug abuse and school failure—or place the family at risk for domestic violence—are also warning signs for child abuse and neglect. The likelihood of maltreatment increases when parents are struggling with

- extreme financial stress
- divorce, death, illness
- alcohol or substance abuse
- domestic violence.

In other families, the children may have personal needs or characteristics that increase their risk of maltreatment, which include the following:

- attention deficit disorder
- chronic illness
- a physical or emotional disability
- a history of delinquent or ungovernable behavior
- a personal attribute identified by a parent as very undesirable

Additionally, parents with their own history of childhood maltreatment or family violence often have significant problems using appropriate discipline and parenting skills. Not all parents who were victimized in some way as children repeat the pattern with their children. In fact, for many parents, their own childhood trauma is the impetus to learn new ways to parent. However, it remains a factor in evaluating the risk to children.

C. Recognizing Indicators of Child Abuse and Neglect

The threshold for mandated reporting is a "reasonable cause to suspect" that abuse or neglect has occurred. It is not your responsibility to investigate or prove the case. That is the task of the Department of Children & Families' Child Protective Investigators and/or local law enforcement. Any attempt to investigate by other individuals could unintentionally contaminate the investigation and hinder the ability to intervene on behalf of the child.

Indicators of child abuse and neglect are observable conditions, behaviors, settings, or injuries that imply the likelihood that abuse or neglect has occurred. These indicators can be categorized by the following types:

- **Physical:** death or injury, including permanent or temporary disfigurement or impairment of any bodily part
- **Behavioral:** patterns of actions and interactions
- **Environmental:** social, cultural, and familial factors and living conditions

When considering indicators it is important to note

- patterns of behaviors
- repetitiveness of indicators
- severity of indicators
- the child's age, medical condition, behavioral, mental, or emotional problems, developmental disability, or physical handicap, as it relates to the child's ability for self-protection
- location of physical injury.

The absence of any of the above factors should not deter a report of suspected abuse or neglect. Indicators of abuse and neglect are an integral part of the allegations of maltreatment and are factors to consider when determining if a situation meets the criteria of "reasonable cause to suspect." The presence of one indicator from the following summary does not necessarily mean abuse or neglect has occurred. Consider what is known about the child's behaviors and family situation. Frequently, abused children are victimized in multiple ways, and cases do not often sort themselves neatly into the categories implied in this listing of indicators. It is generally clusters of these indicators that give "reasonable cause to suspect" abuse or neglect.

The following is an abbreviated list of indicators.

Physical Indicators

Unexplained Bruises or Welts	Unexplained Burns	Malnutrition
• reflecting shape of article used to inflict injury (extension cord, belt buckle, etc.) • repeated patterns of injuries, even when explanations are given	• circular lesions with blisters and ulcers possibly caused by cigarette, match tip, or incense, particularly if on palms, soles, torso, or buttocks • dry contact burns received from instruments such as irons, heating coils, and radiators • scalding or immersion burns as a result of dipping a person into hot liquid or pouring it over the skin to include sock-like, glove-like, and doughnut shaped burns • burns of unknown origin	• body weight and height that is significantly below average • face appears lined and elderly, often with a pinched and sharp appearance
	Observable Symptoms of Sexual Abuse	**Physical Indicators of Neglect**
	• torn, stained, or bloody underclothing • difficulty in walking or sitting	• torn, dirty clothing or clothing unsuitable for the weather • untreated injuries, illnesses, ailments, or psychological conditions

Behavioral Indicators

Behavioral Indicators of Physical Abuse	Behavioral Indicators of Neglect	Behavioral Indicators of Sexual Abuse	Behavioral Indicators of Mental Injury
Note: these indicators are not diagnostic of physical abuse but have been reported in physically abused children	Note: these indicators are not diagnostic of neglect but have been reported in neglected children	Note: these indicators are not diagnostic of sexual abuse but have been reported in sexually abused children	Note: these indicators are not diagnostic of mental injury but have been reported in mentally injured children
A child who • demonstrates extreme behavior such as withdrawal or aggression • engages in role reversal • is afraid to go home from school • is wary of adult contacts	A child who • has a pattern of ongoing inadequate supervision • has been harmed in the past from being left alone • is deprived of food	A child who • engages in sexualized play which may include issues of force • masturbates compulsively (visible, frequent, disturbing, distracting) • writes about sexual abuse in journals, notes, or other classroom products • makes a direct or indirect statement of sexual abuse	A child who • has behavior extremes – compliant, passive, aggressive, demanding • threatens self-harm or suicide • shows diminished cognitive ability Parents, relatives, household members, or other caregivers who • use inappropriate or excessively harsh discipline • lock a child in a small area such as closet • tie a child's limbs together or to an object • terrorizes a child through screaming or threats • rejects the child through blaming and belittling • corrupts a child by using the child for illegal purposes, allows the child to use alcohol or drugs, or to be used for prostitution or pornography • fails to report to law enforcement when a child is missing

Environmental Indicators

Issues of Personal Hygiene and Living Conditions	Housing Where There Is
A child who • is frequently unkempt or unbathed • has insufficient or inappropriate clothing for the weather	• a hazardous situation due to lack of needed repairs • exposed or frayed wiring

The following definitions of terms relating to child abuse are provided in Chapter 39, Florida Statutes, Proceedings Relating to Children.

Section 39.01, Florida Statutes

(2) "Abuse" means any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental, or emotional health to be significantly impaired. Abuse of a child includes acts or omissions. Corporal discipline of a child by a parent or legal custodian for disciplinary purposes does not in itself constitute abuse when it does not result in harm to the child.

(30) "Harm" to a child's health or welfare can occur when any person:

(a) Inflicts or allows to be inflicted upon the child physical, mental, or emotional injury. In determining whether harm has occurred, the following factors must be considered in evaluating any physical, mental, or emotional injury to a child: the age of the child; any prior history of injuries to the child; the location of the injury on the body of the child; the multiplicity of the injury; and the type of trauma inflicted. Such injury includes, but is not limited to:

1. Willful acts that produce the following specific injuries:

a. Sprains, dislocations, or cartilage damage.
b. Bone or skull fractures.
c. Brain or spinal cord damage.
d. Intracranial hemorrhage or injury to other internal organs.
e. Asphyxiation, suffocation, or drowning.
f. Injury resulting from the use of a deadly weapon.
g. Burns or scalding.
h. Cuts, lacerations, punctures, or bites.
i. Permanent or temporary disfigurement.
j. Permanent or temporary loss or impairment of a body part or function.

As used in this subparagraph, the term "willful" refers to the intent to perform an action, not to the intent to achieve a result or to cause an injury.

2. Purposely giving a child poison, alcohol, drugs, or other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury. For the purposes of this subparagraph, the term "drugs" means prescription drugs not prescribed for the child or not administered as prescribed, and controlled substances as outlined in Schedule I or Schedule II of s. 893.03.

3. Leaving a child without adult supervision or arrangement appropriate for the child's age or mental or physical condition, so that the child is unable to care for the child's own needs or another's basic needs or is unable to exercise good judgment in responding to any kind of physical or emotional crisis.

4. Inappropriate or excessively harsh disciplinary action that is likely to result in physical injury, mental injury as defined in this section, or emotional injury. The significance of any injury must be evaluated in light of the following factors: the age of the child; any prior history of injuries to the child; the location of the injury on the body of the child; the multiplicity of the injury; and the type of trauma inflicted. Corporal discipline may be considered excessive or abusive when it results in any of the following or other similar injuries:

a. Sprains, dislocations, or cartilage damage.
b. Bone or skull fractures.
c. Brain or spinal cord damage.
d. Intracranial hemorrhage or injury to other internal organs.
e. Asphyxiation, suffocation, or drowning.
f. Injury resulting from the use of a deadly weapon.
g. Burns or scalding.
h. Cuts, lacerations, punctures, or bites.
i. Permanent or temporary disfigurement.
j. Permanent or temporary loss or impairment of a body part or function.
k. Significant bruises or welts.

(b) Commits, or allows to be committed, sexual battery, as defined in chapter 794, or lewd or lascivious acts, as defined in chapter 800, against the child.

(c) Allows, encourages, or forces the sexual exploitation of a child, which includes allowing, encouraging, or forcing a child to:

1. Solicit for or engage in prostitution; or

2. Engage in a sexual performance, as defined by chapter 827.

(d) Exploits a child, or allows a child to be exploited, as provided in s. 450.151.

(e) Abandons the child. Within the context of the definition of "harm," the term "abandons the child" means that the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the person responsible for the child's welfare,

while being able, makes no provision for the child's support and makes no effort to communicate with the child, which situation is sufficient to evince a willful rejection of parental obligation. If the efforts of such a parent or legal custodian or person primarily responsible for the child's welfare to support and communicate with the child are only marginal efforts that do not evince a settled purpose to assume all parental duties, the child may be determined to have been abandoned. The term "abandoned" does not include an abandoned newborn infant as described in s. 383.50.

(f) Neglects the child. Within the context of the definition of "harm," the term "neglects the child" means that the parent or other person responsible for the child's welfare fails to supply the child with adequate food, clothing, shelter, or health care, although financially able to do so or although offered financial or other means to do so. However, a parent or legal custodian who, by reason of the legitimate practice of religious beliefs, does not provide specified medical treatment for a child may not be considered abusive or neglectful for that reason alone, but such an exception does not:

1. Eliminate the requirement that such a case be reported to the department;

2. Prevent the department from investigating such a case; or

3. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section, or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

(g) Exposes a child to a controlled substance or alcohol. Exposure to a controlled substance or alcohol is established by:

1. Use by the mother of a controlled substance or alcohol during pregnancy when the child, at birth, is demonstrably adversely affected by such usage; or

2. Continued chronic and severe use of a controlled substance or alcohol by a parent when the child is demonstrably adversely affected by such usage.

As used in this paragraph, the term "controlled substance" means prescription drugs not prescribed for the parent or not administered as prescribed and controlled substances as outlined in Schedule I or Schedule II of s. 893.03.

(h) Uses mechanical devices, unreasonable restraints, or extended periods of isolation to control a child.

(i) Engages in violent behavior that demonstrates a wanton disregard for the presence of a child and could reasonably result in serious injury to the child.

(j) Negligently fails to protect a child in his or her care from inflicted physical, mental, or sexual injury caused by the acts of another.

(k) Has allowed a child's sibling to die as a result of abuse, abandonment, or neglect.

(l) Makes the child unavailable for the purpose of impeding or avoiding a protective investigation unless the court determines that the parent, legal custodian, or caregiver was fleeing from a situation involving domestic violence.

(43) "Mental injury" means an injury to the intellectual or psychological capacity of a child as evidenced by a discernible and substantial impairment in the ability to function within the normal range of performance and behavior.

(45) "Neglect" occurs when a child is deprived of, or is allowed to be deprived of, necessary food, clothing, shelter, or medical treatment or a child is permitted to live in an environment when such deprivation or environment causes the child's physical, mental, or emotional health to be significantly impaired or to be in danger of being significantly impaired. The foregoing circumstances shall not be considered neglect if caused primarily by financial inability unless actual services for relief have been offered to and rejected by such person. A parent or legal custodian legitimately practicing religious beliefs in accordance with a recognized church or religious organization who thereby does not provide specific medical treatment for a child shall not, for that reason alone, be considered a negligent parent or legal custodian; however, such an exception does not preclude a court from ordering the following services to be provided, when the health of the child so requires:

(a) Medical services from a licensed physician, dentist, optometrist, podiatric physician, or other qualified health care provider; or

(b) Treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization.

Neglect of a child includes acts or omissions.

(52) "Physical injury" means death, permanent or temporary disfigurement, or impairment of any bodily part.

(63) "Sexual abuse of a child" means one or more of the following acts:

(a) Any penetration, however slight, of the vagina or anal opening of one person by the penis of another person, whether or not there is the emission of semen.

(b) Any sexual contact between the genitals or anal opening of one person and the mouth or tongue of another person.

(c) Any intrusion by one person into the genitals or anal opening of another person, including the use of any object for this purpose, except that this does not include any act intended for a valid medical purpose.

(d) The intentional touching of the genitals or intimate parts, including the breasts, genital area, groin, inner thighs, and buttocks, or the clothing covering them, of either the child or the perpetrator, except that this does not include:

1. Any act which may reasonably be construed to be a normal caregiver responsibility, any interaction with, or affection for a child; or

2. Any act intended for a valid medical purpose.

(e) The intentional masturbation of the perpetrator's genitals in the presence of a child.

(f) The intentional exposure of the perpetrator's genitals in the presence of a child, or any other sexual act intentionally perpetrated in the presence of a child, if such exposure or sexual act is for the purpose of sexual arousal or gratification, aggression, degradation, or other similar purpose.

(g) The sexual exploitation of a child, which includes allowing, encouraging, or forcing a child to:

1. Solicit for or engage in prostitution; or

2. Engage in a sexual performance, as defined by chapter 827.

D. Child Exposure to Domestic Violence

During 2002-2003, Florida's certified domestic violence centers served over 15,000 children whose parent was being battered by an intimate partner. The Florida Department of Law Enforcement reported 121,834 incidents of domestic violence during 2002, of which 188 cases were homicides. Clearly, domestic violence is a serious, potentially life-threatening problem for many families in the state.

While research regarding the impact of domestic violence on children is limited, various studies indicate that the effects of a child witnessing domestic violence range from seemingly none to serious. Some of the mitigating circumstances appear to be the age of the child, the severity and frequency of the violence, whether the child is also abused, and the support that the child receives from the non-abusive parent and/or other extended family members or friends. Younger children, children exposed to serious or frequent violence, and those without emotional support are more likely to be negatively impacted by witnessing the abuse of a parent.

Children who witness abuse are also themselves at risk of abuse and or neglect. Strauss and Gelles found in a survey of 6,000 families in 1990 that 50% of the men who battered their

wives also battered their children.[1] The study also found that children are at twice the risk of abuse or neglect by their mothers if their mothers are being battered.

Children who are witnessing domestic violence may show some of the same signs indicative of child abuse. They may appear depressed or anxious, frequently sleepy, overly passive or aggressive; have difficulty with concentrating; or display hyper-vigilance. They may miss an excessive number of days at school or be frequently late or unprepared. Their dress may be inappropriate or in poor condition. Intervention in these types of situations is necessary to support the child's ability to achieve in the school environment.

If a child discloses that a parent is being battered or if you have a suspicion that violence is occurring, there are responses that should be considered. When witnessing domestic violence appears to be harming the child, it is appropriate to report the situation to the Florida Abuse Hotline. The Abuse Hotline counselor will determine if the situation meets the criteria of a report that warrants investigation.

If a parent discloses domestic abuse to you, you may refer the parent to the local certified domestic violence center for professional assistance. The statewide Domestic Violence Hotline number, (800) 500-1119, may also be provided as it transfers a caller to the nearest center. Domestic Violence Centers can provide an abused parent with a range of options including temporary emergency shelter, safety planning, legal advocacy, and information and referral assistance. Staff from the certified center may also be available to answer questions and to provide training to school personnel and administrators on the dynamics of domestic violence.

It is important to remember that a call to the Florida Abuse Hotline may be made at any point that concern for a child's physical safety or emotional well being arises. If an initial call to the Abuse Hotline does not meet the criteria for an investigation report and additional information becomes available, another call may be made. The immediate goal is to ensure intervention that will result in safety for both the child and the abused parent. The overall goal is to provide the appropriate supports and intervention that will allow the child to thrive in the school setting.

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[1] Straus, M.S. & Gelles, R.J. (1990). *Physical Violence in American Families*. New Brunswick, NJ: Transaction Publishers

Section II: Reporting Child Abuse

A. Florida Law on Reporting Child Abuse

The group of laws entitled "Proceedings Relating to Children" are found in Title V, Chapter 39 of the Florida Statutes. In their entirety, these statutes can be accessed on the Internet by going to http://www.leg.state.fl.us/ and clicking on *Laws,* then *Florida Statutes,* then *TITLE V / Judicial Branch,* and finally *Chapter 39, Proceedings Relating To Children.*

It is important to understand the statutory requirement for cooperation with the Florida Department of Children & Families or its authorized agents for investigation of reports of abuse and neglect. Section 39.0014 states that "[a]ll state, county, and local agencies shall cooperate, assist, and provide information to the department as will enable it to fulfill its responsibilities under this chapter."

The other sections of Chapter 39 most relevant to teachers and school administrators are included in "Part II, Reporting Child Abuse," excerpted below. References to "the department" in the law refer to the Florida Department of Children & Families, unless the Florida Department of Health is specifically cited.

Part II
Reporting Child Abuse

39.201 Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline.

(1)(a) *Any person* who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, shall report such knowledge or suspicion to the department in the manner prescribed in subsection (2).

(b) *Reporters in the following occupation categories are required to provide their names* to the hotline staff:

1. Physician, osteopathic physician, medical examiner, chiropractic physician, nurse, or hospital personnel engaged in the admission, examination, care, or treatment of persons;

2. Health or mental health professional other than one listed in subparagraph 1;

3. Practitioner who relies solely on spiritual means for healing;

4. School teacher or other school official or personnel;

5. Social worker, day care center worker, or other professional child care, foster care, residential, or institutional worker;

6. Law enforcement officer; or

7. Judge.

The names of reporters shall be entered into the record of the report, but shall be held confidential and exempt as provided in s. 39.202.

(c) A professional who is hired by or enters into a contract with the department for the purpose of treating or counseling any person, as a result of a report of child abuse, abandonment, or neglect, is not required to again report to the central abuse hotline the abuse, abandonment, or neglect that was the subject of the referral for treatment.

(d) An officer or employee of the judicial branch is not required to again provide notice of reasonable cause to suspect child abuse, abandonment, or neglect when that child is currently being investigated by the department, there is an existing dependency case, or the matter has previously been reported to the department, provided there is reasonable cause to believe the information is already known to the department. This paragraph applies only when the information has been provided to the officer or employee in the course of carrying out his or her official duties.

(e) Nothing in this chapter or in the contracting with community-based care providers for foster care and related services as specified in s. 409.1671 shall be construed to remove or reduce the duty and responsibility of any person, including any employee of the community-based care provider, to report a suspected or actual case of child abuse, abandonment, or neglect or the sexual abuse of a child to the department's central abuse hotline.

(2)(a) Each report of known or suspected child abuse, abandonment, or neglect by a parent, legal custodian, caregiver, or other person responsible for the child's welfare as defined in this chapter, except those solely under s. 827.04(3), shall be made immediately to the department's central abuse hotline on the single statewide toll-free telephone number. Personnel at the department's central abuse hotline shall determine if the report received meets the statutory definition of child abuse, abandonment, or neglect. Any report meeting one of these definitions shall be accepted for the protective investigation pursuant to part III of this chapter.

(b) If the report is of an instance of known or suspected child abuse by someone other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare as defined in this chapter, the call shall be immediately electronically transferred to the appropriate county sheriff's office by the central abuse hotline.

(c) If the report is of an instance of known or suspected child abuse, abandonment, or neglect that occurred out of state and the alleged perpetrator and the child alleged to be a victim live out of state, the central abuse hotline shall not accept the call for investigation, but shall transfer the information on the report to the appropriate state.

(d) If the report is of an instance of known or suspected child abuse involving impregnation of a child under 16 years of age by a person 21 years of age or older solely under s. 827.04(3), the report shall be made immediately to the appropriate county sheriff's office or other appropriate law enforcement agency. If the report is of an instance of known or suspected child abuse solely under s. 827.04(3), the reporting provisions of this subsection do not apply to health care professionals or other persons who provide medical or counseling services to pregnant children when such reporting would interfere with the provision of medical services.

(e) Reports involving known or suspected institutional child abuse or neglect shall be made and received in the same manner as all other reports made pursuant to this section.

(f) Reports involving a known or suspected juvenile sexual offender shall be made and received by the department.

1. The department shall determine the age of the alleged juvenile sexual offender if known.

2. When the alleged juvenile sexual offender is 12 years of age or younger, the central abuse hotline shall immediately electronically transfer the call to the appropriate law enforcement agency office. The department shall conduct an assessment and assist the family in receiving appropriate services pursuant to s. 39.307, and send a written report of the allegation to the appropriate county sheriff's office within 48 hours after the initial report is made to the central abuse hotline.

3. When the alleged juvenile sexual offender is 13 years of age or older, the department shall immediately electronically transfer the call to the appropriate county sheriff's office by the central abuse hotline, and send a written report to the appropriate county sheriff's office within 48 hours after the initial report to the central abuse hotline.

39.202 Confidentiality of reports and records in cases of child abuse or neglect.

(1) In order to protect the rights of the child and the child's parents or other persons responsible for the child's welfare, all records held by the department concerning reports of child abandonment, abuse, or neglect, including reports made to the central abuse hotline and all records generated as a result of such reports, shall be confidential and exempt from the provisions of s. 119.07(1) and shall not be disclosed except as specifically authorized by this chapter. Such exemption from s. 119.07(1) applies to information in the possession of those entities granted access as set forth in this section.

(2) Except as provided in subsection (4), access to such records, excluding the name of the reporter which shall be released only as provided in subsection (5), shall be granted only to the following persons, officials, and agencies:

(a) Employees, authorized agents, or contract providers of the department, the Department of Health, or county agencies responsible for carrying out:

1. Child or adult protective investigations;

2. Ongoing child or adult protective services;

3. Healthy Start services; or

4. Licensure or approval of adoptive homes, foster homes, or child care facilities, or family day care homes or informal child care providers who receive subsidized child care funding, or other homes used to provide for the care and welfare of children.

5. Services for victims of domestic violence when provided by certified domestic violence centers working at the department's request as case consultants or with shared clients.

Also, employees or agents of the Department of Juvenile Justice responsible for the provision of services to children, pursuant to chapters 984 and 985.

(b) Criminal justice agencies of appropriate jurisdiction.

(c) The state attorney of the judicial circuit in which the child resides or in which the alleged abuse or neglect occurred.

(d) The parent or legal custodian of any child who is alleged to have been abused, abandoned, or neglected, and the child, and their attorneys, including any attorney representing a child in civil or criminal proceedings. This access shall be made available no later than 30 days after the department receives the initial report of abuse, neglect, or abandonment. However, any information otherwise made confidential or exempt by law shall not be released pursuant to this paragraph.

