

Educator's Resource Manual on Child Abuse