(e) Any person alleged in the report as having caused the abuse, abandonment, or neglect of a child. This access shall be made available no later than 30 days after the department receives the initial report of abuse, abandonment, or neglect and, when the alleged perpetrator is not a parent, shall be limited to information involving the protective investigation only and shall not include any information relating to subsequent dependency proceedings. However, any information otherwise made confidential or exempt by law shall not be released pursuant to this paragraph.

(f) A court upon its finding that access to such records may be necessary for the determination of an issue before the court; however, such access shall be limited to inspection in camera, unless the court determines that public disclosure of the information contained therein is necessary for the resolution of an issue then pending before it.

(g) A grand jury, by subpoena, upon its determination that access to such records is necessary in the conduct of its official business.

(h) Any appropriate official of the department responsible for:

1. Administration or supervision of the department's program for the prevention, investigation, or treatment of child abuse, abandonment, or neglect, or abuse, neglect, or exploitation of a vulnerable adult, when carrying out his or her official function;

2. Taking appropriate administrative action concerning an employee of the department alleged to have perpetrated child abuse, abandonment, or neglect, or abuse, neglect, or exploitation of a vulnerable adult; or

3. Employing and continuing employment of personnel of the department.

(i) Any person authorized by the department who is engaged in the use of such records or information for bona fide research, statistical, or audit purposes. Such individual or entity shall enter into a privacy and security agreement with the department and shall comply with all laws and rules governing the use of such records and information for research and statistical purposes. Information identifying the subjects of such records or information shall be treated as confidential by the researcher and shall not be released in any form.

(j) The Division of Administrative Hearings for purposes of any administrative challenge.

(k) Any appropriate official of a Florida advocacy council investigating a report of known or suspected child abuse, abandonment, or neglect; the Auditor General or the Office of Program Policy Analysis and Government Accountability for the purpose of conducting audits or examinations pursuant to law; or the guardian ad litem for the child.

(l) Employees or agents of an agency of another state that has comparable jurisdiction to the jurisdiction described in paragraph (a).

(m) The Public Employees Relations Commission for the sole purpose of obtaining evidence for appeals filed pursuant to s. 447.207. Records may be released only after deletion of all information which specifically identifies persons other than the employee.

(n) Employees or agents of the Department of Revenue responsible for child support enforcement activities.

(o) Any person in the event of the death of a child determined to be a result of abuse, abandonment, or neglect. Information identifying the person reporting abuse, abandonment, or neglect shall not be released. Any information otherwise made confidential or exempt by law shall not be released pursuant to this paragraph.

(p) The principal of a public school, private school, or charter school where the child is a student. Information contained in the records which the principal determines are

necessary for a school employee to effectively provide a student with educational services may be released to that employee.

(3) The department may release to professional persons such information as is necessary for the diagnosis and treatment of the child or the person perpetrating the abuse or neglect.

(4) Notwithstanding any other provision of law, when a child under investigation or supervision of the department or its contracted service providers is determined to be missing, the following shall apply:

(a) The department may release the following information to the public when it believes the release of the information is likely to assist efforts in locating the child or to promote the safety or well-being of the child:

1. The name of the child and the child's date of birth;

2. A physical description of the child, including at a minimum the height, weight, hair color, eye color, gender, and any identifying physical characteristics of the child; and

3. A photograph of the child.

(b) With the concurrence of the law enforcement agency primarily responsible for investigating the incident, the department may release any additional information it believes likely to assist efforts in locating the child or to promote the safety or well-being of the child.

(c) The law enforcement agency primarily responsible for investigating the incident may release any information received from the department regarding the investigation, if it believes the release of the information is likely to assist efforts in locating the child or to promote the safety or well-being of the child.

The good faith publication or release of this information by the department, a law enforcement agency, or any recipient of the information as specifically authorized by this subsection shall not subject the person, agency or entity releasing the information to any civil or criminal penalty. This subsection does not authorize the release of the name of the reporter, which may be released only as provided in subsection (5).

(5) The name of any person reporting child abuse, abandonment, or neglect may not be released to any person other than employees of the department responsible for child protective services, the central abuse hotline, law enforcement, the child protection team, or the appropriate state attorney, without the written consent of the person reporting. This does not prohibit the subpoenaing of a person reporting child abuse, abandonment, or neglect when deemed necessary by the court, the state attorney, or the department, provided the fact that such person made the report is not disclosed. Any person who reports a case of child abuse or neglect may, at the time he or she makes the report,

request that the department notify him or her that a child protective investigation occurred as a result of the report. Any person specifically listed in s. 39.201(1) who makes a report in his or her official capacity may also request a written summary of the outcome of the investigation. The department shall mail such a notice to the reporter within 10 days after completing the child protective investigation.

(6) All records and reports of the child protection team of the Department of Health are confidential and exempt from the provisions of s. 119.07(1) and 456.057, and shall not be disclosed, except, upon request, to the state attorney, law enforcement, the department, and necessary professionals, in furtherance of the treatment or additional evaluative needs of the child, by order of the court, or to health plan payors, limited to that information used for insurance reimbursement purposes.

(7) The department shall make and keep reports and records of all cases under this chapter relating to child abuse, abandonment, and neglect and shall preserve the records pertaining to a child and family until 7 years after the last entry was made or until the child is 18 years of age, whichever date is first reached, and may then destroy the records. Department records required by this chapter relating to child abuse, abandonment, and neglect may be inspected only upon order of the court or as provided for in this section.

(8) A person who knowingly or willfully makes public or discloses to any unauthorized person any confidential information contained in the central abuse hotline is subject to the penalty provisions of s. 39.205. This notice shall be prominently displayed on the first sheet of any documents released pursuant to this section.

39.203 Immunity from liability in cases of child abuse, abandonment, or neglect.

(1)(a) Any person, official, or institution participating in good faith in any act authorized or required by this chapter, or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action.

(b) Except as provided in this chapter, nothing contained in this section shall be deemed to grant immunity, civil or criminal, to any person suspected of having abused, abandoned, or neglected a child, or committed any illegal act upon or against a child.

(2)(a) No resident or employee of a facility serving children may be subjected to reprisal or discharge because of his or her actions in reporting abuse, abandonment, or neglect pursuant to the requirements of this section.

(b) Any person making a report under this section shall have a civil cause of action for appropriate compensatory and punitive damages against any person who causes detrimental changes in the employment status of such reporting party by reason of his or her making such report. Any detrimental change made in the residency or employment status of such person, including, but not limited to, discharge, termination, demotion,

transfer, or reduction in pay or benefits or work privileges, or negative evaluations within a prescribed period of time shall establish a rebuttable presumption that such action was retaliatory.

39.204 Abrogation of privileged communications in cases involving child abuse, abandonment, or neglect.

The privileged quality of communication between husband and wife and between any professional person and his or her patient or client, and any other privileged communication except that between attorney and client or the privilege provided in s. 90.505, as such communication relates both to the competency of the witness and to the exclusion of confidential communications, shall not apply to any communication involving the perpetrator or alleged perpetrator in any situation involving known or suspected child abuse, abandonment, or neglect and shall not constitute grounds for failure to report as required by s. 39.201 regardless of the source of the information requiring the report, failure to cooperate with law enforcement or the department in its activities pursuant to this chapter, or failure to give evidence in any judicial proceeding relating to child abuse, abandonment, or neglect.

39.205 Penalties relating to reporting of child abuse, abandonment, or neglect.

(1) A person who is required to report known or suspected child abuse, abandonment, or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083. A judge subject to discipline pursuant to s. 12, Art. V of the Florida Constitution shall not be subject to criminal prosecution when the information was received in the course of official duties.

(2) Unless the court finds that the person is a victim of domestic violence or that other mitigating circumstances exist, a person who is 18 years of age or older and lives in the same house or living unit as a child who is known or suspected to be a victim of child abuse, neglect of a child, or aggravated child abuse, and knowingly and willfully fails to report the child abuse commits a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(3) A person who knowingly and willfully makes public or discloses any confidential information contained in the central abuse hotline or in the records of any child abuse, abandonment, or neglect case, except as provided in this chapter, is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

39.206 Administrative fines for false report of abuse, abandonment, or neglect of a child; civil damages.

(1) In addition to any other penalty authorized by this section, chapter 120, or other law, the department may impose a fine, not to exceed $10,000 for each violation, upon a

person who knowingly and willfully makes a false report of abuse, abandonment, or neglect of a child, or a person who counsels another to make a false report.

B. Preparing a Report—What Should You Include?

It is important the report of child abuse or neglect be made by the person having the most first-hand knowledge of the situation.

When you make your report, be prepared to give a clear and concise summary of your concerns. Remember, it is not your responsibility to determine or prove with certainty that a child has been abused or neglected. It is your responsibility to report when you have reason to believe a child has been abused, neglected, abandoned, or threatened with harm by his or her caregivers. If you are ready with the following information, the Abuse Hotline counselors will be able to decide on the best course of action.

- Clearly state your suspicion that the child is a possible victim of physical abuse, sexual abuse, neglect, threatened harm, or psychological maltreatment.
- Identify yourself. School personnel are required by law to give their names. It is recommended that you also give your telephone number and address.
- Have the correct spelling of the child's name and accurate information about the child's age, race, sex, and date of birth. If possible, include names and ages of siblings even if they are not the subject of your report, as it may help in case determination.
- Give the names, addresses, and phone numbers of parents or caregivers of the child.
- Give the present location of the child, if not at home or school.
- Describe your specific concern for the child's safety. Report any direct statements the child has made to you or school staff. Be ready to describe any apparent injuries, marks, bruises, or threat of injury. If you can, identify anyone else who may have knowledge of the abuse, neglect, or exploitation of the child.
- Ask whether the report is being accepted for investigation and request the Abuse Hotline counselor's name and identification number.

If further consultation is needed before you decide to make a report, consider discussing what you have observed with one of the following:

- a school social worker
- a school nurse
- a school counselor
- a school resource officer
- a district-level person who works with cases of abuse (designated staff, school psychologist, etc.)
- your principal
- a child abuse designee in your school, if one exists (some school boards have a policy that the principal of each school annually designate a faculty member to be the school resource person on maltreatment, the relevant laws, and proper reporting procedures).

It is strongly recommended that the reporter review the Department of Children & Families' "Fax Transmittal Form to Report Abuse/Abandonment/Neglect/Exploitation," which is included on pages 85-86 of this document, even if the report will be made by telephone call. This document will help ensure that all required and relevant information is available to you at the time of your call.

C. Florida Abuse Hotline Reporting Options

The Florida Abuse Hotline is the state's centralized division of the Florida Department of Children & Families that processes telephone, fax, and written communications regarding the abuse and neglect of children (as well as vulnerable adults). The Abuse Hotline operates twenty-four hours a day, seven days a week with calls received from a nationwide toll free telephone number and a statewide toll free fax number. Abuse Hotline counselors determine if the information presented meets criteria as stipulated in law for the initiation of a report that will require an investigation of the concerns. Counselors also assist with information and referral to enhance the safety and well being of children.

It is important to mention that if the report is of an instance of known or suspected child abuse by someone other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare, the call shall be immediately electronically transferred to the appropriate county sheriff's office by the Abuse Hotline.

There are three options for reporting child abuse and neglect to the Florida Abuse Hotline.

1. Telephone—by calling (800) 962-2873, or (800) 96-ABUSE
2. Fax—by faxing the completed form on pages 85 and 86 to (800) 914-0004
3. TDD—Telephone Device for the Deaf—by calling (800) 453-5145

The preferred option to report child abuse and neglect is to call (800) 96-ABUSE and talk directly to an Abuse Hotline counselor. **This option must be used in all cases of abuse, neglect, and/or exploitation that involve emergency situations.**

The second option is to report abuse or neglect by faxing a completed "Fax Transmittal Form to Report Abuse/Abandonment/Neglect/Exploitation, found on pages 85 and 86 of this Source Book, to (800) 914-0004. The information in the fax will be assessed to see if it meets the legal criteria as a report for investigation.

It is extremely important that as much information as possible be provided in the faxed form. If you need more space to explain your report than the fax form allows, additional pages can accompany it. Bear in mind that the time frame involved in processing a faxed report of abuse may be longer than that of processing a telephone report, which may delay assistance to victims.

If you report child abuse or neglect to the Abuse Hotline by fax, it is critical to include the following:

- a means to locate the victim
- your telephone number in case additional information is needed
- typed or legibly printed text
- the indication that you want a faxed response from the Abuse Hotline verifying receipt of your fax.

D. How Do You Know if Your Report Has Been Accepted?

For Child Protection

The Florida Abuse Hotline is committed to providing quality assessments and a clear understanding of services available. Callers will be clearly told that the information provided is being accepted as a report for investigation or the best way they can assist if a report is not accepted.

If you are not given the information regarding whether your call is accepted as a report, it is important that you request the information before ending the call. All reports of child abuse, abandonment, and neglect are confidential and access to these reports is limited as specified in Section 39.202, Florida Statutes. Abuse Hotline counselors can not acknowledge the existence of any report, acknowledge that they have spoken to a caller on a previous occasion, nor release any information provided by a caller or contained in a report. No reports are released by the Abuse Hotline. Any person with a statutory right to a report must contact the local investigative office.

For Law Enforcement

The Abuse Hotline counselor will transfer your call directly to the sheriff's office in your county.

Information and Referral

The Abuse Hotline counselor may give you telephone numbers of Children in Need of Services or Families in Need of Services (CINS/FINS) providers in your district. You may also be referred to your local Department of Children & Family Services office.

E. Frequently Asked Questions

Regarding Florida Law on Child Abuse

1. What does Florida law require?

Section 39.201(1)(a), Florida Statutes requires **any person** who knows or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall report such knowledge or suspicion to the Abuse Hotline.

2. *Do I have to identify myself?*

   Yes. School teachers, school officials, or school personnel must identify themselves as required by Section 39.201(1)(b)(4), Florida Statutes.

3. *What if I don't report?*

   According to Section 39.205(1), Florida Statutes, any person who knowingly and willfully does not report known or suspected abuse is guilty of a first degree misdemeanor and is subject to criminal prosecution.

4. *What is "reasonable cause to suspect"?*

   Indicators of abuse and neglect are factors to consider when determining if a situation meets criteria for "reasonable cause to suspect." Please refer to page 9 of this document, C. Recognizing Indicators of Child Abuse and Neglect.

5. *How does the law define "child abuse and neglect"?*

   See definitions for abuse, harm, and neglect provided on pages 13-14 of this document.

6. *What does the law say about reporting young women who are pregnant?*

   According to Section 39.201(2)(d), Florida Statutes, "If the report is of an instance of known or suspected child abuse involving impregnation of a child under 16 years of age by a person 21 years of age or older solely under Section 827.04(3), Florida Statutes, the report shall be made immediately to the appropriate county sheriff's office or other appropriate law enforcement agency."

7. *Are teachers or other school personnel expected to "investigate" prior to making a report?*

   Absolutely not. School teachers and other school personnel are required by law to report known or suspected abuse or neglect. Investigation of reports is the responsibility of local law enforcement, local Child Protection Teams, and/or the Department of Children & Families.

8. *How do I report a suspected case?*

   The process and options for reporting suspected or known abuse or neglect are described in detail on page 27, Section II C. of this document.

9. *Can I be sued for making a report?*

   No. If you make a report in good faith, you are immune from any civil or criminal liability as stated in 39.203(1)(a).

Regarding Reporting a Case from School

10. Do I have to have prior approval from my principal to report?

No. Suspected or known abuse or neglect should be reported immediately to the Abuse Hotline.

11. Must I notify my principal when I make a report?

Florida law does not require this. However, many districts and schools have policies that require teachers and staff to inform the principal immediately after making a report to the Abuse Hotline.

12. Who should make the report when more than one staff member is involved?

The group of persons involved should decide which of them will take responsibility to make the report. Usually the person to whom the child made a direct allegation of abuse or the person who knows the most about the situation or family is the most appropriate person to make the report.

13. Does the Abuse Hotline have to accept my report? If they do not accept my report for further investigation, what recourse do I have?

Abuse Hotline counselors may accept reports on the basis of specific criteria regarding maltreatment and how they can be recognized. Counselors must ask questions and gather information but may not ask leading questions of the caller. Each call is accepted or refused as a report based on information provided during the call.

If the counselor indicates a report will not be accepted and the caller disagrees with the decision, the caller may ask to speak to a supervisor. The counselor then briefly summarizes the situation for the supervisor who speaks to the caller regarding his or her concerns. After listening to the caller, the supervisor makes a determination of whether the counselor's decision was appropriate and provides the caller with further explanation about the decision.

The caller may also contact the local district office of the Department of Children & Families to discuss the situation. The local office may be able to suggest alternate resources or may have other protocols in place to assist the family in question. This may only be possible during regular business hours.

14. Who will investigate my report?

In all but five counties, the initial investigation is conducted by a protective investigator (PI) who is an employee of the Department of Children & Families. In some areas, due to the nature of the allegation or a local agreement, the PI may be accompanied by staff

of the local law enforcement unit. In five counties (Broward, Manatee, Pasco, Pinellas, and Seminole), the initial investigation is conducted by employees of the local sheriff's office. Usually these individuals are not sworn deputies but employees of a special child protection unit within the sheriff's office. Both DCF and the sheriffs' offices may consult with the local child protection team for assistance with the investigation in the form of medical or psychological evaluations, specialized clinical interviews, and other services.

15. *Am I required to speak to an investigator? May I talk with an investigator about a child in my classroom during their investigation of a complaint?*

    Yes. According to Section 39.0014, Florida Statutes, it is the responsibility of all public agencies and their employees to cooperate and provide information to child abuse investigators so that children will be protected.

16. *Should I write anything about the report in the child's cumulative record folder?*

    No. You should never enter anything in the child's educational record concerning the reporting of child abuse.

Regarding Obstacles to Reporting

17. *Do parents have to give permission for protective investigators to interview their child?*

    No.

18. *How can we be sure a person requesting information is authorized to obtain such information?*

    School personnel should ask for the photo identification badge of the person requesting information or an interview. Photocopy the badge if this is permitted. If it is not, call the agency which issued the badge and verify that the person is a currently employed child protective investigator. If your school district has a law enforcement department, ask them to assist with this verification.

19. *How do investigators decide to take a child into custody?*

    Investigators consider several factors in deciding whether to take a child into custody. These include the nature and severity of the maltreatment, the attitude and degree of cooperation of the caregivers, and other factors in a comprehensive risk assessment, which is completed early in the investigation.

20. *Does a judge have to authorize the removal of a child from his/her family?*

    A child may be detained by the child protective investigator and placed in shelter. The dependency court will hold a hearing within 24 hours to provide due process to the

parents or other caregivers and decide whether there is cause to continue to detain the child.

21. *Who has the authority to take a child into custody?*

According to Section 39.401, Florida Statutes, a child alleged to be dependent may only be taken into custody by a law enforcement officer or an authorized agent of the Florida Department of Children & Families.

22. *Can a male child protective investigator take a female child into custody?*

The gender of the child protective investigator has no bearing on whether a child may be taken into custody. If the child is fearful or uncomfortable due to gender differences, this should be discussed and a solution sought that will decrease any further trauma to the child.

23. *What do I do if I've made a report to the Abuse Hotline and their investigators haven't come by the end of the school day?*

If dismissal is approaching and no contact has been made, you may contact your local child protective investigations office and determine whether they have received the report and whether an investigator is in route to the school. If not, and you have grave concerns about the safety of the child, call your local law enforcement agency and request immediate assistance from an officer. Some areas have Safe Place programs to provide respite for children who are fearful of going home. If a child leaves school and goes to such a program, the location of the child should be communicated to the child protective investigations office.

24. *Does the school have to notify a parent when a report is made to the Abuse Hotline?*

No. In fact, the school should not notify the parent or other caregivers of the report.

25. *Who contacts the parent when a child is taken into protective custody?*

The person who takes the alleged dependent child into custody has the legal responsibility of notifying the parent or caregiver.

26. *Can the parents find out who made a report?*

The identity of the reporter is confidential. However, sometimes children identify the person at school with whom they discussed their problems and parents assume that person made the report. Any person who breaches the confidentiality of a child abuse reporter may be charged with a crime.

27. *Even after discussing a case with my colleagues and reviewing the "signs and symptoms*

checklist," I still may not be sure that I know enough to warrant making a report. What can I do?

You may choose to call the Abuse Hotline and express your concerns. The Hotline counselor will decide whether your information meets the statutory definitions of maltreatment.

28. *Can a child be interviewed on school property or during school hours?*

Yes. A child may be interviewed on school property at any time that the child is there. This could include interviewing the child at an after-school program at the school, even if a contracted agency runs the after-school program.

Section III: After a Report

A. What Happens after You Make a Report?

What Can I Expect?

Counselors answering the Abuse Hotline ask for relevant information about the child and the situation. It is their job to make an immediate assessment of your report. Generally, the younger the child and the clearer the indications of abuse or neglect, the more likely they will be able to accept the report and institute an investigation.

The Florida Department of Children & Families is not responsible for investigating any case in which the alleged perpetrator is not the caregiver of the child. In these situations, they will refer you to law enforcement to file a complaint.

If you make a call and based on the information provided an investigation is not justified, ask for suggestions about what you can do next. Consult with others in your school system who have experience in working with maltreated children and their families. Also, every county in Florida is served by a child protection team (CPT). You can call the CPT counselor (on-call 24 hours a day) or your local protective investigations unit supervisor in the Department of Children & Families to ask for further options about follow-up for the child about whom you are concerned.

Will the Child Be Taken Away?

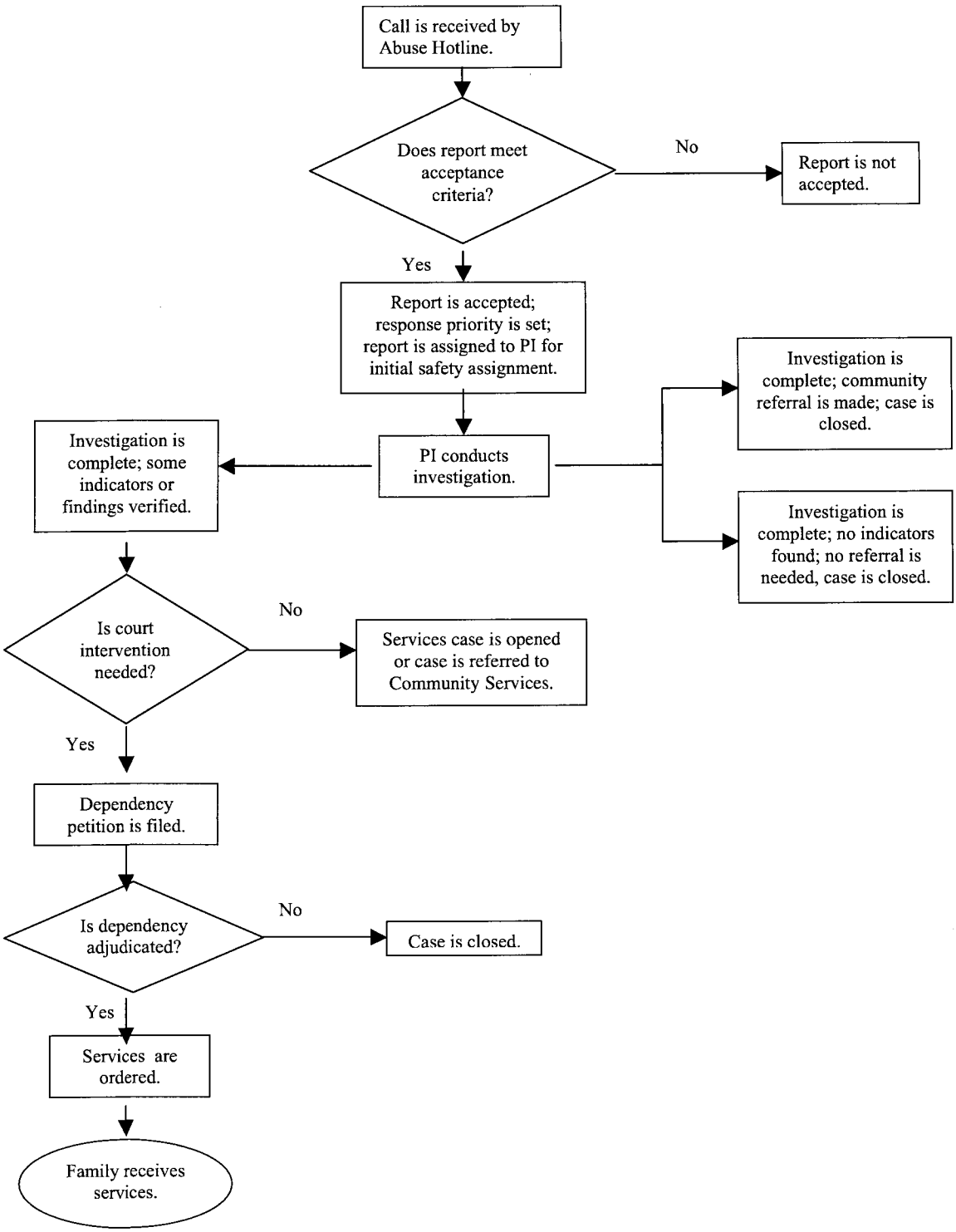
Reporting someone for child abuse does not mean the child will automatically be removed from the home. Child protective services and the court system attempt to keep families together when possible, but they do provide emergency shelter and crisis care outside the home. Ultimately, a very low percentage of abused and neglected children in Florida are placed in foster care each year.

Can I Find Out What Has Happened?

Telephone reporters to the Abuse Hotline will be told prior to concluding the conversation whether the information provided has been accepted as a report for further investigation. For a report sent via fax, you may request verification of an accepted report.

Section 39.202(5), Florida Statutes states, "Any person specifically listed in s. 39.201(1) who makes a report in his or her official capacity may also request a written summary of the outcome of the investigation. The department shall mail such a notice to the reporter within 10 days after completing the child protective investigation." Teachers or other school personnel are included in this group. The request for the summary should be made at the time the report to the Abuse Hotline is made.

B. Flowchart: Tracking a Case through the System



C. Talking with the Child's Parents or Caregivers

Many families under investigation demand to know the name of the person who made the report. The law protects your identity, but parents often correctly surmise that the report was made by school staff. In an effort to intimidate school staff, sometimes parents will even falsely claim that investigators revealed the source of the report. There are legal penalties for revealing a reporter's name, and the investigators try to redirect this frequent question by reminding the family that a concerned person has the legal responsibility to report such suspicions about a child's safety or well-being.

Some schools have an informal policy to inform parents when staff has made a report to the Abuse Hotline. Be aware that this action may compromise the investigation and should be delayed until after child protective investigators and/or local law enforcement personnel have had an opportunity to interview the child.

Be ready to talk to parents about your legal requirement to report. Sometimes parents appreciate being shown a copy of the law mandating school teachers and staff to report suspected cases of abuse and neglect.

In talking with parents, focus on concerns for the child's success in school, the child's safety, and the entire family. Remind the parents or caregivers that you want the child to succeed in school and will work with them toward that goal. Explain that the school's role in any investigation is limited and the school remains focused on providing a quality education for the child.

Confirm with your school that it has a plan to talk with parents who contact teachers and staff about abuse reports. Although retaliation against reporters is rare, your staff may be encouraged if there is a plan for any such confrontation. If you are the recipient of any verbal or written threats, promptly report it to law enforcement.

D. Confidentiality Issues for School Personnel

All information related to child abuse or neglect investigations is confidential by law. Be cautious regarding with whom and in what manner you discuss any specific aspects of a child's case. You may speak freely to a Department of Children & Families child protective investigator (or a child protective investigator of another agency that is an authorized agent of DCF), a guardian ad litem, a school child abuse resource person, or the school principal about the child's case.

There may also be other faculty or staff members at your school who require relevant information in order to provide supportive services. Avoid labeling children in records or open conversation as being abused or neglected. Be discreet in your comments and discussions, and avoid requesting and/or providing case-related information in an inappropriate manner. Respect the privacy of the child and family. Discuss children in terms of their behavior, their educational needs, and your services. Meet privately. Do not discuss a child's situation in the faculty planning area, office, or school halls.

Stigma

No one wants to be labeled negatively, and being considered abused or neglected has a negative connotation for children. Also, at some developmental stages, children strive hard to conform to their peer groups and anything that sets them apart can result in further weakening of a child's already fragile self-concept.

If you are focused on remedying specific behaviors and academic deficits, use supportive services available to all students. Including students in support groups who have been maltreated may enhance services and help the maltreated child form friendships.

Give students words to use to deflect any questions from classmates. Help them practice how they might respond to prying questions. Suggest phrases like, "I'm not allowed to talk about that with you," or "I don't want to talk about that. Let's do something else."

Sometimes a whole class is upset and knows about a classmate's injury or abuse. Make a plan that gives them general information to reassure them that their friend will receive needed help but that does not reveal details of events under investigation.

For example, a teacher might tell the students that all parents love their children, but sometimes problems in a family make it difficult to always take good care of the children. Let the students know that other adults will help the family make plans that keep everyone safe and healthy. Do not portray any child's parents as criminal, insane, or horrible, and do not allow students to do this either.

If the case has been particularly dramatic or covered by the news media, consult with your professional network for ideas on handling students, staff, or parents. One school even convened a special evening meeting for parents after an especially disturbing case of sexual abuse by a well-known youth leader. The guidance counselor arranged for a presentation by the local child protection team and law enforcement about child sexual abuse and allowed time for questions and answers.

Extending Yourself to the Student

Developing and implementing supportive services for abused or neglected children is not written as a specific job responsibility for teachers, administrators, or other school personnel. Nevertheless, if you expand your personal role, you could increase your effectiveness as an educator and diminish the physical and emotional pain of your most vulnerable children. Maltreated children often lack advocates, and some fall through the community safety net of services.

You cannot provide everything these children need, and you should not think of yourself as the only means of help or as a rescuer. You can, however, make a start to significantly improve their circumstances. Your professional advocacy is valuable to the student, your colleagues, your school, and school district.

E. Dealing with Your Own Feelings

For many reasons, reporting suspected child abuse is personally difficult. There may be resistance to the idea that children can be so harmed by adults, a reluctance to "create more trouble" for already troubled families, hesitancy to lose control by referral to another agency, and a fear of retribution against yourself or against the child. The suspected perpetrator may even be someone you know or someone who seems so successful in life that he or she "just couldn't have done such a thing."

Your own personal history will also affect how you feel about making such a report. If you are over forty, it is likely that child abuse as a social problem was unfamiliar to you growing up. Instead, you may have been raised in a social climate where family problems were dealt with behind closed doors. It may seem overwhelming to become so involved with the private lives of students' families.

If you have personal experience as a victim of abuse, handling similar situations may evoke such strong feelings that you react by ignoring the problem or becoming "lost" in it. You may need to be careful to maintain an emotional distance and not to over-identify with a student's situation. If your own history is disturbing, do not hesitate to seek support in managing a student's case or ask other staff to assume your role.

It is also possible that dealing with a case of suspected abuse will bring up unexplained feelings of anxiety or rage. These feelings may be associated with personal events you have not faced. Hearing about a student's victimization may elicit material from your childhood that you have either consciously or unconsciously buried. Your own emotional memories could result in crying, panicky feelings, or vengeful fantasies. Some adults experience this more indirectly as physical illness, unexplained tiredness, social withdrawal, or emotional numbing.

Even if none of the above factors are personal complications, you may experience some feelings of anger, anxiety, and sadness. Secondary victimization of the helper immersed in dealing with child abuse can lead to feelings of powerlessness and hopelessness. Child abuse is not an easy issue for any of us to confront, but there are ways to attend to our own needs while we work to meet the needs of students.

When dealing with personal feelings in relation to these difficult cases, keep these points in mind.

- You do not have to be the lead person for planning for follow-up on the case. Ask for support and help from others in your school or school district.
- If the entire topic makes you uncomfortable and uncertain, you are not the best candidate for working with an abused child. Your fright and confusion will be communicated to the child and may be misinterpreted by him or her.
- Talk with a trusted colleague, friend, or family member about your feelings.

- If you find yourself troubled by anxiety, guilt, or fear, you may want to seek professional help to process these feelings.
- If you have received therapy because of your own childhood victimization, reconnect with a support group or therapist.
- If you recall your own victimization as a result of this situation, find a therapist, read a book on the topic, and/or contact the Adults Molested as Children support group in your community.
- Recognize that these are stressful situations, and even if you have handled similar situations in the past, you are allowed to ask for a break from the task. Enlist others to assist the student.

F. When Reporting Does Not Seem to Help

Sometimes the Abuse Hotline will decline to accept a report for further investigation. Or if the case is accepted, the allegations may not be substantiated and the Department of Children & Families Child Protection Unit will be unable to take further action. Those concerned with the child's well-being may feel frustrated with the system and believe that nothing can be done to safeguard a child. Child protective investigators must be able to document maltreatment that reaches a level of legal sufficiency in order to petition the dependency court for protective supervision or to remove a child for purposes of protection.

There are several points to consider when confronted with this circumstance. Remember that abuse and neglect cases are often not clear-cut. It may seem very apparent to school staff that a child is in jeopardy; however, the investigators may find that parents have used questionable judgement but are not abusive or neglectful. If it does not seem that the original reasons for making the report have been addressed, call in another report. Ask to speak to a supervisor at the Abuse Hotline and clearly explain your specific concerns.

Call your local child protection investigation supervisor to talk over the case. You can ask for a consultation on a case to ask questions regarding assessment of abuse or neglect. Keep personal notes that document your specific concerns and any concrete indications of maltreatment. Your continued vigilance of the child's situation may be a safety net.

Sometimes when a child has disclosed abuse and intervention is not successful, the child may be reluctant to talk further and may even avoid the person who made the report of abuse. Especially with older children, it may be useful to acknowledge that families do not always change after a report. Encourage the student to continue to speak up about any maltreatment. Create opportunities for the child to form trusting relationships with other staff at school.

Section IV: Supporting Maltreated Students

Schools should be safe environments that can support the prevention, identification, and treatment of child abuse and neglect. Educators strive to help all children succeed in the classroom. However, they often do not understand or lack confidence regarding their role in working with children known to have been abused or neglected. School personnel are able to contribute to helping these children gain self-confidence and succeed academically.

A. Helping Maltreated Children Succeed in the Classroom

Common Therapeutic Goals for Maltreated Children

Children who have been neglected or abused physically or sexually seem to have many therapeutic issues in common. In the most general terms, abuse affects children in two primary ways.

- overwhelming stimulation from intense emotions about themselves and the abusive parent or caregiver
- difficulty in trusting others.

The success of children in overcoming the affects of abuse seems to depend on resolution of their feelings of guilt and powerlessness and their ability to trust others or to make friends. The school can foster an environment that enables these children to have an opportunity to form relationships with trustworthy adults and to make progress toward

- forming a positive self-image
- trusting others
- acknowledging their own emotions
- expressing anger appropriately
- experiencing positive adult and peer interactions
- communicating verbally
- developing alternative behaviors for coping and problem solving
- achieving academically.

The Teacher's Role

Teachers often feel responsible for the difficult task of helping a child heal without the benefit of a therapeutic environment or training. Teachers should not be expected to assume responsibility for counseling children who have been abused. However, teachers can assist children with the healing process by encouraging the child to have many positive school experiences that will allow him or her a feeling of accomplishment and achievement. Schools can provide the best opportunity to create situations where the abused child will have more contact with classmates and form friendships.

Teachers often have been key adults a child will turn to in time of trouble. It is important that teachers not probe or push children to talk about experiences and feelings that they may

not be ready to discuss. Because their physical and emotional boundaries have been violated, it is important to be aware of their need for physical and emotional space. A child may exhibit difficulty regarding physical boundaries, such as displaying anger or annoyance when gestures of support such as a pat on the back are given by school staff.

It is also important not to violate emotional boundaries; therefore, staff must be careful not to become overly involved in the child's problems. Be aware of and try to manage personal feelings. It is unfair to expect a child to suddenly respond meaningfully to everyone's effort "to help" or to expect immediate changes in the student's coping skills. Children should see teachers as warm, caring, and supportive. The routine and predictability of the school day can be very comforting.

Schools can offer support services to children and parents by making referrals to local counseling agencies. The school social worker, school psychologist, guidance counselor, or family counselor may ask to be included in the treatment planning with the parent's permission. Knowledge of a child's everyday behavior in school can be valuable to other professionals who are responsible for counseling the child and the family. In some school districts, partnerships have been formed with mental health counseling agencies. These agencies provide counseling at school for students experiencing behavioral and/or emotional problems. This counseling may be very beneficial for maltreated children.

A teacher is often the adult outside a family that a child is likely to speak to about abuse. The teacher can be a lifeline for the abused child. In order to be a safe, trusted adult for students to come to, a teacher can do the following:

- Convey a sense of caring and interest to the suspected victim.
  "I care about you."
  "If you feel bad, I'd like to help."
- Give the child a sense that his or her feelings matter.
  "If you are scared, come and tell me."
  "Your feelings are important, and it's good to talk about them."
- Believe and take seriously information given by a child.
- React calmly to information given by the child. Children test adult reactions to less significant information before risking their secret. If you seem disinterested, angry, shocked, or disgusted, the child may withdraw in reaction.
- Let the child know that he or she is not responsible or at fault for whatever happened.
- If the child is not comfortable opening up to you, acknowledge this and let the child know that you still wish to offer support. Help the child determine who else might help. Follow up appropriately.

Academic Needs

The following strategies may help the child regain confidence in his or her ability to succeed at learning and lessen frustration with difficult tasks:

- Find ways to provide one-to-one, individual assistance or tutoring in problem areas.

- Try to arrange this kind of help from both adults and peers.
- Break down large projects into smaller tasks so that the student can have more frequent feedback and a sense of completion. The student may need to work in short bursts.
- Minimize competition and try to set up failure-proof tasks.
- Eliminate timed tasks or allow the student more time to complete tasks.
- Provide well-defined transition procedures from one activity to another.
- Assign a classroom job, such as the student being a "helper" to the teacher.
- Ask resource staff how you can provide or obtain other academic help for the student, if necessary.
- Ensure access to all educational services for which there is eligibility, i.e., free or reduced meals programs, Title I, and bilingual programs.

Behavioral Needs

Children who have been maltreated may exhibit acting out behavior as their only available form of expression for their feelings of anger, fear, and guilt. It is imperative to redirect inappropriate behaviors, but remember that they may be sensitive to control by adults. They may respond well to structure and limitations on highly stimulating tasks. The goal is to help the child build up a sense of self-control that comes from an ability to predict events and participate successfully. The following strategies may help to structure learning situations in ways that may be helpful to students:

- Be consistent, calm, and clear in your directions.
- When speaking, bend down or sit down with the younger child to speak directly to him or her in a quiet voice.
- Help the student realize there are consequences to behavior and they can make a good choice to exercise control over behavior.
- Provide time and reasons for the child to get up and move around to discharge some energy. Encourage structured play or exercise. Do not withhold recess, lunch, or physical education as punishment.
- Avoid taking away possessions as a disciplinary measure.
- Set up the classroom to help the child stay on task. Move the child's desk closer to the teacher's desk; use a study carrel or timer.
- If you are in a school that still uses corporal punishment, find alternative ways to discipline. This child has had adults use power and force inappropriately and must be shown other ways of problem solving.
- Do not allow destructive behavior as an expression of anger. Talk about appropriate release of anger. Have children demonstrate or rehearse appropriate behaviors.
- Model nurturing concern toward others. Foster empathy and sensitivity to others. Verbalize those feelings and model empathetic behaviors. Watch for this behavior and praise the child when he or she is appropriately empathetic towards others.

Social Needs

Young children will learn how to get along with their peers by first getting along with the adults who are important to them. Do not expect good peer relations until the student can forge a relationship with an adult. Help the child learn social skills through these strategies.

- Be a role model; demonstrate and talk about acceptable ways of behaving with others.
- Express feelings appropriately.
- Offer guidance on how to deal with peers. Social skills or friendship groups are useful. Locate and use books on the topic of making friends.
- Set up group activities so the children have a chance to learn from each other. Cooperative learning is a model that may empower these students.

Emotional Needs

It is important to acknowledge the child's strengths and skills and not simply the victimization. Reinforce positives by providing experiences that leave the child with a feeling of accomplishment. Help the child identify something he or she can do well. The following strategies may help a child increase his or her self-esteem:

- Recognize the child with behavior and words that indicate "I like you. I like to be with you."
- Acknowledge and validate the positive qualities of the student.
- Play games that will be winning situations for the child.
- Begin each day with a clean slate.
- Read to the child or have him or her read to others. Use stories in which children are the heroes and overcome great odds through competence, strength, and intelligence.
- Help the child talk about feelings. Label feelings, both your own and the child's. Teach and encourage the child to talk instead of to act inappropriately on his or her feelings.
- Encourage the expression of feelings through creative mediums such as art, music, dance, and writing.
- Help the student to identify and become part of extracurricular activities or clubs.

B. Engaging the Parent with the School

Parents should know that school staff are available and willing to help. Families of abused or neglected children are as much in need of supportive services as are the children themselves. This is an area frequently avoided because the boundary tends to be blurred between what is school-related and what is a private family matter. While staff should not force themselves on a family, schools can still reach out to the family to reduce their stress and to reduce the family's isolation. It is important to understand that abusive parents, for the most part, are ordinary people who have not had the opportunity to learn alternative ways of coping under stress. Stress is a primary factor underlying child maltreatment.

Education professionals often have interactions with parents around sensitive issues. Educators can help parents understand normal behavior for children at varying stages of development. School districts that provide parent effectiveness classes may offer a model for starting a parent group for individuals who may be at risk for becoming abusive. These groups can give parents an opportunity to vent frustrations in a non-threatening setting, as well as provide targeted information and skill training.

Actively engaging the abusive or neglectful parent with the school is a difficult task. These parents are often afraid of being judged and are very sensitive to real or perceived criticism. Just as children who have been maltreated tend to be socially isolated, this same dynamic may apply to an entire family. They are not likely to attend PTA/PTO meetings and may be reluctant to attend parent conferences.

Ideas and Guidelines for Involving Families of Abused or Neglected Students

Schools can reach out to both students and parents. It is important that teachers are open minded and maintain a non-adversarial role. Contacts with the parents should be supportive and non-threatening. Call or write a note on a regular basis to discuss how the child is doing in school. Parents should not be contacted only when there is a discipline problem or failing grades. Do not get discouraged if the parent does not respond, as this does not necessarily mean your attempts are ineffective.

Give positive feedback to parents. Families are often contacted regarding negative situations, such as when a child is misbehaving or coming to school improperly dressed. Contact the family frequently about what the child is doing well at school or about improvements in the child's condition or appearance. Let parents know their efforts are recognized.

Be prepared for extremes in verbal responsiveness. Some parents will jump at the opportunity to enlist the school's support and will disclose more than is appropriate about what is going on in their lives. They may just need someone to listen. It is important that educators remember their responsibility to maintain confidentiality and to respect the parent's right to privacy.

Offer the parent an opportunity to do something specific for the school or their child's class. This may seem paradoxical because it is difficult to engage these parents in school activities. School staff may experience greater success in getting families to provide volunteer services if parents are approached positive attitudes and believe they are valued. Many parents who have mistreated their children perceive themselves as failures, both as parents and as individuals. Parents need to see that they can be successful in supporting their child's education.

C. Support Services in the School and Community

In a school system, there are many people who can be resources for children who have experienced maltreatment. Identify those in your system who specialize in these areas.

- helping children overcome specific academic needs
- helping children learn to make and keep friends
- helping children learn to appropriately express a range of emotions
- helping children modify self-defeating behaviors
- working with children in small group settings.

Find out who has had specific training in meeting the academic needs of children who have been abused. The goal is to address academic needs and build self-confidence in these children through achievement and self-control. Resources may include

- school social worker
- child abuse resource coordinator or team
- guidance counselor
- peer counseling coordinator
- school nurse
- school psychologist
- primary or exceptional student education specialist
- speech and language therapist
- principal and/or assistant principal
- school resource officer
- behavior specialist and resource room teacher.

Children with a history of abuse may manifest difficulties in learning and academic performance. Some school districts have established weekly meetings of faculty in child study teams to discuss the academic needs of specific students. This is an excellent way to bring attention to the needs of maltreated students and to develop the support for some special efforts to address those needs. Appropriately focusing on helping the child succeed in school will go a long way to ameliorate the effects of maltreatment.

Many times the school is able to assist the family in meeting basic needs. For example, clothing may be available, and families may not be aware that their children are eligible for free or reduced-price breakfast or lunch. Additionally, some administrators have discretionary funds that can be used for special needs, such as the cost of a field trip for children whose families lack financial resources.

Group Interventions and Skills

Peer or community groups can be a productive way of working with maltreated children. A group not only provides a structured support system but allows each student to benefit from the group processes and from peer review for sanctions and approval. Additionally, groups can provide a sense of belonging. Groups should also include students who have not been

maltreated and may serve as role models and help the maltreated child to normalize behavior and emotions.

Topics such as conflict resolution, anger management, appropriate expression of feelings, and problem solving can all be learned in groups. Other groups can be created to give students specific help in developing their social skills or practice at study skills.

Find out what kind of groups have been created in your school district that would meet the needs of the students in your school.

- What staff have developed and run the group? Could you use a similar approach or modify it to meet your school's needs?
- Are there other agencies that would help set up a group to meet specially targeted needs of students?
- Review your ideas with the school volunteer coordinator or the school improvement team, who may know of a professional with the skills to run a group.
- If you are in a community served by a community college or university, seek help from faculty in psychology, social work, education, and/or social science programs. Are there skilled graduate students who would be interested in working with you to lead therapeutic groups?
- Is there a professional association for counselors in your area? Often counselors want to expand their own experience and may volunteer to lead groups with school staff for children in foster care, those who have been sexually abused, those exposed to domestic violence, or those who have other special needs arising out of their personal histories. Care must be taken to ensure group norms that will safeguard confidentiality.
- Ask the student services department in the school district to work with you to develop creative ways to meet the needs of the children who have been abused and neglected in your district.

Civic groups, child welfare agencies, community organizations, and county children's boards support many community efforts for children. Ask for funds for consulting staff to run short-term supportive groups for your student and parents. Find help in obtaining small grants through partnerships with other community funds to set up one-to-one tutoring programs.

D. Constructive Responses to Problem Behaviors of an Abused Child

Children and adolescents who are victims of abuse often exhibit problematic behaviors at school and in the classroom. Tragically, the abuse such children endure at home may be coupled with regular criticism and disapproval at school.

A teacher's response to problem behaviors in the classroom can be a positive influence in the abused child's life if the teacher

- conveys disapproval of the child's behavior but not the child
- encourages the child to explain why she or he behaves in this way

- takes the child's feelings seriously
- acts with respect for the child even while correcting him or her
- explains what is expected of the child and why
- encourages the development of self-respect and respect for others
- realizes that she or he may be a child victim's only positive adult role model.

Many child victims are labeled as delinquent, slow, or different and remain stereotyped in that role all through school. A concerned teacher who takes the time to talk with and understand the "problem" child is invaluable.

A child victim's problem behavior in the classroom needs to be addressed and corrected. Such correction can be done without humiliating or emotionally abusing the child. Outlined below are some nonabusive responses to common behaviors symptomatic of abuse in children.

Truancy

- Convey a desire to understand the student.
  "I'm concerned about you."
  "I'd like to understand what you are feeling."
- Express concerns, expectations, and rules without condemning.
- Set positive expectations for the student that respect and acknowledge his or her feelings.
- Set up a contract with the student for improved attendance.

Anxiety, Fidgeting, Tension

- Acknowledge the child's anxiety and try to understand its sources.
- Build communication with the child.
- Devise failure-proof activities or projects.
- Sequence activities with graduated degrees of difficulty.
- Minimize or eliminate competition.
- Allow opportunities for out-of-seat activities that will allow the child to "burn off" excess anxiety and tension.

Rude, Disruptive, or Aggressive Behavior

- Intervene and explain.
  "You can certainly use the book sometimes, but you don't have the right to grab it from her."
  "Your noise is making it hard for me to talk and for others to listen. Out of respect for the rest of us, you should stop."
- Explain what will happen if the behavior continues.
  "If you choose to interrupt us again with that rude noise, you will go to the principal."

- Use non-corporal discipline such as having the child clean desks or sending the child to the time-out room or corner.
- Acknowledge the child's feelings.
  "You have the right to be angry, but you don't have the right to hurt others with your anger."
- Allow the child to use venting techniques.
  - talking about anger
  - writing about anger
  - drawing or doing other artwork to express anger
  - using physical activity.
- Build communication with the child; try to understand the sources of aggression.

Mood Swings

- Acknowledge the child's moods.
- Stabilize and structure the child's environment.
- Ignore undesirable behavior when possible.
- Keep your own behavior consistent.
- Allow the child a place and time to vent feelings through talking, writing, drawing, dance, theater, or listening to music.

Inattention or Daydreaming

- Ask the child privately, "What are you thinking about?"
- Build communication. Try to understand the reason for daydreaming.
- Limit highly stimulating tasks.
- Minimize unstructured time.
- Reduce extraneous stimuli.
- Give the child lots of physical opportunities for learning.

Poor Self-Concept

- Assign special tasks (such as taking attendance, running errands).
- Assign failure-proof tasks.
- Convey sense of caring through eye contact, smiling, speaking child's name.
- Take opportunities to praise child.
- Build communication, encourage the child to verbalize feelings.

Withdrawn and Passive

- Respond as you would to a child with poor self-concept.
- Structure positive relationships around child.
- Devise activities that will necessitate a variety of responses.
- Avoid physical or harsh discipline.
- Do not force the child to perform when he or she is uncomfortable.

Section V: The School's Role in Child Abuse Prevention and Intervention

A. Working with the District and School Faculty

Building the District's Capacity to Respond to the Needs of Maltreated Children

In the previous sections of this source book, the emphasis has been to assist school personnel in recognizing and responding to maltreated children in an informed and appropriate manner. This section goes beyond dealing with individual cases to addressing other measures that districts and schools can take to broaden their response to child abuse. Every district and school should consider these questions.

- What plans can and should be made to inform staff, parents, and students about the problem of child abuse and neglect?
- What partnerships and collaborative efforts may be formed within the district and the broader community?

A Comprehensive Response: Checklist for Schools

What are the standards in your district for dealing with child abuse? Is there a written policy adopted by the School Board and posted at every school? Consider these questions.

- Do teachers understand their legal responsibility and feel supported by school policy, procedures, and practice if they have to make a report?
- Is inservice training on recognition of child maltreatment and legal reporting requirements offered to all new teachers on an annual basis?
- Are training updates on the applicable statutes and supportive strategies for students and families given to staff?
- Are resource persons or a resource team with supplementary training, knowledge, and experience in handling reported cases available to staff in every school? (See "Setting Up a School Resource Team" below.)
- Are curricula available for classroom presentations made to students on child abuse, personal safety, and instructions on asking for help with personal problems?
- How are special needs of maltreated students addressed in educational support services available in schools?
- Is there access to assistance for maltreated students through other community services? (See the Resource List of Support Services in Your Community in Section VI.)
- Do student support staff in the district have access to specialized training on meeting the academic and social needs of maltreated students?
- Are there district and school-based plans for parental involvement with schools?

The success of plans made in response to the above questions depends on the understanding and support of the school board, the superintendent, and the principals. All should recognize that the cost is very high when the reasons children cannot learn are ignored.

Setting Up a School Resource Team

Although all school personnel should have some familiarity with the issues of child abuse and neglect, at least one faculty member at each school should develop enough expertise to act as a resource person for other staff. This person could be the principal, an assistant principal or dean, the school nurse, a guidance or family counselor, a school social worker, a school psychologist, or a behavior specialist. While a teacher could serve in this capacity, those without full-time classroom responsibilities have the more flexible schedules this role may require.

Many schools have developed a team approach, having a group of staff trained together. The team can then share the responsibilities of intervening to make a report, working with children who have been maltreated, connecting with social service providers, and supporting one another in this difficult work. A team also ensures continuity of the knowledge base and tasks during turnovers in personnel. Team members may be drawn from the same staff who are candidates for the role of a single school resource person. If there is a school resource officer, that person should be included on the team.

The school resource person or team should implement the following objectives:

- Gain an understanding of the social and family dynamics that contribute to the abuse and neglect of children.
- Communicate with community agencies that serve children.
- Train teachers and staff to respond to child abuse and neglect.
- Coordinate the school response to a suspected case.
- Provide leadership to support the maltreated child within the school setting.
- Facilitate and promote quality classroom presentations to students about child abuse and neglect.

The school resource person or team should understand the local Department of Children & Families/Family Service Response System, the Guardian Ad Litem Program of the courts, the Child Protection Team, and other agencies and organizations that work with parents and children.

Planning for Training School Faculty and Support Staff

Schools with the most effective child abuse prevention and intervention approaches have the principal's support of these efforts. Cases of child abuse and neglect are too complex and difficult for any single staff member to effectively handle alone. From the time a report is made, through the intervention by child protective investigators, to the follow-up attention the child will need, staff and students benefit from an informed team approach. Particularly in the emotionally demanding role of reporter of child abuse, staff need to know their administration will support them.

Who Should Be Trained?

Many district and schools provide training for classroom teachers in making presentations to their students on child abuse and neglect. Others have used basic informational training as a springboard for implementation of focused work to meet the academic needs of students who have been maltreated. Districts should train bus drivers and aides, teaching assistants and aides, and lunch room/cafeteria personnel. Student support staff are generally proud of the role they play in the lives of students and are most often receptive to training opportunities.

Training Recommendations

Comprehensive training requires the development of a plan that includes necessary information regarding legal requirements and a general staff awareness of child abuse and neglect issues. It is recommended that the school resource person or team use this source book as the basis for developing and implementing awareness training for child abuse prevention and intervention.

Additional resources for training are included in section VI of this source book. With an array of training methodology, training that matches needs should be available to each district and school.

Be sensitive to the likelihood that some members of your school staff may be reminded of their own childhood experiences of victimization. Consequently, it is not uncommon for staff who have had such experiences to request support after training.

Each school should maintain records that indicate which staff have completed training, and this information should be reported to the district on an annual basis. The district may then track training, identify schools that have not accessed training, and implement a remediation plan.

B. Working with Parents

Florida law permits parents to use corporal punishment to correct children's behavior. However, sometimes parents, in moments of anger, use too much force, and the child is injured. This then becomes a child abuse situation.

Teachers are in a unique position to help prevent child abuse. Focusing on the educational needs of students requires that teachers have contact with parents through conferences, phone calls, notes to home, and other means. Teachers or student support staff at each grade level may request a parent conference to address significant concerns. Also, elementary teachers invite parents to school for conferences at least twice each school year. On these occasions, teachers discuss the child's behavior in class and at school, as well as how they are performing academically.

Teacher/Parent conferences represent an opportunity to tactfully introduce the issue of discipline and ask whether the parent has concerns about the child's behavior at home.

School personnel may validate for parents that discipline is important and that all children need structure and limits for their behavior. At the same time, when there is frustration on the part of the parent about behavior at home, often school staff may offer support.

- Ask what the parent has tried to change the behavior.
- Determine whether the efforts to change behavior have been effective. Is the problematic behavior continuing?
- Help the parent focus in on one or two behaviors, those that really interfere with family functioning or concern the parent the most.
- Help the parent understand and try some basic behavior modification strategies, such as contracting or time out.
- Offer to track the behavior at school and help the parent reinforce changes in behavior with positive consequences.
- Refer the parent to guidance or other student support staff if the behavior problems are severe or the parents' level of frustration is high.

Much of the concern about discipline is the result of cultural differences. Florida is a state that attracts immigrants from many countries. Child abuse is a societal construct, which is codified in law. People from other countries and cultures will often view child maltreatment differently. When a parent disciplines a child in a way that was considered acceptable or normal in the parent's previous country, the parent may be confused, unaware, or resistant to using new ways of discipline after moving to Florida.

Schools serve an important role of being institutions that introduce a new culture for immigrant families. Teachers and other school staff may educate parents about ways to value their heritage and culture while learning new parenting skills. Parents are often receptive to working with schools when school personnel are sensitive to their cultural differences, respect the parents' values, and show genuine concern and an interest in helping. School involvement is much less intrusive to the family than having a child protective investigator and/or a law enforcement officer investigate a report at the home.

Cultural differences are not limited to country of origin. Differences are often apparent within Florida, based on geographic areas. There tend to be somewhat different social conventions in rural and urban communities. In rural areas, attitudes about discipline are often quite conservative and corporal punishment is commonly used. This is often reflected in school district policies, and some schools may still be using corporal punishment.

Urban communities tend to accept a broader variety of approaches to discipline within families and within schools. Many urban school districts have abandoned corporal punishment in favor of approaches that do not involve physical force. This is part of a state and national effort to promote non-violent problem solving and conflict resolution. Modeling this approach for parents may be an effective strategy for child abuse prevention.

Care should be taken when contacting parents about their child's academic, social, emotional, or behavioral problems at school. When sending notes home, discussing situations by phone, or conferencing with parents at school

- discuss how you would like the parent to use the information that you are sharing
- explain what natural consequences will be applied at school
- express your desire to work with the parent and student to improve the situation
- talk about different options the parent might use if consequences at home are appropriate
- don't be hesitant to clearly state, "I'm not asking you to hit your child. I'd like you to take some time and discuss what happened with your child and what your child needs to do differently the next time."
- always follow-up with the parent and give positive feedback about the child's efforts to change.

There is another way in which school staff may contribute to child abuse prevention. Referral to student support staff should be made when there are concerns about possible neglect of a child: lack of food, clothing, shelter, medical treatment, supervision, or emotional nurturing. This is important because sometimes school staff confuse poverty with neglect. Florida law considers the lack of basic necessities listed above to be neglectful if the parent is able to provide them but does not do so. If a life-threatening situation exists, 911 should be called, followed by a call to the Abuse Hotline. However, most possible neglect is not of a life-threatening nature. Schools should work with parents by identifying appropriate resources to meet the family's needs, making referrals for this assistance, and following up with parents to determine whether they were able to access the assistance. If parents refuse to accept help or do not attempt to access needed resources, a report of suspected neglect should be made to the Abuse Hotline.

C. Prevention Programs in the Classroom

Developing a Prevention Program for Your School

Prevention presentations have been made to children of all grade levels. Although there are many materials and curricula on the market, child abuse prevention is frequently folded into other subject areas. Training activities in school districts vary greatly in relation to materials used, who leads the class discussion with the students, and the length and frequency of presentations. Your media specialist may assist you in determining whether your school or district already owns child abuse prevention materials. If not, your school may wish to purchase prevention materials.

Training Materials

There is a wide selection of training materials available to districts and schools. The criteria recommended by David Finkelhor, a national authority on child abuse and professor at the University of New Hampshire, is summarized below to direct your choice of curricula selection.

Components of Comprehensive Presentations

- content about sexual abuse
- information on dealing with bullies
- some definition of good and bad touch
- discussion of what children may perceive as confusing touch
- definition of incest
- guidance as to screaming and yelling to attract attention when threatened by an adult
- encouragement to tell an adult about any attempt or ongoing abuse
- reassurance that any abuse is never the child's fault
- a chance to practice avoidance behavior
- information to take home about the prevention training
- a meeting for parents to discuss the prevention program
- repetition of the material with the children for more than a single day.

Programs on sexual abuse may be taught by guidance personnel, classroom teachers, school resource officers, child protection workers, and in some cases, by trained volunteers.

The research of Finkelhor and others shows that one-time child abuse prevention presentations are not effective. It is recommended that you select and use presenters and programs that will reinforce the content by providing lessons over the course of several days, provide the opportunity to practice the skills presented, and involve parents through an informational session and the provision of written materials. These recommendations apply to all child abuse prevention presentations, whether physical, sexual, or psychological maltreatment, and to personal safety curricula/presentations.

Some presentations focus on child abduction by strangers and emphasize fingerprinting and child identification. Stranger abduction is feared by caring, responsible parents, and these cases get extensive attention through the media. However, it is important that parents understand that the greatest threat of harm to children is from people they know.

Implications for School Programs

Although many materials are marketed as prevention materials, most are more intervention oriented and actually aimed at identifying children who have been victimized in some way. When choosing materials, consider the approach used to develop students' understanding of when to ask for assistance and how to tell what has happened to them. Some materials make very effective use of scenarios the class can then discuss to help clarify the concepts.

Finkelhor's research has implications for the ways that schools consider these programs. Rather than being considered as effective in protecting children from victimization, these efforts do a good job of promoting disclosures of victimization by children. And that, in fact, can be considered a form of prevention. Children who reveal such secrets can receive the appropriate support that can prevent some of the long-term psychological effects of victimization. Ultimately, their disclosures may provide additional protection for them or protect other children from future victimization.

Guidelines for Classroom Presentations on Abuse

Not all staff will be equally capable of presenting information on this often emotionally charged topic. If staff members are not at ease, recruit others from the district staff or even other community agencies and programs to lead the discussions.

- The presentation should be made in a straightforward tone and should reflect respect and caring for any child victim of maltreatment.
- Choose words carefully and specifically. Vague language may confuse and even unduly alarm students, yet explicit references or descriptions that may embarrass the students and/or the speaker are not necessary.
- Materials, examples, and words used in the presentation should be developmentally appropriate for the age of the students in the class.
- Practice difficult portions of the talk or consult with other staff members on the choice of words.

Make presentations a team effort. The speaker cannot always notice students who may be acutely uncomfortable or who may need to leave the room. The classroom teacher should be present to make note of the students who may need a follow-up contact. Clearly identify the person in the school who can be approached by students with questions. Tell the students how and when they can talk to this resource person.

A discussion of child abuse and neglect should not include sensational or gory case histories to gain the attention of the students. Although these cases receive attention in the newspapers, students need to understand that these are rare occurrences. More than 90 percent of reported cases of maltreatment involve a parent or the child's caretaker, and the overwhelming majority of these abused children can be helped through interventions and treatment.

Other Classroom Strategies to Prevent Child Abuse

To really prevent child abuse, we have to prepare the next generation of parents. While this may be outside the basic mission of school, there are a great many ways to build on established curricula and program efforts to give children skills and knowledge they can draw on when they become parents.

For example, the concerted effort to teach children problem-solving skills and anger management is yielding results. This is an example of an opportunity to help students work on the skills needed in relationships with others: empathy, appropriate expressions of care, and responsibility to others. The ability to feel empathy for others can be taught. The skill not only helps defuse personal problems successfully among students, it is also a necessary parenting skill.

Many curricula and activities are available on violence prevention, bullying prevention, and character education. Addressing these areas gives a clear message of respect and individual

responsibility: it is not acceptable to hurt others. This message, if given and modeled by school personnel throughout a student's years in school, will contribute to an adult ethos of non-violence. We may help to stop the cycle of abuse.

D. Working with Your Community

Partnerships with Parents

Enlist your PTA or PTO as the school's partner in reaching out to parents. School-wide efforts can sponsor or support that help parents succeed and also prevent child abuse and neglect.

The following ideas have been used in many different kinds of communities. Consider what may work in your school.

- Ask for parental support in the purchase and implementation of a personal safety curriculum or videos for classroom use.
- Use parents to support and implement violence prevention programs.
- Ask for parent sponsorship of projects in which students have an opportunity to be empathic helpers or mentors to younger students.
- Sponsor babysitter certification classes that give children a chance to learn appropriate caregiving skills.
- Offer training to adults to be mentors and tutors.
- Review how volunteers are used in your school, and brainstorm how additional parent volunteers could be welcomed and put to meaningful work.
- Encourage parents to join and become active members of the school improvement team or school advisory committee. Children will benefit academically when they perceive that parents value education and are involved with school.

Public Awareness and Education Strategies

A community's pride and investment in its schools can also be the springboard for broad community action to draw attention to the needs of children. Use this relationship between school and community to design and implement some of the following activities in support of positive parenting and child abuse prevention.

Blue Ribbon Family Campaign

April is nationally recognized as Child Abuse Prevention Month. In communities across Florida people are asked to commit themselves to action to prevent abuse. Many community social service agencies and schools distribute blue ribbons as symbols of the need to safeguard all children.

In a number of districts, schools are the sponsors of Ribbon Campaigns for April, distributing ribbons to all district employees. If funding doesn't permit the purchase of ribbons, students may enjoy drawing and coloring ribbons for doors, bulletin boards, and the front office.

Schools have held poster/art contests and parent education events. In Broward and Miami-Dade Counties, the event has spread to include law enforcement and many other community agencies.

One school district's teachers had children write about the qualities and practices that made their families Blue Ribbon Families, and the local newspapers printed all letters submitted by the students. The event focused positive attention on the important role of parents in the lives of their children and called attention to good parenting practices. The district coordinated its effort with the ministerial alliance, and many churches featured a Blue Ribbon Family Sunday to talk about parents and children.

Parenting University

Consider sponsoring a Saturday or evening event that offers short workshops for parents. Make it like a conference and be sure you have coffee; doughnuts; child care; and short, powerful presentations. Enlist speakers from around the community to discuss topics such as using time-out, planning after-school activities, negotiating the battle over homework and sports, and making discipline work. Offer enough different topics that there's something for everyone. Give parents diplomas for their attendance. Evaluate the effort to help you plan the next one.

Family Fun Night

Many schools have had good success bringing in dynamic speakers to talk about parenting. One school offered bonus points to students (just before report cards) if their parents came to an evening program about kids and homework. To encourage attendance, they offered child care with activities, movies, games, and snacks. Attendance was terrific.

Make sure your speaker is energetic and entertaining. Many high-risk parents in particular may not have fond memories of school, and it may be uncomfortable for them to attend. Consider asking your PTA or PTO to set up such an evening in community centers if many children have to travel a long way to the school.

A Community Effort

Community-focused activities will be more effective if you ask representatives from community agencies to help with the planning and participate in the events. Ask a parent or two to join the planning. Ask the Guardian Ad Litem program and Child Protection Team to send representatives. Involve a protective supervision caseworker, the school resource officer, and staff from a family resource center in your area. These professionals will all have different ideas for topics and speakers. (See section VI for information on possible resources.)

Section VI: More Information and Resources on Child Abuse

Because of the enormity of available literature, the following resources are limited to no earlier than the year 2000. The descriptions of the following documents are taken from either ERIC or PsycINFO Abstracts or the book publishers' web sites.

A. Print Resources

Behl, Leah E. "Understanding Child Maltreatment and Juvenile Delinquency," *Child Maltreatment: Journal of the American Professional Society on the Abuse of Children* 8, no. 3 (Aug 2003): 230-231. The current monograph suggests that program developers and policy makers combine resources and services for both child maltreatment and juvenile delinquency to provide better services for youth. The largest section of the monograph describes the components and reviews efficacy data from prevention and intervention programs that target child maltreatment and juvenile delinquency. Overall, the monograph presents a valid case for programmatic change and helpfully provides suggestions for the implementation of different programs designed to target both child maltreatment and juvenile delinquency.

Binggeli, Nelson J., Marla R. Brassard, and Stuart N. Hart. *Psychological Maltreatment of Children, Vol. 4*. Thousand Oaks, CA: Sage Publications, 2001. Psychological maltreatment is probably the most common form of child abuse. Not only is it a type of maltreatment existing in its own right but also is imbedded in and interacts with all other forms of child abuse and neglect. *Psychological Maltreatment of Children* is a brief introduction to the emotional abuse of children and youth for mental health professionals, child welfare specialists, and other professionals involved with research, education, practice, and policy development in child maltreatment. The book defines and outlines theories of psychological maltreatment and describes its effects, as well as examines this form of abuse as a social problem. It also covers assessment, prevention, and treatment strategies and shows how to analyze a case of child psychological maltreatment. This book also offers an opportunity to earn four continuing education (CE) units through the purchase and successful completion of its accompanying CE test. Both practicing professionals and students will find this concise work to be an excellent introduction to this highly pervasive yet often-ignored form of child abuse.

Briere, John, Lucy Berliner, John Myers, Theresa Reid, Carole Jenny, and C. Terry Hendrix. *APSAC Handbook on Child Maltreatment, Second Edition*. Thousand Oaks, CA: Sage Publications, 2002. A resource of unparalleled thoroughness, *The APSAC Handbook on Child Maltreatment, Second Edition* provides critical information for those who dedicate their working lives to alleviating the causes and consequences of child abuse and neglect. Written in engaging but straightforward language and committed to immediate application, this comprehensive handbook covers physical and sexual abuse, all forms of neglect, and psychological maltreatment. Experts in a variety of specialized areas have designed each chapter to inform professionals in

mental health, law, medicine, law enforcement, and child protective services of the most current empirical research and literature available as well as strategies for intervention and prevention. The new edition includes a thorough update on existing chapters that are retained; more detailed discussion of parent-child attachment issues and law enforcement aspects; more coverage of special topics such as Munchausen by proxy syndrome, child fatalities, and children's mental health services; more content on interviewing, especially of very young children; and more coverage of community approaches to prevention.

Browne, Kevin, Helga Hanks, Peter Stratton, and Catherine Hamilton, Eds. *Early Prediction and Prevention of Child Abuse: A Handbook.* Hoboken, NJ: John Wiley and Sons, 2002. This new, groundbreaking handbook presents the most recent approaches to the prediction and prevention of child abuse and neglect, being a thorough update of the successful original volume. The book helps identify which families are most at risk of abusing their children and what immediate action needs to be taken in the best interests of the child. It also considers the types of intervention that are necessary to prevent child abuse and neglect occurring and the advances made in the assessment and treatment of both victims and offenders.

Chaffin, Mark, Barbara L. Bonner, and Robert F. Hill. "Family Preservation and Family Support Programs: Child Maltreatment Outcomes Across Client Risk Levels and Program Types," *Child Abuse & Neglect: The International Journal* 25, no. 10 (Oct 2001): 1269-89. Participants of family preservation and family support programs (n=1601) were followed over time for future child maltreatment events. A total of 198 had at least one defined failure event over 1.6 years. Programs designed to help families meet basic needs and programs using mentoring approaches were more effective.

Chan, Jasmine S., John M. Elliott, Yvonne Chow, and Joyce I. Thomas. "Does Professional and Public Opinion in Child Abuse Differ? An Issue of Cross-Cultural Policy Implementation," *Child Abuse Review* 11, no. 6 (Nov-Dec 2002): 359-379. There are cultural variations in childcare and socialization practices, and actions considered abuse in one culture may be acceptable in others. The extent to which children's rights are regarded as such within their own cultures as well as by governments may vary greatly. Moreover, there is a tendency for the public to make allowances for the intentions and circumstances of child abusers, at least in less severe or obvious cases or where the actions in question are socially sanctioned. However, there are also many professions involved in prevention or remediation of child abuse or in the implementation of policies on children generally. Medicine, law, education, and the social services are especially relevant here. Professionals in these areas could be expected by virtue of their training and experience to bring to their grasp of abuse issues a dimension that transcends cultural variation. Evidence from the literature and from two Singapore studies is used to explore the possibility that many professionals may retain attitudes to child maltreatment that reflect their culture rather than any transcultural agreement on children's rights generally or child abuse specifically. If true, changing professional attitudes should be an important priority.

Crosson-Tower, Cynthia. *When Children Are Abused: An Educator's Guide to Intervention.* Upper Saddle River, NJ: Pearson, Allyn and Bacon, 2001. This book is an invaluable resource for educators who are concerned about how to recognize and intervene effectively in situations of child abuse and neglect. Educators are increasingly asked or required to report and intervene in cases of child maltreatment but often do not know how to identify or react to situations. This book outlines symptoms, checklists for quick reference, and factors that put children at risk of maltreatment. The book then takes readers through the step-by-step process of reporting abuse and neglect, describes potential outcomes, and discusses assistance to parents and children that can be offered by educators. Dr. Crosson-Tower also describes how schools can create child protection teams to enable all staff to manage abuse and neglect situations more effectively. This book will be essential to novice as well as expert educators who need current and easy-to-apply information in this difficult area.

Daro, Deborah and Anne Cohn Donnelly. "Charting the Waves of Prevention: Two Steps Forward, One Step Back," *Child Abuse & Neglect* 26, no. 6-7 (Jun 2002): 731-742. Over the past 30 years, the political response to child maltreatment and its prevention in the US has experienced periods of frantic activity, often followed by long periods of benign neglect. These "waves" of apparent progress are often minimized by an inability to sustain political commitment to a given reform or course of action. This pattern may reflect deep differences among child welfare advocates, researchers, and practitioners on how best to proceed. While most everyone agrees that childhood should not hurt, how to prevent this hurt and at what cost is less clear. To address this dilemma, prevention advocates, researchers, and practitioners have struggled with conceptual frameworks and programmatic reforms. This article summarizes the relative gains and limitations of three such efforts and outlines the lessons these efforts offer those formulating future prevention policies and programs. Such efforts need to avoid the most common mistakes experienced by earlier efforts, including oversimplifying the problem of child abuse, overstating prevention's potential and appropriate target populations, failing to establish a significant partnership with child protective services, compromising depth or quality to maximize breadth or coverage, and failing to fully engage the public.

Dombrowski, Stefan C., C. Emmanuel Ahia, and Kathleen McQuillan. "Protecting Children through Mandated Child-Abuse Reporting," *Educational Forum* 67, no. 2 (Win 2003): 119-28. This article explains legal reporting requirements for child abuse and neglect, describes legal standards for reasonable suspicion and indicators of various types of abuse, details what should be included in a report, and discusses implications for school personnel.

Dorne, Clifford K. *An Introduction to Child Maltreatment in the United States*: History, Public Policy, and Research. Monsey, NY: Criminal Justice Press, 2002. This third edition of Clifford K. Dorne's popular textbook *An Introduction to Child Maltreatment in the United States: History, Public Policy and Research* has been completely revised to reflect key changes in policy and research of the past decade.

Current trends in legislation, court procedures, child welfare, and criminal justice policies are concisely surveyed. The new edition also reflects the burgeoning multi-disciplinary, scholarly literature on the physical and sexual abuse of children, including less-explored topics such as child neglect, "emotional" child maltreatment, and institutional abuse.

Dubowitz, Howard and Diane DePanfilis, Eds. *Handbook for Child Protection Practice.* Thousand Oaks, CA: Sage Publications, 2000. Professionals concerned with the protection of children face many challenges. This work demands knowledge from several disciplines, a wide variety of skills, and interdisciplinary collaboration. The editors, Howard Dubowitz, a pediatrician, and Diane DePanfilis, a social worker, together with over 70 experts in this field offer what is known about how best to work with maltreated children and their families in a very practical, concise, and user-friendly way. Structured to follow the life of a case from the time a report of child maltreatment is made through the various pathways in the child protection system, this edited volume synthesizes the best practice principles for responding to reports of child abuse and neglect; engaging children and other family members in intervention; developing cross-cultural practice competencies; assessing risk, evaluating safety, and conducting family assessments; defining outcomes and planning intervention; evaluating risk reduction; and making permanency decisions, and it discusses the unique legal, medical, ethical, and other practice issues that work in the child protection field involves. Professionals facing tough dilemmas in practice should find valuable guidance in these pages.

Fieldman, Jonathan P. and Tony D. Crespi. "Child Sexual Abuse: Offenders, Disclosure, and School-Based Initiatives," *Adolescence* 37, no. 145 (Spr 2002): 151-60. This paper explores the characteristics of the child sexual offender and the devastating impact of sexual abuse on children. It discusses the importance of a child's disclosure of victimization and its significance in the treatment process. Recommendations are presented on ways to improve school-based sexual abuse programs since they are in a critical position to provide assistance.

Forehand, Rex and Beth A. Kotchick. "Behavioral Parent Training: Current Challenges and Potential Solutions," *Journal of Child & Family Studies* 11, no. 4 (Dec 2002): 377-384. Behavioral parent training has emerged as one of the most successful and well-researched interventions to date in the treatment and prevention of child and adolescent externalizing problem behaviors (aggression, noncompliance) with extensive empirical support for its clinical utility. However, parent training is not uniformly successful, and there remains much to learn about the myriad factors that affect the implementation of this type of intervention. In this editorial, we believe it will be useful to delineate some of the challenges commonly faced by practitioners who are working with externalizing problem youth and their families and offer suggestions for overcoming these obstacles in order to deliver parent training interventions to families who may benefit from them.

Fowler, Jeff. *A Practitioners' Tool for Child Protection and the Assessment of Parents*. London: Jessica Kingsley Publishers, 2003. A practical tool for the assessment of children and their families, this guide enables professionals to make informed decisions about child protection issues. Firmly rooted in current practice, it draws on the expertise of a practicing consultant and experienced qualified social worker, Jeff Fowler, whose work has already formed the basis of guidance reports for child protection agencies and court proceedings. Providing detailed checklists for collecting and interpreting information vital to a best practice assessment, it also includes practical sections that focus on assessing attachment issues, childhood experiences, alcohol and drug abuse, and parenting skills and abilities. It presents a central case study leading to an assessment report which can be used for case conferences, as a core assessment in care proceedings, or for statements in public and private law matters.

Geffner, Robert, Peter G. Jaffe, Marlies Sundermann, Eds. *Children Exposed to Domestic Violence: Current Issues in Research, Intervention, Prevention, and Policy Development*. Binghamton, NY: Haworth Press, 2000. Discover research from across the United States and around the world on children exposed to domestic violence! If you are a member of a helping, medical, or legal profession, *Children Exposed to Domestic Violence: Current Issues in Research, Intervention, Prevention, and Policy Development* will help you explore research, assessments, interventions, and policy and prevention for children, victims of battering, batterers, and their families. This important book focuses on various aspects of spousal/partner abuse and child maltreatment. Comprehensive and thorough, *Children Exposed to Domestic Violence* focuses on three major sections: theoretical and research issues, intervention and prevention strategies, and policy development from an international perspective.

Germain, Robert and Jonatha Sandoval. "Child Maltreatment." In *Handbook of Crisis Counseling, Intervention, and Prevention in the Schools, Second Edition*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc., 2002. Discusses how to respond to child maltreatment. Topics discussed include perspectives on child maltreatment, theories regarding the causes of maltreatment, individuals at risk for encountering maltreatment, primary prevention activities, working with clients at risk, and interviewing with abused children and their parents.

Gibson, Laura E. and Harold Leitenberg. "Child Sexual Abuse Prevention Programs: Do They Decrease the Occurrence of Child Sexual Abuse?" *Child Abuse & Neglect: The International Journal* 24, no. 8 (Sep 2000): 1115-25. A survey of 825 female undergraduates found 62 percent participated in a "good touch/bad touch" sexual abuse prevention program in school. Eight percent who reported ever having had a prevention program also reported having been subsequently sexually abused, compared to 14 percent who did not ever have a prevention program.

Gray, Jane, Diane R. Nielsen, Linell E. Wood, Mary Andresen, and Kathleen Dolce. "Academic Progress of Children Who Attended a Preschool for Abused Children: A Follow-Up of the Keepsafe Project," *Child Abuse & Neglect: The International*

Journal 24, no. 1 (Jan 2000): 25-32. A study of 27 graduates of a therapeutic preschool day treatment program found 14 graduates were in regular classrooms, 10 in special education, 2 in residential treatment, and 1 was home schooled. Twenty-two improved or remained in the same grade and classroom type as they had been placed at graduation.

Guterman, Neil B. *Stopping Child Maltreatment Before It Starts: Emerging Horizons in Early Home Visitation Services*. Thousand Oaks, CA: Sage Publications, 2001. Early prevention of child maltreatment is most commonly delivered through home visitation services. With the goal of promoting a positive start in parenting to avert potential child abuse and neglect, *Stopping Child Maltreatment Before It Starts* introduces best practice principles for early home visiting, examining the contexts from which these strategies arise. Beginning with a discussion of the nature and etiology of physical child abuse and neglect, Guterman then examines the mechanisms by which child protective and early home visitation services have traditionally operated. The book explores best practice principles by providing a detailed "inside tour" of those practices that have been empirically linked with positive outcomes in serviced families. Guterman also discusses in detail ways how home visitation may more adequately address the problem of family substance abuse in reducing child maltreatment risk and ways visitation can attend to social network and community influences and increase parent empowerment. An essential text for child welfare courses, *Stopping Child Maltreatment Before It Starts* will also appeal to practitioners and policy makers in the child abuse and neglect field.

Hebert, Martine, Francine Lavoie, Christiane Piche, and Michele Poitras. "Proximate Effects of a Child Sexual Abuse Prevention Program in Elementary School Children," *Child Abuse & Neglect: The International Journal* 25, no. 4 (Apr 2001): 505-22. The effects of the sexual child abuse prevention program ESPACE were evaluated with 133 Canadian children (grades 1-3). Children participating in the prevention program showed greater preventive knowledge and skills relative to children not participating. Follow-up data showed knowledge gains were maintained while the preventive skill gains may attenuate.

Henderson, Helene, ed. *Domestic Violence and Child Abuse Sourcebook*. Detroit, MI: Ominigraphics, 2001. *Domestic Violence and Child Abuse Sourcebook* provides up-to-date information about our current understanding of domestic violence, including partner, child, and elder abuse and neglect. It offers warning signs of abuse and profiles of abusers, discusses links with substance abuse, and suggests steps members of the community can take toward alleviating this vast public health problem. It also includes a sample safety plan, a directory of national hotlines and organizations, and a bibliography for further reading.

Horton, Connie Burrows and Tracy K. Cruise. *Child Abuse and Neglect: The School's Response*. New York, NY: Guilford Press, 2001. School professionals have a unique opportunity — and responsibility — to identify and respond to child abuse and neglect. This book provides a succinct review of current knowledge on child

maltreatment and links it specifically to practical applications in the schools. Information and strategies are outlined to help school practitioners and other personnel identify signs of abuse, respond sensitively and effectively to student disclosures, and make critically important reporting decisions. Treatment options are discussed in depth, including guidelines for offering school-based clinical services and/or managing referrals to outside providers. Other topics covered include consulting with teachers and parents, planning and implementing victimization prevention programs, and coping with "compassion fatigue." The book is illustrated throughout with clearly written, relevant case examples.

Ko, Susan F. and Merith A. Cosden. "Do Elementary School-Based Child Abuse Prevention Programs Work? A High School Follow-Up," *Psychology in the Schools* 38, no.1 (Jan 2001): 57-66. Assesses the impact of a school-based prevention program by surveying high school students who previously had abuse prevention programs available to them. Students who attended prevention programs were more knowledgeable about abuse concepts and reported fewer incidents of abuse. However, the effectiveness of students' responses to abuse was variable.

Lachman, Peter, Ximena Poblete, Peter O. Ebigbo, Sally Nyandiya-Bundy, Robert P. Bundy, Bev Killian, and Jaap Doek. "Challenges Facing Child Protection," *Child Abuse & Neglect* 26, no. 6-7 (Jun 2002): 587-617. The challenges facing children in the 21st century are immense and will need to be faced if we are to achieve the goal of child protection for all. Three specific constraints on child protection are examined in this article: poverty, HIV/AIDS infection, and war. The authors use their experience in Africa to raise issues of resilience and adaptation, dangers to child protection programs, and possible solutions. Poverty can be both financial and psychological, and this affects the effect of prevention programs. In many African and Asian countries, the AIDS pandemic has changed the social structure of society with AIDS orphans and children infected and affected by HIV/AIDS becoming more common. The impact has devastating effects on the way we view child protection and in particular child sexual abuse. The consequences of posttraumatic stress resulting from war needs to be addressed, and the development of programs that place children in the center of relief programs to foster a culture of child protection is essential. Finally, the article notes that the picture is not overly pessimistic and examines the achievements in the field of children's rights that underpin all programs aimed at protecting children and the future need to consolidate successes achieved.

Leventhal, John M. "Editorial: Preventing Child Abuse and Neglect. We (You, Your Colleagues, and I) Have to Do More," *Clinical Child Psychology & Psychiatry* 7, no. 4 (Oct 2002): 501-504. This editorial calls for a renewal of commitment of psychologists and psychiatrists to the cause of preventing child abuse and neglect. Child abuse and neglect cases in the US for the year 2001 are estimated to cost nearly $94 billion. These included $24.4 billion of direct costs (including hospitalizations, care of chronic health problems, counseling, the child welfare system, law enforcement, and the judicial system) and $69.7 billion of indirect costs (including special education, mental health and health care as adults, juvenile delinquency, lost

productivity to society, and adult criminality). The author points to the failure of the US Federal Government to develop an agenda concerning the prevention of child maltreatment and to provide substantive funding to support such efforts as home visits, adult education, domestic violence services, shelters and housing, and other primary mental health prevention programs. According to the author, clinicians can no longer continue to care for children only after they have been hurt. Practitioners need to work much harder before the hurt has occurred. The author proposes that state and federal dollars committed to prevention should equal 10% of the monies allocated in the community for child protection

Leventhal, John M. "The Prevention of Child Abuse and Neglect: Successfully Out of the Blocks," *Child Abuse & Neglect: The International Journal* 25, no. 4 (Apr 2001): 431-39. This commentary reviews progress towards the development and implementation of home-based services aimed at preventing abuse and neglect and promoting the health and development of the infant and mother. The effectiveness of the Healthy Families model and the Olds' model are highlighted, and challenges facing home visitation programs are discussed.

Lowenthal, Barbara. *Abuse and Neglect: The Educator's Guide to the Identification and Prevention of Child Maltreatment.* Baltimore, MD: P.H. Brookes Publishing, 2001. Through the use of this comprehensive book, the reader will learn his/her specific role and responsibilities in the identification, prevention, and intervention of child maltreatment as mandated by law. Child maltreatment can occur in all socioeconomic levels and cultural backgrounds creating barriers for learning. With a practical, engaging approach to this sensitive issue, the author guides the reader through the four major categories of maltreatment — physical, sexual, and emotional abuse, and neglect — and provides practical guidelines for identification, reporting, and follow-up; strategies for working effectively with students and their families; a checklist to assist you in identifying abuse in different age groups; and useful lists of books, journals, videos, audiotapes, and organizations. Whether a kindergarten or high school teacher, the reader will find useful guidelines regarding what to look for, when to be sure of abuse, and what to expect after reporting abuse.

Lutzker, John R. and Kathryn M. Bigelow. *Reducing Child Maltreatment: A Guidebook for Parent Services.* New York, NY: Guilford Press, 2001. This practical manual presents detailed, step-by-step instructions for assessing and teaching key parenting skills proven to reduce or prevent child maltreatment. It is based on 20 years of research and practice with over 1500 families at risk for child physical abuse or neglect. The book shows how to help parents improve interactions with children, create safer home environments, and respond effectively to child health care needs. It is filled with concrete examples and helpful tips for service providers and features more than 30 assessment forms, checklists, and other client materials, many of which are ready to photocopy and use. Also included is detailed information on staff training, complete with reproducible training materials.

Macdonald, Geraldine. *Effective Interventions for Child Abuse and Neglect: An Evidence-Based Approach to Planning and Evaluating Interventions*. Hoboken, NJ: John Wiley and Sons, 2001. Why are some children abused or neglected? What can be done to protect and help them? A key element of informed decision making is knowing what sort of problems are amenable to what sort of intervention, in what circumstances, and with what degree of certainty. *Effective Interventions for Child Abuse and Neglect* provides a thorough and detailed review of the available research and makes suggestions as to how this evidence can be incorporated into professional child protection work. Geraldine Macdonald first considers the range of evaluative tools available, with illustrations from existing research studies and reviews, and appraises their respective merits and limitations. She then describes the interplay of a range of causal factors in abuse and neglect and considers different types of maltreatment and their potential consequences. Evidence for effective preventative and therapeutic measures are considered next, followed by a final section on accurate assessment and the use of formal tools in risk management.

MacIntyre, Deirdre and Alan Carr. "Prevention of Child Sexual Abuse: Implications of Program Evaluation Research," *Child Abuse Review* 9, no. 3 (May-Jun 2000): 183-199. Thirty child abuse prevention program evaluation studies were selected according to a set of methodological criteria following an extensive manual and computer literature search. Targets for intervention in 17 studies were children; in three, parents; in four, teachers; and in six studies multisystemic programs were evaluated where some combination of children, parents, and teachers was targeted for intervention. From a review of the 30 studies, it was concluded that child abuse prevention programs can lead to significant gains in children's, parents', and teachers' safety knowledge and skills. Best practice guidelines arising from the review include the use of multisystemic programs; child-focused curricula which cover a wide range of safety skills and concepts; and the use of didactic instruction and discussion, video modeling, and active behavioral skills training techniques in program delivery. The curricula for parents' and teachers' programs should cover child protection issues and local child protection procedures along with an overview of the children's program lesson plans. Longer programs conducted by trained staff are preferable and such staff may include teachers, parents, mental health professionals, and law enforcement officers.

Malik, Neena M., Mary M. Crowson, Cindy S. Lederman, and Joy D. Osofsky. "Evaluating Maltreated Infants, Toddlers, and Preschoolers in Dependency Court, " *Infant Mental Health Journal* 23, no. 5 (Sep 2002): 576-592. Work in the child welfare system is rarely informed by research, particularly in the court system. Resources are limited despite the fact that it is in juvenile dependency courts that the most serious cases of maltreatment are heard and decisions made about the safety and treatment of maltreated children. Although a disproportionate number of dependent or foster children are infants and toddlers, courts rarely have access to specialized expertise in understanding the needs of young children. In this article, a court-based evaluation program called PREVENT (Prevention and Evaluation of Early Neglect and Trauma)

is presented. The PREVENT protocol is described, and the intervention implications for the program are discussed.

McCurdy, Karen and Elizabeth D. Jones. *Supporting Families: Lessons from the Field.* Thousand Oaks, CA: Sage Publications, 2000. Whether one talks about the family support movement, the early childhood movement, or child abuse prevention, program planners struggle with defining their target populations and structuring their interventions. This volume documents the efforts of the William Penn Foundation and its Child Abuse Prevention Initiative. By chronicling the efforts of this unique initiative and its groundbreaking research, the authors provide many useful lessons for practitioners, funders, policymakers, and researchers. These lessons are particularly useful as child abuse prevention efforts seek to move beyond isolated demonstration efforts and toward a universal system of support for all parents. Through the lessons learned from the successes and failures of the foundation, this book has many implications for prevention efforts underway across the country and forms a reservoir of knowledge on how to assess child abuse prevention in urban communities.

McDaniel, Cynthia. "Children's Literature as Prevention of Child Sexual Abuse," *Children's Literature in Education* 32, no. 3 (Sep 2001): 203-24. This article addresses the issue of child sexual abuse, providing contextual information about the problem, such as the fact that in 85-95% of cases the offender is known to and trusted by the victim. It also discusses positive and negative influences of general children's literature noting that children are greatly influenced by situations depicted in books. The author focuses on literature for children ages 4-8.

McFarlane, Mia, Howard J. Doueck, and Murray Levine. "Preventing Child Abuse and Neglect." In *Children, Social Science, and the Law*. New York, NY: Cambridge University Press, 2002. This article reviews some examples of newly developed programs, community-based initiatives, and recent legislation designed and implemented to prevent child maltreatment. In this context, the authors find that although there have been some successes, such programs and legislations are as likely to have been driven by values, biases, and political considerations as they are to have been driven by research-based understanding of the problem. Stated differently, there tends to be a gap between what one knows empirically about prevention and what ultimately gets implemented. The authors conclude the chapter with some comments about how social scientists might help bridge this gap.

Melton, Gary B., Ross A. Thompson, and Mark A. Small. *Toward a Child-Centered, Neighborhood-Based Child Protection System: A Report of the Consortium on Children, Families, and the Law*. Westport, CT: Praeger Publishers, 2001. The current system of protecting society's children from abuse is failing miserably. In this volume, scholars affiliated with universities and professional associations nationwide pinpoint a better strategy. Their research spotlights neighborhood-based child protection systems and provides a comprehensive approach for creating procedures that meaningfully address child maltreatment. The volume discusses the challenges of

moving toward such a system within the current legal, political, and cross-cultural contexts of child protection. Examples of promising applications of a community-based approach are cited. Also cited are the legal and practical structural steps to be taken in creating caring communities that effectively address child abuse and neglect.

Miller-Perrin, Cindy L. and Robin D. Perrin. *Child Maltreatment: An Introduction*. Thousand Oaks, CA: Sage Publications, 2001. *Child Maltreatment* is the first textbook designed for undergraduate and beginning graduate students in this field. Designed to provide a comprehensive introduction to child maltreatment, this well-written volume disseminates current knowledge about the various types of violence against children. By helping students more fully understand the etiology, prevalence, treatment, and prevention of child maltreatment, the authors hope to help prevent future violence against children. The extensive range of topics includes child sexual abuse, physical abuse, emotional abuse, child neglect, and the effects on children who witness violence. The focus is on abuse perpetrated by family members and nonfamily intimates—the most frequent perpetrators—as well as children abused by strangers.

Murphy, Michael, Olwen Hall, and Margaret Simpson. "When Training and Prevention Meet," *Child Abuse Review* 12, no. 2 (Mar-Apr 2003): 107-113. This article explores the intended and unintended consequences of CiN/child protection training when this training is offered to parents and grandparents who live in the community. It asks whether training can fulfill a preventative function on behalf of children and child protection systems.

Nicholson, Bonnie, Michelle Anderson, Robert Fox, and Viktor Brenner. "One Family at a Time: A Prevention Program for At-Risk Parents," *Journal of Counseling & Development* 80, no. 3 (Sum 2002): 362-71. This article examines the effectiveness of a psychoeducational parenting program with at-risk parents of young children. Results showed that compared with the control group, parents participating in the program significantly decreased their levels of verbal and corporal punishment, anger, stress, and reported child behavior problems; results were maintained at follow-up.

Peterson, Lizette, George Tremblay, Bernard Ewigman, and Lisa Saldana. "Multilevel Selected Primary Prevention of Child Maltreatment," *Journal of Consulting & Clinical Psychology* 71, no. 3 (Jun 2003): 601-612. Few treatment studies and even fewer primary prevention studies have demonstrated successful reduction of child maltreatment. Successful preventive interventions have often been lengthy and expensive; shorter programs have been didactic and ineffective. The present investigation relied on a seven-level model of successful parenting to mount a time-limited, "selected" prevention effort with high-risk mothers. This program included modeling, role-playing, Socratic dialogue, home practice, and home visits. The study demonstrated effective intervention at every level of the model, including improvements in (a) parenting skills, (b) developmentally appropriate interventions, (c) developmentally appropriate beliefs, (d) negative affect, (e) acceptance of a responsible parent role, (f) acceptance of a nurturing parent role, and (g) self-efficacy. Directions for future research are considered.

Peterson, Marilyn Strachan, Michael Durfee, and Kevin Coulter, Eds. *Child Abuse and Neglect: Guidelines for Identification, Assessment and Case Management.* Volcano, CA: Volcano Press, 2003. A compendium from 95 contributing professionals, this book will assist those working in the fields of medicine, nursing, social work, and law enforcement. Guidelines focus on the broad range of child abuse and neglect, risk factors, intervention, child fatalities, prevention, and administrative issues. *Child Abuse and Neglect* will enable professionals from many disciplines to establish basic standardized approaches for identification, assessment, and case management.

Prilleltensky, Isaac, Geoffrey Nelson, and Leslea Peirson, Eds. *Promoting Family Wellness and Preventing Child Maltreatment: Fundamentals for Thinking and Action.* Toronto, Canada: University of Toronto Press, 2001. Based on extensive research over many years, with a broad range of participants in Canada and internationally, this collection of essays is an important contribution to the child welfare agenda. It deals with the promotion of emotional well-being in families and the prevention of child maltreatment. Values, policies, and resources are examined as both facilitators of and barriers to effective action. The authors interviewed nearly 150 people, including researchers, policy makers, social workers, and clients of the child welfare system. Both theoretical and practical issues emerge as the authors discuss the social context of abuse and the scientific context wherein policy is made. They conclude that the following social conditions are essential in effectively reducing abuse: upheld values of self-determination and the health of children; sufficient material and psychological resources for children and families; family-friendly parental leave and child support policies, and empirically grounded and tested prevention programs.

Putnam, Frank W. "Ten-Year Research Update Review: Child Sexual Abuse," *Journal of the American Academy of Child & Adolescent Psychiatry* 42, no. 3 (Mar 2003): 269-278. The author provides information on prevalence, risk factors, outcomes, treatment, and prevention of child sexual abuse (CSA) and examines psychopathology attributable to CSA. All English-language articles published after 1989 containing empirical data pertaining to CSA were reviewed. Results indicate that CSA constitutes approximately 10% of officially substantiated child maltreatment cases, numbering approximately 88,000 in 2000. Adjusted prevalence rates are 16.8% and 7.9% for adult women and men, respectively. Risk factors include gender, age, disabilities, and parental dysfunction. A range of symptoms and disorders has been associated with CSA, but depression in adults and sexualized behaviors in children are the best-documented outcomes. To date, cognitive-behavioral therapy (CBT) of the child and a nonoffending parent is the most effective treatment. Prevention efforts have focused on child education to increase awareness and home visitation to decrease risk factors. It is concluded that CSA is a significant risk factor for psychopathology, especially depression and substance abuse. Research indicates that CBT is effective for some symptoms, but longitudinal follow-up and large-scale "effectiveness" studies are needed.

Renk, Kimberly, Laura Liljequist, Ari Steinberg, Georgetta Bosco, and Vicky Phares. "Prevention of Child Sexual Abuse: Are We Doing Enough?" *Trauma Violence & Abuse* 3, no. 1 (Jan 2002): 68-84. In response to an increase in public awareness and interest in the problem of child sexual abuse, programs have been developed to promote the awareness, prevention, and treatment of sexual abuse. These programs have been varied in scope, focus, and effectiveness. This article reviews the child sexual abuse literature, with particular emphasis on efforts aimed at the prevention of child sexual abuse. Prevention efforts targeting potential victims as well as parents, teachers, and offenders, are reviewed and evaluated. Overall, there is not enough adequate work being done to prevent child sexual abuse. More efforts need to address child sexual abuse prevention by targeting adults who can help children avoid such an experience and adults who may perpetrate against children. Suggestions about future preventive endeavors based on this review are offered.

Rightland, Sue, Kerry M. Drach, and Bruce B. Kerr. *Child Maltreatment Risk Assessments: An Evaluation Guide*. Binghamton, NY: Haworth Maltreatment and Trauma Press, 2003. *Child Maltreatment Risk Assessments: An Evaluation Guide* is a professional practice manual designed to assist clinicians in conducting forensic risk assessment in child maltreatment cases. The authors—each with an extensive background in forensic child abuse evaluation—present up-to-date research findings and provide practical, fact-based information on key issues. The book is an essential reference source on procedural issues, treatment options, and risk management strategies necessary to make high-quality, ethical evaluations.

Sandau-Christopher, Debra. *The School's Role in the Prevention and Intervention of Child Abuse and Neglect: A Manual for School Personnel. Revised.* Denver, CO: Colorado State Dept. of Education, Prevention Initiatives Unit, 2000, ERIC, ED453495. Because of the large number of children being maltreated, Colorado law mandates that suspected cases of child abuse be reported. It is essential that professionals working with children understand how to recognize and report suspected abuse. This handbook was written to assist teachers, counselors, and social workers in defining child abuse and neglect. It attempts to assist them in developing training programs that best address abuse issues. It begins by describing what child abuse is and some of the reasons an adult may resort to child abuse. Charts are included that will help educators identify behavioral and physical signs of sexual or physical abuse and neglect. Information is provided on how to respond to a child's disclosure of abuse. A model school reporting policy is mapped out on how school districts should report abuse within the state of Colorado and excerpts are included from the Colorado Law-Child Protection Act on reporting procedures that teachers and counselors need to follow. Classroom strategies for assisting the child victim focus on security, structure, identity, consistency, sense of belonging, approval, enhancement of positive self-concept, and support for the family.

Saunders, B.E., L. Berliner, and R.F. Hanson. *Child Physical and Sexual Abuse: Guidelines for Treatment. Final Report.* Charleston, SC: National Crime Victims Research and Treatment Center, Medical University of South Carolina, 01/15/2003, ERIC,

ED472572. Helping child abuse victims receive the mental health treatment they need is an important component of victim advocacy with children and benefits both the children and the criminal justice system. As part of this work, the National Crime Victims Research and Treatment Center at the Medical University of South Carolina and the Center for Sexual Assault and Traumatic Stress at the Harborview Medical Center, University of Washington conducted a collaborative project with the Office for Victims of Crime to develop guidelines for the mental health assessment and treatment of child victims of sexual and physical abuse and their families. The primary purpose of this project was to encourage the use of mental health treatment protocols and procedures that have a sound theoretical basis, good clinical-anecdotal literature, high acceptance among practitioners in the child abuse field, a low chance for causing harm, and empirical support for their utility with victims of abuse. These guidelines seek to present the best available information about the mental health treatment of cases of physical and sexual abuse in a concise and consistent format that can be easily used by practitioners and other interested professionals. The guidelines seek to cover the most common approaches, the protocols with the most empirical support, theoretically sound and promising treatments that may not have been tested empirically, and some practices that raise concern. By providing practitioners with clear and succinct information and directions for how to obtain more detailed knowledge, they will be better equipped to work with these child abuse victims and their families.

Swanson, Susan and Jan Sippel. "Another Look at Sexual Abuse Prevention for Young Children: A Revised Prevention Program," *Canadian Children* 26, no. 2 (Fall 2001): 28-29. Describes the revision of "Let's Talk about Touching," a child sexual abuse prevention program widely used in early childhood and kindergarten programs in British Columbia since 1986. This article describes the program as comprised of a manual providing information about sexual abuse, information on the teacher's role, detailed lesson plans, family information in six languages, and teaching aids. It affirms the importance of prevention efforts and the reporting responsibility of teachers/caregivers.

Tobin, Pnina and Sue Levinson Kessner. *Keeping Kids Safe: A Child Sexual Abuse Prevention Manual. Second Edition.* Alameda, CA: Hunter House Publishers, 2002. The material in this book is intended to provide a review of information regarding child abuse prevention. It is divided into two sections. Part 1, The Facilitator's Guide, contains background information on child sexual abuse with a particular emphasis on the dynamics of incest and other sexual abuse and their effects on the child. It presents a discussion of the philosophy of and need for primary prevention and specific strategies used to prevent sexual abuse. Prevention educators and counselors are provided with ideas for setting up and implementing the complete program. Detailed outlines for parent and school staff workshops are included. Part 2, Curricula, contains detailed lessons for the two-session early education and elementary school workshops. The lessons can be used in sequence or as separate modules to allow greater flexibility for presenters. Seven appendices list resources, references, videotapes, handouts, and additional readings.

Webb, Elspeth, Alison Maddocks, and Joan Bongilli, "Effectively Protecting Black and Minority Ethnic Children from Harm: Overcoming Barriers to the Child Protection Process," *Child Abuse Review* 11, no. 6 (Nov-Dec 2002): 394-410. Under the UN Convention, all children have the right to be protected from harm. However, there are barriers to the effective protection of children from black and minority ethnic communities who are at risk of harm. This paper will explore these barriers in the context of three case histories and with reference to the literature. There are factors which increase the risk of harm faced by children or which reduce the likelihood that abuse in minority ethnic communities is recognized, acknowledged, or dealt with appropriately. Other factors prevent effective partnerships with families, both to prevent abuse and in rehabilitation after abuse has occurred. Stereotyping, color blindness, cultural deficit, and inadequate training of professionals lead to failures in the statutory processes designed to protect children. These are compounded by wider societal factors, such as denial of abuse in ethnic minority communities, cultural differences in attitudes to disability and child-rearing, the vulnerability of women in highly patriarchal communities, difficulties in providing mental health services across cultural boundaries, and a lack of settings in which to provide appropriate alternative care and places of safety.

Williams, Linda M. "Understanding Child Abuse and Violence against Women: A Life Course Perspective," *Journal of Interpersonal Violence* 18, no. 4 (Apr 2003):p 441-451. Although the past 20 years have seen many advances in understanding the etiology and the consequences of child abuse and violence against women, most research has taken a fairly narrow focus. Different types of abuse have been studied, often in isolation. This article asserts that a life course perspective on family violence is needed and that such an approach bolsters arguments for methods and practice that pay attention to the overlap of multiple types of violence. To develop appropriate prevention programs and interventions for women, children, and families, we must draw out the connections between types of violence (physical, sexual, child, partner), between violence at different stages of the life course, and between different patterns of abuse (sporadic, cyclical). This article discusses these ideas and makes recommendations for research and practice.

Wilson, Kathleen K. and Gary B. Melton. "Exemplary Neighborhood-Based Programs for Child Protection." In *Toward A Child-Centered, Neighborhood-Based Child Protection System: A Report of the Consortium on Children, Families, and the Law.* Westport, CT: Praeger Publishers/Greenwood Publishing Group, Inc., 2002. This chapter reports a portion of a survey of 100 family-focused neighborhood-based programs recommended by leaders in the field. It presents lessons learned from 21 model programs (among the 100) that are intended to protect and enhance child, youth, or family well-being, usually with an explicit goal of prevention and/or treatment of child abuse and neglect. The full sample was surveyed in 1990 in an effort, supported by the Hawaii Department of Education, to develop a database of promising community- and neighborhood-based programs as a foundation for

planning new partnerships between schools and various groups working with schoolchildren and their families.

Winton, Mark A. and Barbara A. Mara. *Child Abuse and Neglect: Multidisciplinary Approaches*. Upper Saddle River, NJ: Pearson Education, 2000. This book offers a clear and concise summary of the current issues in the child abuse and neglect field. Examining the major theories used to explain child abuse and neglect, this book explores cultural diversity issues, definitions of abuse, maltreatment, and neglect. Also considered are the social and psychological factors related to abuse and treatment issues. The authors describe prevention and policy issues and explore various professional roles. This book is for anyone interested in social work.

Wolfe, David A., Peter G. Jaffe, Jennifer L. Jette, and Samantha E. Poisson. "The Impact of Child Abuse in Community Institutions and Organizations: Advancing Professional and Scientific Understanding," *Clinical Psychology: Science & Practice* 10, no. 2 (May 2003): 179-191. Although child abuse by family members has received considerable scientific and professional attention, knowledge on the impact of abuse committed by perpetrators in (nonfamilial) community organizations and institutions is lacking. The authors present a conceptual framework derived from child abuse studies; the authors' collective clinical experience with adult survivors of nonfamilial abuse; and two independent panels of abuse survivors, practitioners, and researchers familiar with the impact of such abuse. The framework identifies abuse-related factors that contribute to harmful outcomes and dimensions of harm associated with such acts. Implications of the conceptual framework are discussed in relation to professional education and practice guidelines, policy and prevention initiatives, and research needs.

Wurtele, Sandy K. "School-Based Child Sexual Abuse Prevention." In *Preventing Violence in Relationships: Interventions across the Life Span*. Washington, DC: American Psychological Association, 2002. This chapter focuses on the serious problem of child sexual abuse (CSA). The author reviews what is known about this problem, including information about the scope and consequences of CSA. Risk and protective factors associated with CSA are presented, along with their implications for prevention. The author also reviews the "brief" history of safety education for children and critically examines the evidence for the effectiveness of child-focused programs. The chapter is concluded with suggestions for the improvement of child education programs, along with a call for the development of alternative approaches to prevention.

B. Internet Resources

The descriptions of the following organizations and their web sites are taken directly from their pages on the Internet.

American Academy of Pediatrics
http://www.aap.org
The American Academy of Pediatrics (AAP) and its member pediatricians dedicate their efforts and resources to the health, safety and well-being of all infants, children, adolescents, and young adults. The AAP has 57,000 members in the United States, Canada, and Latin America. Members include pediatricians, pediatric medical subspecialists, and pediatric surgical specialists. More than 41,000 members are board-certified and are called Fellows of the American Academy of Pediatrics (FAAP). The mission of the AAP is to attain optimal physical, mental and social health and well-being for all infants, children, adolescents, and young adults. To this purpose, the AAP and its members dedicate their efforts and resources.

American Bar Association, Center on Children and the Law
http://www.abanet.org/child
In 1978 the American Bar Association's Young Lawyers Division created the ABA Center on Children and the Law. From modest origins as a small legal resource center focusing exclusively on child abuse and neglect issues, the Center has grown into a full-service technical assistance, training, and research program addressing a broad spectrum of law and court-related topics affecting children. These include child abuse and neglect, adoption, adolescent health, foster and kinship care, custody and support, guardianship, missing and exploited children, and children's exposure to domestic violence.

American Professional Society on the Abuse of Children
http://www.apsac.org/
The American Professional Society on the Abuse of Children (APSAC) is a nonprofit national organization focused on meeting the needs of professionals engaged in all aspects of services for maltreated children and their families. Especially important to APSAC is the dissemination of state-of-the-art practice in all professional disciplines related to child abuse and neglect.

Child Abuse Prevention Foundation
http://www.preventchildabuse.com
The National Exchange Club (a national service organization) Foundation is committed to making a difference in the lives of children, families and our communities through its national project, the prevention of child abuse. The NEC Foundation's most successful method of countering abuse is by working directly with parents through the parent aide program. The NEC Foundation coordinates a nationwide network of nearly 100 Exchange Club Child Abuse Prevention Centers who utilize the parent aide program and provide support to families at-risk for abuse.

Child Abuse Prevention Network
http://child-abuse.com
The Child Abuse Prevention Network is the Internet Nerve Center for professionals in the field of child abuse and neglect. Child maltreatment, physical abuse, psychological maltreatment, neglect, sexual abuse, and emotional abuse and neglect are their key areas of concern. The network provides unique and powerful tools for all workers to support the identification, investigation, treatment, adjudication, and prevention of child abuse and neglect. Originally launched as an outreach effort of the Family Life Development Center, the Child Abuse Prevention Network is sponsored by LifeNET, Inc.

Child Trauma Academy
http://www.childtrauma.org
The Child Trauma Academy (CTA) is a not-for-profit organization based in Houston, Texas. The mission of the Academy is to help improve the lives of traumatized and maltreated children and their families. The CTA works to create unique partnerships with corporate, public and other private organizations. Over the years, The ChildTrauma Academy has developed a unique insight and skill set that helps create and sustain successful partnerships and projects. Two primary activities of The ChildTrauma Academy are 1) program consultation and development and 2) education and training.

Child Welfare League of America (CWLA)
http://www.cwla.org
The Child Welfare League of America (CWLA) is the nation's oldest and largest membership-based child welfare organization. They are committed to engaging people everywhere in promoting the well-being of children, youth, and their families and protecting every child from harm. Believing that children are our most valuable resource, CWLA strives to advance national standards of excellence and sound public policies on behalf of the three million abused, neglected, and vulnerable children served by their 1200 public and nonprofit member agencies. CWLA is also the largest publisher of child welfare materials in North America.

Childhelp USA
http://www.childhelpusa.org
Childhelp USA is one of the largest and oldest national non-profits dedicated to the treatment and prevention of child abuse and neglect. Since its founding in 1959, the organization has directly provided help and hope to millions of children and adults whose lives have been traumatized by child abuse.

Children's Defense Fund
http://www.childrensdefense.org
The mission of the Children's Defense Fund is to *Leave No Child Behind*® and to ensure every child a Healthy Start, a Head Start, a Fair Start, a Safe Start, and a Moral Start in life and successful passage to adulthood with the help of caring families and communities. CDF provides a strong, effective voice for *all* the children of America who cannot vote, lobby, or speak for themselves. CDF pays particular attention to the needs of poor and minority children and those with disabilities. CDF educates the nation about the needs of children and

encourages preventive investment before they get sick or into trouble, drop out of school, or suffer family breakdown. CDF began in 1973 and is a private, nonprofit organization supported by foundations, corporation grants and individual donations. CDF has never taken government funds.

International Society for Prevention of Child Abuse and Neglect
http://ispcan.org/
The International Society for Prevention of Child Abuse and Neglect, founded in 1977, is the only multidisciplinary international organization that brings together a worldwide cross-section of committed professionals to work towards the prevention and treatment of child abuse, neglect and exploitation globally.

Kempe Children's Center
http://www.kempecenter.org/
Founded by Dr. C. Henry Kempe in 1972 and celebrating 30 years of pioneering work, the Kempe Children's Center provides clinical treatment, training, research, education, and program development to prevent and treat child abuse and neglect. Located in Denver, Colorado, Kempe has built its reputation as a national and international leader by creating model programs for national replication, providing quality clinical assessment and treatment to abused children and their families, developing curricula to train professionals, training and consulting to other professionals, and conducting research studies that assist in program development and public policy making.

National Abandoned Infants Assistance Resource Center
http://socrates.berkeley.edu/~aiarc/
The National Abandoned Infants Assistance Resource Center's mission is to enhance the quality of social and health services delivered to children who are abandoned or at-risk of abandonment due to the presence of drugs and/or HIV in the family. The Resource Center provides training, information, support, and resources to service providers who assist these children and their families.

National Alliance of Children's Trust and Prevention Funds
http://www.msu.edu/user/millsda/index.html
The National Alliance of Children's Trust and Prevention Funds initiates and engages in national efforts that assist state Children's Trust and Prevention Funds in strengthening families to prevent child abuse and neglect. This includes promoting and supporting a system of services, laws, practices, and attitudes that supports families by enabling them to provide their children with a safe, healthy, and nurturing childhood. Members of the National Alliance of Children's Trust and Prevention Funds are catalysts for the development of community-based child abuse and neglect prevention programs in their states. They are also incubators for innovative new programs and services related to strengthening families to prevent child abuse and neglect.

National Association of Counsel for Children
http://www.naccchildlaw.org/
The National Association of Counsel for Children (NACC) is a non-profit child advocacy and professional membership association dedicated to representation and protection of children in the legal system. Founded in 1977, the NACC is located in the Kempe Children's Center on the campus of The Children's Hospital in Denver, Colorado. The NACC also maintains a policy representative in Washington, DC. The NACC provides training and technical assistance to child advocates and works to improve the child welfare, juvenile justice, and private custody systems. The NACC is a multidisciplinary organization with approximately 2,000 members representing all 50 states and several foreign countries. NACC membership is comprised primarily of attorneys and judges, although the fields of medicine, social work, mental health, education, and law enforcement are also represented.

National Call to Action: A Movement to End Child Abuse and Neglect
http://www.nationalcalltoaction.com
Under the banner of a "National Call to Action," the NCTA Board of Directors, Authentic Voices, representatives from several participating organizations, and interested people are implementing a plan to dramatically reduce the incidence of child abuse and neglect in the U.S. This website provides action alerts and policy updates.

National Center for Missing and Exploited Children (NCMEC)
http://www.missingkids.org
NCMEC was established in 1984 as a private, nonprofit 501(c)(3) organization to provide services nationwide for families and professionals in the prevention of abduction, endangerment, and sexual exploitation of children.

National Child Welfare Resource Center for Family-Centered Practice
http://www.cwresource.org/
The mission of the Resource Center is to assist state and tribal child welfare agencies in implementing family-centered practices to achieve the goals of safety, permanency, and well-being for children and families. The Resource Center believes that the best care and protection of children can be achieved when service delivery focuses on developing and using the strengths of nuclear and extended families and communities.

National Child Welfare Resource Center on Legal and Judicial Issues
http://www.abanet.org/child/rclji/home.html
The National Child Welfare Resource Center on Legal and Judicial Issues is dedicated to achieving safety, permanence, and well-being for abused and neglected children through improved laws and judicial decision-making. The Resource Center provides training, technical assistance, and consultation to agencies and courts on all legal and judicial aspects of the child welfare system, including court improvement, agency and court collaboration, court process, reasonable efforts requirements, legal representation of children and their families, guardianship, confidentiality, and other emerging child welfare issues.

National Children's Advocacy Center
http://www.ncac-hsv.org/
The National Children's Advocacy Center (NCAC), Huntsville AL, is a non-profit agency providing prevention, intervention, and treatment services to physically and sexually abused children and their families within a child-focused team approach. Since opening in 1985 as the nation's first Children's Advocacy Center, the NCAC has become a leader in the field of prevention and intervention of child maltreatment.

National Children's Alliance
http://www.nca-online.org
The National Children's Alliance (formerly the National Network of Children's Advocacy Centers) is a not-for-profit organization whose mission is to provide training, technical assistance, and networking opportunities to communities seeking to plan, establish, and improve Children's Advocacy Centers. Children's Advocacy Centers offer a new way of serving abused children through a comprehensive approach to services for victims and their families. These programs are designed by professionals and volunteers responding to the needs of their own communities. Children's Advocacy Centers stress coordination of investigation and intervention services by bringing together professionals and agencies as a multidisciplinary team to create a child-focused approach to child abuse cases. The goal is to ensure that children are not revictimized by the very system designed to protect them.

National Clearinghouse on Child Abuse and Neglect Information
http://nccanch.acf.hhs.gov
The National Clearinghouse on Child Abuse and Neglect Information was established in 1974 by the Child Abuse Prevention and Treatment Act to collect, organize, and disseminate information on all aspects of child maltreatment. The Clearinghouse is a service of the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. The mission of the Clearinghouse is to connect professionals and concerned citizens to timely and well-balanced information on programs, research, legislation, and statistics regarding the safety, permanency, and well-being of children and families.

National Court Appointed Special Advocate (CASA) Association
http://www.nationalcasa.org
In addition to providing leadership for CASA programs across the country (also known as Volunteer Guardian Ad Litem Programs), the National Court Appointed Special Advocate Association stages an annual conference, publishes a quarterly newsletter, and promotes CASA through public relations efforts. National CASA offers consultation and resources that help start CASA programs and provides vital assistance to established programs.

National Data Archive on Child Abuse (NDACAN)
http://www.ndacan.cornell.edu
A resource since 1988, NDACAN (a project of the Family Life Development Center, College of Human Ecology, Cornell University) promotes scholarly exchange among researchers in the child maltreatment field. NDACAN acquires microdata from leading researchers and national data collection efforts and makes these datasets available to the research community for secondary analysis.

National Indian Child Welfare Association
http://www.nicwa.org/
The National Indian Child Welfare Association (NICWA) is the most comprehensive source of information on American Indian child welfare and works on behalf of Indian children and families. NICWA provides public policy, research, and advocacy; information and training on Indian child welfare; and community development services to a broad national audience including tribal governments and programs, state child welfare agencies; and other organizations, agencies, and professionals interested in the field of Indian child welfare. NICWA works to address issues of child abuse and neglect through training, research, public policy, and grassroots community development.

National Resource Center for Community-Based Family Resource and Support Programs (FRIENDS)
http://www.friendsnrc.org
FRIENDS is the National Resource Center for the Community Based Family Resource and Support (CBFRS) program, under a cooperative agreement with the Department of Health and Human Services; Administration for Children, Youth and Families; Office on Child Abuse and Neglect. The CBFRS program was established by Title II of the Child Abuse Prevention and Treatment Act Amendments of 1996. The purpose of the CBFRS program is to support state efforts to create and support a statewide network of community-based, family-centered, prevention-focused family resource and support programs, in order to strengthen families and reduce the incidence of child abuse and neglect. Requests for FRIENDS services are initiated by CBFRS state lead agencies.

National Resource Center for Foster Care and Permanency Planning
http://www.hunter.cuny.edu/socwork/nrcfcpp
The National Resource Center for Foster Care and Permanency Planning at the Hunter College School of Social Work is a training, technical assistance, and information services organization dedicated to increasing the capacity of child welfare agencies to provide children with safe, permanent families in supportive communities.

National Resource Center for Information Technology in Child Welfare (NRC-ITCW)
http://www.nrcitcw.org
The mission of NRC-ITCW is to assist state, local, and tribal child welfare agencies and the courts in improving outcomes for children and families through the use of information technology. This resource center assists front line workers, supervisors, and administrators in child welfare, as well as judges and court administrative personnel, in using technology and information to inform policy and practice in child welfare. NRC-ITCW also supports states and courts in meeting the requirements of the Adoption and Safe Families Act and other federal mandates.

National Resource Center on Child Maltreatment
http://www.gocwi.org/nrccm
The National Resource Center on Child Maltreatment (NRCCM) is supported by a cooperative agreement with the Children's Bureau, Administration for Children and

Families, U.S. Department of Health and Human Services. The center provides information, training, and technical assistance to state, local, and tribal child protection agencies. The center's training efforts are based on effective instructional design strategies executed by their expert staff and consultants. They have numerous years of organizational development research and practice and are committed to helping other agencies develop skills and competencies in the areas such as policy and procedure development, Child Protective Services decision-making, and Safety and Risk Assessment Model review and design.

National Resource Center on Substance Abuse and Child Welfare
http://www.ncsacw.samhsa.gov/
The National Center on Substance Abuse and Child Welfare (NCSACW) is an initiative of the Department of Health and Human Services and jointly funded by the Substance Abuse and Mental Health Services Administration's (SAMHSA) Center for Substance Abuse Treatment (CSAT) and the Administration on Children, Youth and Families (ACYF), Children's Bureau's Office on Child Abuse and Neglect (OCAN). NCSACW's goals are to develop and implement a comprehensive program of information gathering and dissemination, to provide technical assistance and to develop knowledge that promotes effective practice, organizational, and system changes at the local, state, and national levels. A key feature of the National Center's efforts is assistance in developing the cross-system partnerships and practice changes that are needed to address the issues of substance use disorders among families in the child welfare system.

Ounce of Prevention Fund of Florida
http://www.ounce.org
The Ounce of Prevention Fund of Florida is a private, nonprofit corporation whose mission is to identify, fund, support and evaluate innovative prevention and early intervention programs that improve the health, education, and life outcomes of Florida's at-risk children and families.

Prevent Child Abuse America
http://www.preventchildabuse.org
Since 1972, Prevent Child Abuse America has led the way in building awareness, providing education and inspiring hope to everyone involved in the effort to prevent the abuse and neglect of this nation's children. Working with chapters in 39 states and the District of Columbia, this initiative provides leadership to promote and implement prevention efforts at both the national and local levels. With the help of state chapters and concerned individuals, Prevent Child Abuse America is strengthening families and engaging communities nationwide.

Shaken Baby Alliance
http://www.shakenbaby.com
The Shaken Baby Alliance's mission is to provide support for shaken baby syndrome (SBS) victims' families (including adoptive and foster parents), advocate for justice for SBS victims, and increase SBS awareness. The Alliance seeks to work collaboratively with all agencies and professionals in a community effort.

Voices for America's Children
http://www.voicesforamericaschildren.org
Voices for America's Children is a national organization committed to working at the state and local levels to improve the well-being of children. With member organizations in almost every state, Voices provides a voice for the voiceless — children — in city halls and statehouses across the country. Formerly the National Association of Child Advocates, Voices was founded in 1984 by a small group of child advocates dedicated to working at the state and local level to improve children's lives.

C. Resource List of Support Services in Your Community

Many educators have found it useful to keep a running list of agencies and professionals to develop or expand a local network of those who provide services to children and to parents. While you may call on some more than others, it will be useful to the staff in your school to have these names on hand. You may use the first listings the most; the others are in alphabetical order by their most common names.

Child Protective Investigations
Contact_____
Telephone_____Fax_____
E-Mail _____

Child Protection Team
Contact_____
Telephone_____Fax_____
E-Mail _____

Protective Services/Department of Children & Families
Contact_____
Telephone_____Fax_____
E-Mail _____

Sheriff's Department
Contact_____
Telephone_____Fax_____
E-Mail _____

Domestic Violence or Battered Women's Shelter
Contact_____
Telephone_____Fax_____
E-Mail _____

Family Resource Center or Agencies Offering Parent Education
Agency or Program Name_____
Contact_____
Telephone_____Fax_____
E-Mail _____

Agency or Program Name_____
Contact_____
Telephone_____Fax_____
E-Mail _____

Alcohol/Drug Abuse Counseling
Contact_____
Telephone_____Fax_____
E-Mail _____

Big Brothers/Big Sisters
Contact_____
Telephone_____Fax_____
E-Mail _____

Boys and Girls Clubs
Contact_____
Telephone_____Fax_____
E-Mail _____

Boy Scouts of America
Contact_____
Telephone_____Fax_____
E-Mail _____

City or County Parks and Recreation Program
Contact_____
Telephone_____Fax_____
E-Mail _____

Children's Home Society
Contact_____
Telephone_____Fax_____
E-Mail _____

Church or Religious Social Service Provider
Name_____
Contact_____
Telephone_____Fax_____
E-Mail _____

Church or Religious Social Service Provider
Name_____
Contact_____
Telephone_____Fax_____
E-Mail _____

Girl Scouts of America
Contact_____
Telephone_____Fax_____
E-Mail _____

Homeless Shelter
Contact_____
Telephone_____Fax_____
E-Mail _____

Mental Health Center or Treatment Team Working with Abused Children
Contact_____
Telephone_____Fax_____
E-Mail _____

Rape Crisis Center or Victims' Advocate
Contact_____
Telephone_____Fax_____
E-Mail _____

Survivors of Abuse Support Group
Contact_____
Telephone_____Fax_____
E-Mail _____

Other Local Programs or Resources
Name of Organization_____
Contact_____
Telephone_____Fax_____
E-Mail _____

Child Abuse Reporting for Florida Public School Personnel FACT SHEET

Florida Department of Education
Bureau of Instructional Support and Community Services
The Student Support Services Project/USF

References	The Law - Mandatory reports of child abuse, abandonment or neglect.–
Section 39.201(1)(a) Florida Statutes	Any person who knows, or has reasonable cause to suspect that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, must report such knowledge or suspicion to the DCF central abuse hotline at: ➢ Telephone: 1-800-96-ABUSE (1-800-962-2873) ➢ FAX: 1-800-914-0004 ➢ TDD: 1-800-453-5145 (Telephone Device for the Deaf)
Section 39.201(1)(b) Florida Statutes	Reporters in the following occupation categories are required to provide their names to child abuse hotline staff: 1. Physician, osteopathic physician, medical examiner, chiropractic physician, nurse, or hospital personnel engaged in the admission, examination, care, or treatment of persons; 2. Health or mental health professional other than one listed in subparagraph 1; 3. Practitioner who relies solely on spiritual means for healing; 4. *School teacher or other school official or personnel*; 5. Social worker, day care center worker, or other professional child care, foster care, residential, or institutional worker; 6. Law enforcement officer; or 7. Judge. Names of reporters are entered into the record of the report, but are held confidential.
Section 39.201(2)(b) Florida Statutes	If the report is of an instance of known or suspected child abuse by someone other than a parent, legal custodian, caregiver, or other person responsible for the child's welfare, the call shall be immediately electronically transferred to the appropriate county sheriff's office by the central abuse hotline.
Rule 6B-1.006 Florida Administrative Code	Principles of Professional Conduct for the Education Profession in Florida-- Schools and school personnel have an ethical obligation to promote the well-being of all students and are obligated to make reasonable efforts to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

FLORIDA DEPARTMENT OF
CHILDREN
& FAMILIES

Fax Transmittal Form To Report Abuse/Abandonment/Neglect/Exploitation*

Fax Number: 1-800-914-0004

Reporter Information (***required for professionally mandated reporters of child abuse, abandonment and/or neglect; F.S. Chap.39***)

Today's Date: _____

Your Last Name:_____ Your First Name:_____ M.I.: _____

Your Occupation:_____ Your Agency:_____ Fax #: ( )_____ Phone #: ( )_____

Address: Street #_____ Street:_____ City:_____ Zip Code:_____ **County**:_____ State:_____

Do you want a response verifying receipt of this fax? Yes No

Address where the victim is currently located: Home Telephone Number: _____ Work Telephone Number: _____

Street #:_____Street: _____City:_____ Zip Code:_____ **County**:_____ State: _____

Victim(s) – (if the victim is a child, please list other children in the home; if the victim is an adult, describe disability and how he/she is impaired in the ability to care for or protect self in the "description of Incident section")

Last Name	First Name	DOB	SEX	RACE	SSN	Is this person a victim?
(1)						Yes No
(2)						Yes No
(3)						Yes No
(4)						Yes No
(5)						Yes No

Person(s) responsible for alleged abuse, abandonment, neglect or exploitation

NAME	DOB	SEX	RACE	SSN	RELATIONSHIP**
(1)					
(2)					
(3)					

Description Of Incident

Please include what happened, when and where incident occurred, frequency of occurrence, description of injuries/threat of harm.

What happened?

When did the incident occur?

Where did the incident occur?

Description of injuries/threat of harm:

FOR ADULT VICTIMS ONLY: ***Description of disability & how victim is impaired in the ability to care for or protect self***

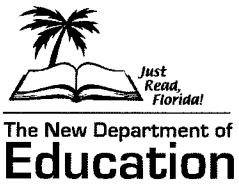
Who else might be aware of the abuse/abandonment/neglect/exploitation of the victim?

Name	Relationship to the victim	Address	Home Phone	Work Phone

*Please read instructions in the Information Packet for Professionally Mandated Reporters

**Relationship of Person(s) responsible for alleged abuse, abandonment, neglect or exploitation to the victim

The Department of Children & Families is committed to working in partnership with local communities to ensure safety, well-being and self-sufficiency for the people we serve.



Jim Horne, Commissioner

ESE 309662A

Marian Lambeth

The Florida Department of Education

Bureau of Professional Practices Services

s.1012.796, Florida Statutes

Florida Department of Education's Authority to Investigate.

Florida House of Representatives
Future of Florida's Families Committee
Public Hearing
Tampa, Florida
September 29, 2005

Example Allegations Investigated

- Child Abuse / Neglect
- Inappropriate Conduct
- Inappropriate Discipline
- Inappropriate Comments
- Fraud
- Criminal Charges
- Drug / Alcohol Abuse

Reporting Requirements

- Districts are required to report legally sufficient complaints

- Penalty for District's failure to report

Example of Reporting Process

- Initial Review
- Law Enforcement / District Staff
- Consult with Law Enforcement
  - Investigation may supersede or supplement
- District Review for Disciplinary Action
- Report sufficient allegations to PPS

What does the DOE do when a teacher is accused of misconduct?

- Investigate allegations
- Review for disciplinary action against Florida Educator Certificate
- Collaborate with State Attorneys Office to request that individuals charged with abuse or other egregious criminal misconduct be required to surrender their educator's certificate.

Burdens of Proof

- District as first responder has lowest level of proof: Preponderance of the Evidence

  Districts may immediately remove educators from positions in contact with students. Preponderance equals more likely than not.

- State DOE as follow up has middle level: Clear and Convincing

  Education Practices Commission may sanction a certificate; therefore, denying the right to teach or otherwise be employed in a position requiring direct student contact in a public school

- Criminal has highest level of proof: Beyond a Reasonable Doubt

  May issue criminal charges and penalties

2004-2005 FY Data

- Number of cases reported to Professional Practices Services: **3376**
- Number with criminal charges of Child Abuse or Neglect: **5**
- Number of Probable Cause to Sanction Florida Educator Certificate: **461**
- Number of Suspensions of Florida Educator's Certificate: **62**
  - *Suspension means the educator may maintain their educator's certificate, but may not use it to teach or otherwise be employed in a position requiring direct student contact in a Florida Public School during the time of suspension. The Education Practices Commission may suspend a certificate for up to 5 years.*
- Number of Revocations: **14**
  - *Revocation means the educator certificate is taken away and the educator may have the right to apply again at the conclusion of the revocation if otherwise qualified. The revocation of the Florida Educator's Certificate denies the individual the right to teach or otherwise be employed in any position requiring direct student contact in a Florida Public School. The Education Practices Commission may revoke a certificate for up to 10 years or permanent.*
- Number of Permanent Revocations: **66**
  - *Permanent Revocation of the educator certificate denies the individual the right to teach or otherwise be employed in a position requiring direct student contact in a Florida Public School .*
- Number of Denials: **7**
  - *Deny the issuance of a Florida Educator Certificate for up to 10 years or permanent.*
- Permanent Denials: **2**
  - *Permanently deny the issuance of a Florida Educator Certificate*
- Number of cases with "other" Sanctions: **371**

Services Provided

- Training on Code of Ethics to district staff
- Training to District Level Staff on reporting requirements
- Presentations to University Students

Contact Information

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850.245.9613 (fax)

Contact Information

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Bureau of Professional Practices Services

Marian W. Lambeth, Bureau Chief

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850.245.0438

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325 West Gaines Street, Suite 224-E
Tallahassee, Florida 32399-0400

1012.795 Education Practices Commission; authority to discipline.--

(1) The Education Practices Commission may suspend the educator certificate of any person as defined in s. 1012.01(2) or (3) for a period of time not to exceed 5 years, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for that period of time, after which the holder may return to teaching as provided in subsection (4); may revoke the educator certificate of any person, thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students for a period of time not to exceed 10 years, with reinstatement subject to the provisions of subsection (4); may revoke permanently the educator certificate of any person thereby denying that person the right to teach or otherwise be employed by a district school board or public school in any capacity requiring direct contact with students; may suspend the educator certificate, upon order of the court, of any person found to have a delinquent child support obligation; or may impose any other penalty provided by law, provided it can be shown that the person:

(a) Obtained or attempted to obtain an educator certificate by fraudulent means.

(b) Has proved to be incompetent to teach or to perform duties as an employee of the public school system or to teach in or to operate a private school.

(c) Has been guilty of gross immorality or an act involving moral turpitude.

(d) Has had an educator certificate sanctioned by revocation, suspension, or surrender in another state.

(e) Has been convicted of a misdemeanor, felony, or any other criminal charge, other than a minor traffic violation.

(f) Upon investigation, has been found guilty of personal conduct which seriously reduces that person's effectiveness as an employee of the district school board.

(g) Has breached a contract, as provided in s. 1012.33(2).

(h) Has been the subject of a court order directing the Education Practices Commission to suspend the certificate as a result of a delinquent child support obligation.

(i) Has violated the Principles of Professional Conduct for the Education Profession prescribed by State Board of Education rules.

(j) Has otherwise violated the provisions of law, the penalty for which is the revocation of the educator certificate.

(k) Has violated any order of the Education Practices Commission.

(l) Has been the subject of a court order or plea agreement in any jurisdiction which requires the certificateholder to surrender or otherwise relinquish his or her educator's certificate. A surrender or relinquishment shall be for permanent revocation of the certificate. A person may not surrender or otherwise relinquish his or her certificate prior to a finding of probable cause by the commissioner as provided in s. 1012.796.

(2) The plea of guilty in any court, the decision of guilty by any court, the forfeiture by the teaching certificateholder of a bond in any court of law, or the written acknowledgment, duly witnessed, of offenses listed in subsection (1) to the district school superintendent or a duly appointed representative of such superintendent or to the district school board shall be prima facie proof of grounds for revocation of the certificate as listed in subsection (1) in the absence of proof by the certificateholder that the plea of guilty, forfeiture of bond, or admission of guilt was caused by threats, coercion, or fraudulent means.

(3) The revocation by the Education Practices Commission of an educator certificate of any person automatically revokes any and all Florida educator certificates held by that person.

(4)(a) An educator certificate which has been suspended under this section is automatically reinstated at the end of the suspension period, provided the certificate did not expire during the period of suspension. If the certificate expired during the period of suspension, the holder of the former certificate may secure a new certificate by making application therefor and by meeting the certification requirements of the state board current at the time of the application for the new certificate. An educator certificate suspended pursuant to a court order for a delinquent child support obligation may only be reinstated upon notice from the court that the party has complied with the terms of the court order.

(b) A person whose educator certificate has been revoked under this section may apply for a new certificate at the expiration of that period of ineligibility fixed by the Education Practices Commission by making application therefor and by meeting the certification requirements of the state board current at the time of the application for the new certificate.

(5) Each district school superintendent and the governing authority of each university lab school, state-supported school, or private school shall report to the department the name of any person certified pursuant to this chapter or employed and qualified pursuant to s. 1012.39:

(a) Who has been convicted of, or who has pled nolo contendere to, a misdemeanor, felony, or any other criminal charge, other than a minor traffic infraction;

(b) Who that official has reason to believe has committed or is found to have committed any act which would be a ground for revocation or suspension under subsection (1); or

(c) Who has been dismissed or severed from employment because of conduct involving any immoral, unnatural, or lascivious act.

(6)(a) When an individual violates any provision of a final order of the Education Practices Commission, the Department of Education may request an order to show cause be issued by the clerk of the commission. The order shall require the individual to appear before the commission to show cause why further penalties should not be levied against the individual's certificate pursuant to the authority provided to the Education Practices Commission in subsection (1). The department may dismiss an order to show cause before

the commission enters a final order. The Education Practices Commission may fashion further penalties under the authority of subsection (1) as it deems appropriate when it considers the show cause order.

(b) The Education Practices Commission shall adopt rules requiring the issuance of a final order permanently revoking an individual's Florida educator's certificate if the individual has been the subject of sanctions by the Education Practices Commission on two previous occasions. However, an individual is not subject to this provision if the only reason for sanctions on any occasion was one or more administrative violations. For purposes of this paragraph, the term "administrative violation" means the failure of the individual to submit annual performance reports or the failure to pay a probation fee as required by a final order of the Education Practices Commission. Furthermore, any sanction levied by the Education Practices Commission against an applicant for certification is not subject to this provision if the applicant was not previously sanctioned by the Education Practices Commission.

History.--s. 757, ch. 2002-387; s. 73, ch. 2004-41; s. 21, ch. 2004-295.

1012.796 Complaints against teachers and administrators; procedure; penalties.--

(1)(a) The Department of Education shall cause to be investigated expeditiously any complaint filed before it or otherwise called to its attention which, if legally sufficient, contains grounds for the revocation or suspension of a certificate or any other appropriate penalty as set forth in subsection (7). The complaint is legally sufficient if it contains the ultimate facts which show a violation has occurred as provided in s. 1012.795. The department may investigate or continue to investigate and take appropriate action on a complaint even though the original complainant withdraws the complaint or otherwise indicates a desire not to cause it to be investigated or prosecuted to completion. The department may investigate or continue to investigate and take action on a complaint filed against a person whose educator certificate has expired if the act or acts which are the basis for the complaint were allegedly committed while that person possessed an educator certificate.

(b) When an investigation is undertaken, the department shall notify the certificateholder or applicant for certification and the district school superintendent or the university laboratory school, charter school, or private school in which the certificateholder or applicant for certification is employed or was employed at the time the alleged offense occurred. In addition, the department shall inform the certificateholder or applicant for certification of the substance of any complaint which has been filed against that certificateholder or applicant, unless the department determines that such notification would be detrimental to the investigation, in which case the department may withhold notification.

(c) Each school district shall file in writing with the department all legally sufficient complaints within 30 days after the date on which subject matter of the complaint comes to the attention of the school district. The school district shall include all information relating to the complaint which is known to the school district at the time of filing. Each district school board shall develop policies and procedures to comply with this reporting requirement. The district school board policies and procedures shall include appropriate penalties for all personnel of the district school board for nonreporting and procedures for promptly informing the district school superintendent of each legally sufficient complaint. The district school superintendent is charged with knowledge of these policies and procedures. If the district school superintendent has knowledge of a legally sufficient complaint and does not report the complaint, or fails to enforce the policies and procedures of the district school board, and fails to comply with the requirements of this subsection, in addition to other actions against certificateholders authorized by law, the district school superintendent shall be subject to penalties as specified in s. 1001.51(12). This paragraph does not limit or restrict the power and duty of the department to investigate complaints as provided in paragraphs (a) and (b), regardless of the school district's untimely filing, or failure to file, complaints and followup reports.

(d) Notwithstanding any other law, all law enforcement agencies, state attorneys, social service agencies, district school boards, and the Division of Administrative Hearings shall fully cooperate with and, upon request, shall provide unredacted documents to the Department of Education to further investigations and prosecutions conducted pursuant to this section. Any document received pursuant to this paragraph may not be redisclosed except as authorized by law.

(2) The Commissioner of Education shall develop job specifications for investigative personnel employed by the department. Such specifications shall be substantially equivalent to or greater than those job specifications of investigative personnel employed by the

Department of Business and Professional Regulation. The department may contract with the Department of Business and Professional Regulation for investigations. No person who is responsible for conducting an investigation of a teacher or administrator may prosecute the same case. The department general counsel or members of that staff may conduct prosecutions under this section.

(3) The department staff shall advise the commissioner concerning the findings of the investigation. The department general counsel or members of that staff shall review the investigation and advise the commissioner concerning probable cause or lack thereof. The determination of probable cause shall be made by the commissioner. The commissioner shall provide an opportunity for a conference, if requested, prior to determining probable cause. The commissioner may enter into deferred prosecution agreements in lieu of finding probable cause when in his or her judgment such agreements would be in the best interests of the department, the certificateholder, and the public. Such deferred prosecution agreements shall become effective when filed with the clerk of the Education Practices Commission. However, a deferred prosecution agreement shall not be entered into where there is probable cause to believe that a felony or an act of moral turpitude has occurred. Upon finding no probable cause, the commissioner shall dismiss the complaint.

(4) The complaint and all information obtained pursuant to the investigation by the department shall be confidential and exempt from the provisions of s. 119.07(1) until the conclusion of the preliminary investigation of the complaint, until such time as the preliminary investigation ceases to be active, or until such time as otherwise provided by s. 1012.798(6). However, the complaint and all material assembled during the investigation may be inspected and copied by the certificateholder under investigation, or the certificateholder's designee, after the investigation is concluded, but prior to the determination of probable cause by the commissioner. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed, the complaint and information shall be open thereafter to inspection pursuant to s. 119.07(1). If the preliminary investigation is concluded with the finding that there is probable cause to proceed and a complaint is filed pursuant to subsection (6), the complaint and information shall be open thereafter to inspection pursuant to s. 119.07(1). If the preliminary investigation ceases to be active, the complaint and all such material shall be open thereafter to inspection pursuant to s. 119.07(1), except as otherwise provided pursuant to s. 1012.798(6). For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future.

(5) When deemed necessary to protect the health, safety, and welfare of a minor student, the district school superintendent in consultation with the school principal may, and upon the request of the Commissioner of Education shall, temporarily suspend a certificateholder from the certificateholder's regularly assigned duties, with pay, and reassign the suspended certificateholder to a position that does not require direct contact with students in the district school system. Such suspension shall continue until the completion of the proceedings and the determination of sanctions, if any, pursuant to this section and s. 1012.795.

(6) Upon the finding of probable cause, the commissioner shall file a formal complaint and prosecute the complaint pursuant to the provisions of chapter 120. An administrative law judge shall be assigned by the Division of Administrative Hearings of the Department of Management Services to hear the complaint if there are disputed issues of material fact. The administrative law judge shall make recommendations in accordance with the

provisions of subsection (7) to the appropriate Education Practices Commission panel which shall conduct a formal review of such recommendations and other pertinent information and issue a final order. The commission shall consult with its legal counsel prior to issuance of a final order.

(7) A panel of the commission shall enter a final order either dismissing the complaint or imposing one or more of the following penalties:

(a) Denial of an application for a teaching certificate or for an administrative or supervisory endorsement on a teaching certificate. The denial may provide that the applicant may not reapply for certification, and that the department may refuse to consider that applicant's application, for a specified period of time or permanently.

(b) Revocation or suspension of a certificate.

(c) Imposition of an administrative fine not to exceed $2,000 for each count or separate offense.

(d) Placement of the teacher, administrator, or supervisor on probation for a period of time and subject to such conditions as the commission may specify, including requiring the certified teacher, administrator, or supervisor to complete additional appropriate college courses or work with another certified educator, with the administrative costs of monitoring the probation assessed to the educator placed on probation. An educator who has been placed on probation shall, at a minimum:

1. Immediately notify the investigative office in the Department of Education upon employment or termination of employment in the state in any public or private position requiring a Florida educator's certificate.

2. Have his or her immediate supervisor submit annual performance reports to the investigative office in the Department of Education.

3. Pay to the commission within the first 6 months of each probation year the administrative costs of monitoring probation assessed to the educator.

4. Violate no law and shall fully comply with all district school board policies, school rules, and State Board of Education rules.

5. Satisfactorily perform his or her assigned duties in a competent, professional manner.

6. Bear all costs of complying with the terms of a final order entered by the commission.

(e) Restriction of the authorized scope of practice of the teacher, administrator, or supervisor.

(f) Reprimand of the teacher, administrator, or supervisor in writing, with a copy to be placed in the certification file of such person.

(g) Imposition of an administrative sanction, upon a person whose teaching certificate has expired, for an act or acts committed while that person possessed a teaching certificate or

an expired certificate subject to late renewal, which sanction bars that person from applying for a new certificate for a period of 10 years or less, or permanently.

(h) Refer the teacher, administrator, or supervisor to the recovery network program provided in s. 1012.798 under such terms and conditions as the commission may specify.

(8) Violations of the provisions of a final order shall result in an order to show cause issued by the clerk of the Education Practices Commission if requested by the Department of Education. Upon failure of the educator, at the time and place stated in the order, to show cause satisfactorily to the Education Practices Commission why a penalty for violating the provisions of a final order should not be imposed, the Education Practices Commission shall impose whatever penalty is appropriate as established in s. 1012.795(6). The Department of Education shall prosecute the individual ordered to show cause before the Education Practices Commission. The Department of Education and the individual may enter into a settlement agreement, which shall be presented to the Education Practices Commission for consideration. Any probation period will be tolled when an order to show cause has been issued until the issue is resolved by the Education Practices Commission; however, the other terms and conditions of the final order shall be in full force and effect until changed by the Education Practices Commission.

(9) All moneys collected by, or awarded to, the commission as fees, fines, penalties, or costs shall be deposited into the Educational Certification and Service Trust Fund pursuant to s. 1012.59.

History.--s. 758, ch. 2002-387; s. 74, ch. 2004-41; s. 22, ch. 2004-295; s. 156, ch. 2005-2.

6B-1.001 Code of Ethics of the Education Profession in Florida.

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

(a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student's legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

(g) Shall not misrepresent one's own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

(m) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.

(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section1012.795(1), Florida Statutes.

(p) Shall comply with the conditions of an order of the Education Practices Commission.

(q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS. History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.

Marcie Biddleman

Heartland for Children

DISTRICT 14
Hardee, Highlands and Polk Counties

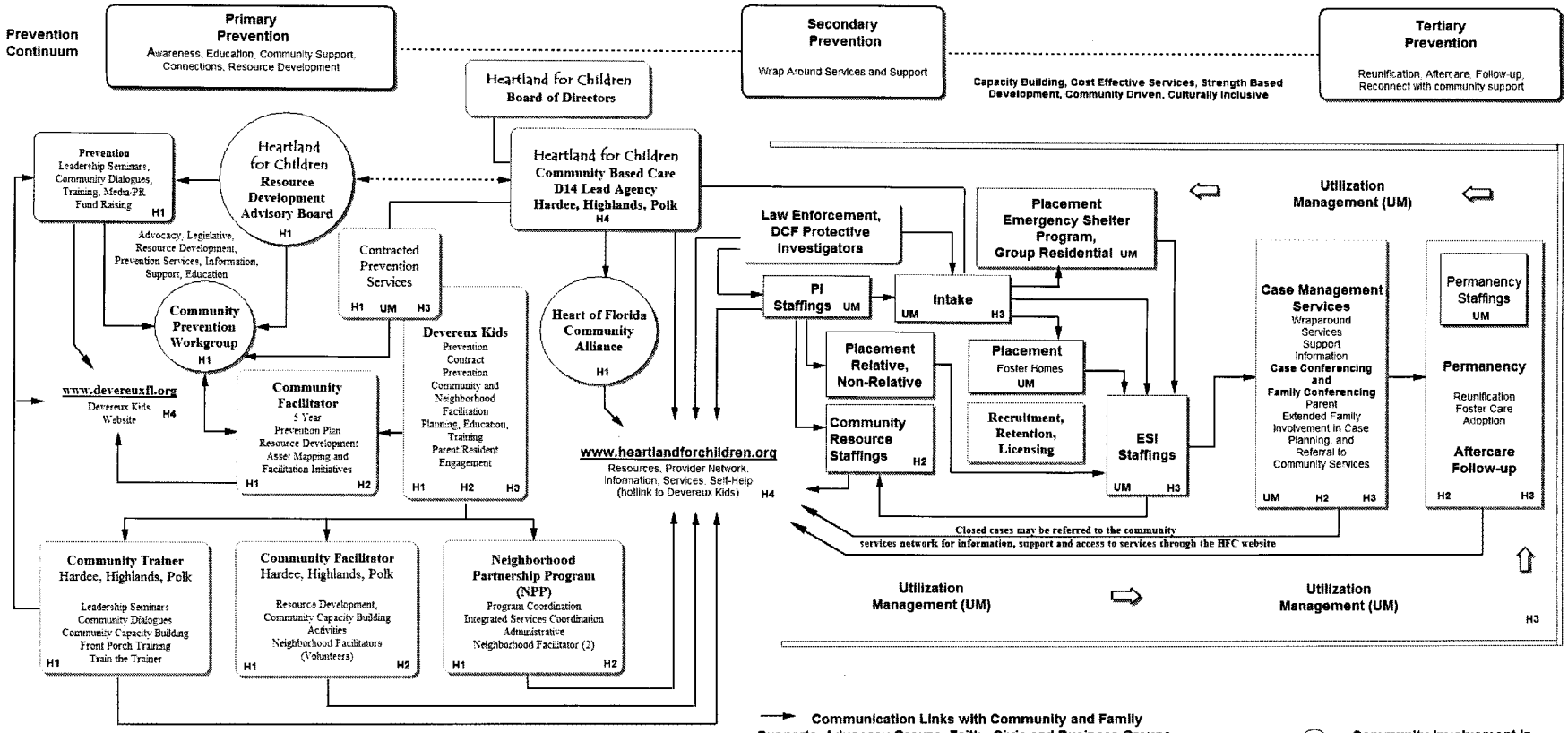
Marcie Biddleman
Executive Director
Sept. 29, 2005

Services Philosophy

- Build capacity to manage resources.
- Ensure positive outcomes with economic benefits.
- Prevention coupled with protection.
- Support and reinforce the role of community in prevention.

System of Care

Heartland for Children
Community Based Care Lead Agency - Hardee, Highlands and Polk Counties



Evaluation Hypotheses

H1 Community engagement through education is an intentional process that increases the effectiveness of primary prevention in the system of care.

H2 The implementation of family-driven methodologies will have a postiive impact on the efficiency of service delivery and outcomes for families.

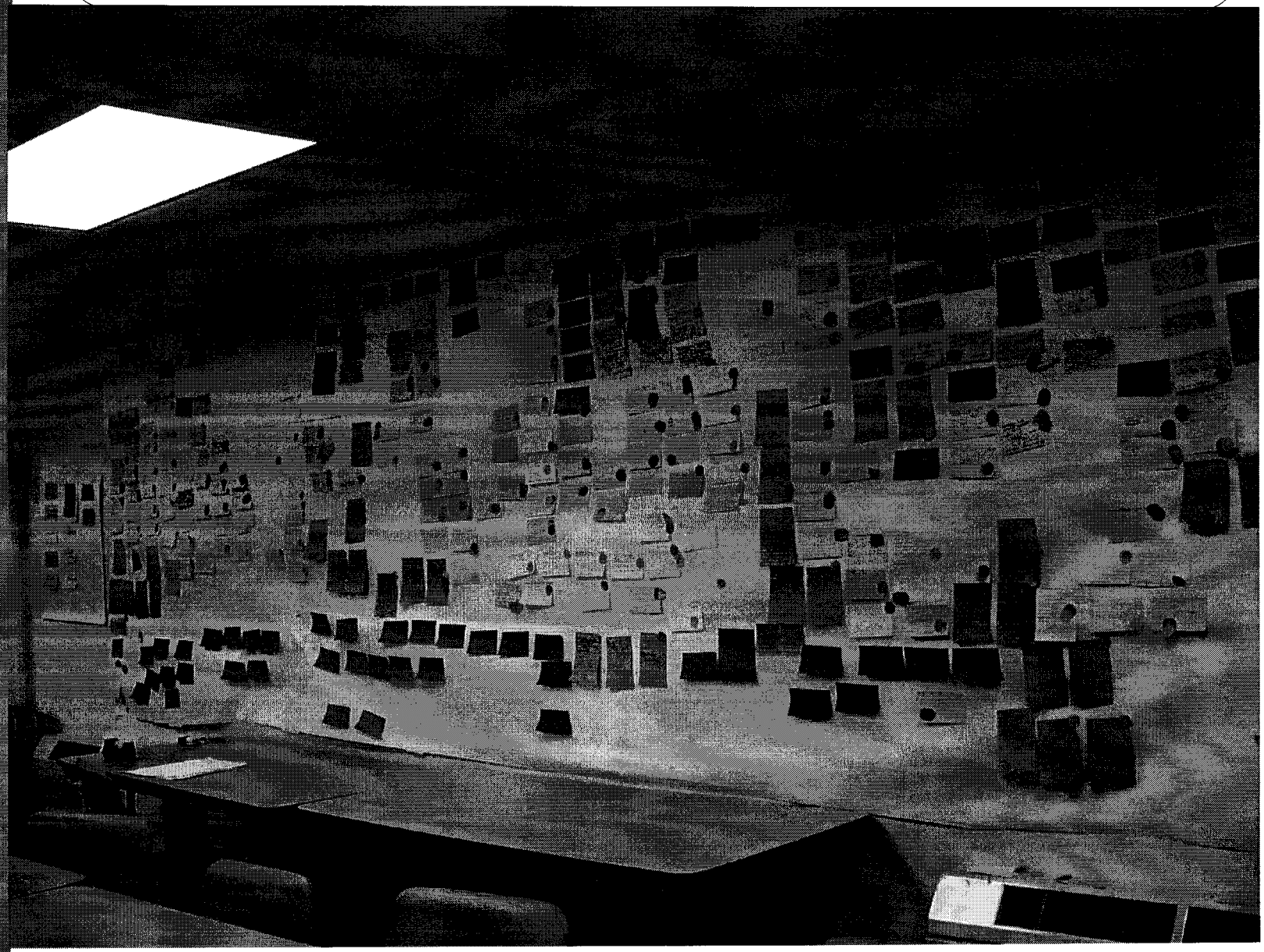
H3 Utilization Management, as a core business strategy, can be applied to the system of care to manage resources, increase choices and promote cost efficiency.

H4 A true "system" of care includes the best characteristics of structure, process, subsystems, information, growth and integration.

Goals of Prevention

- Reduce the incidence of child abuse and neglect;
- Reduce preventable child abuse and neglect fatalities; and
- Reduce the need for children to be removed from their home due to child abuse or neglect.
- Broaden the provider base to increase choices.

Services Inventory Project



Social Marketing Project

- Change public message to prevention.
- Prevent reoccurrence of abuse in families
- Engage broader community to participate more effectively.

"HELP before HARM – Prevention…

The Road Less Traveled." ™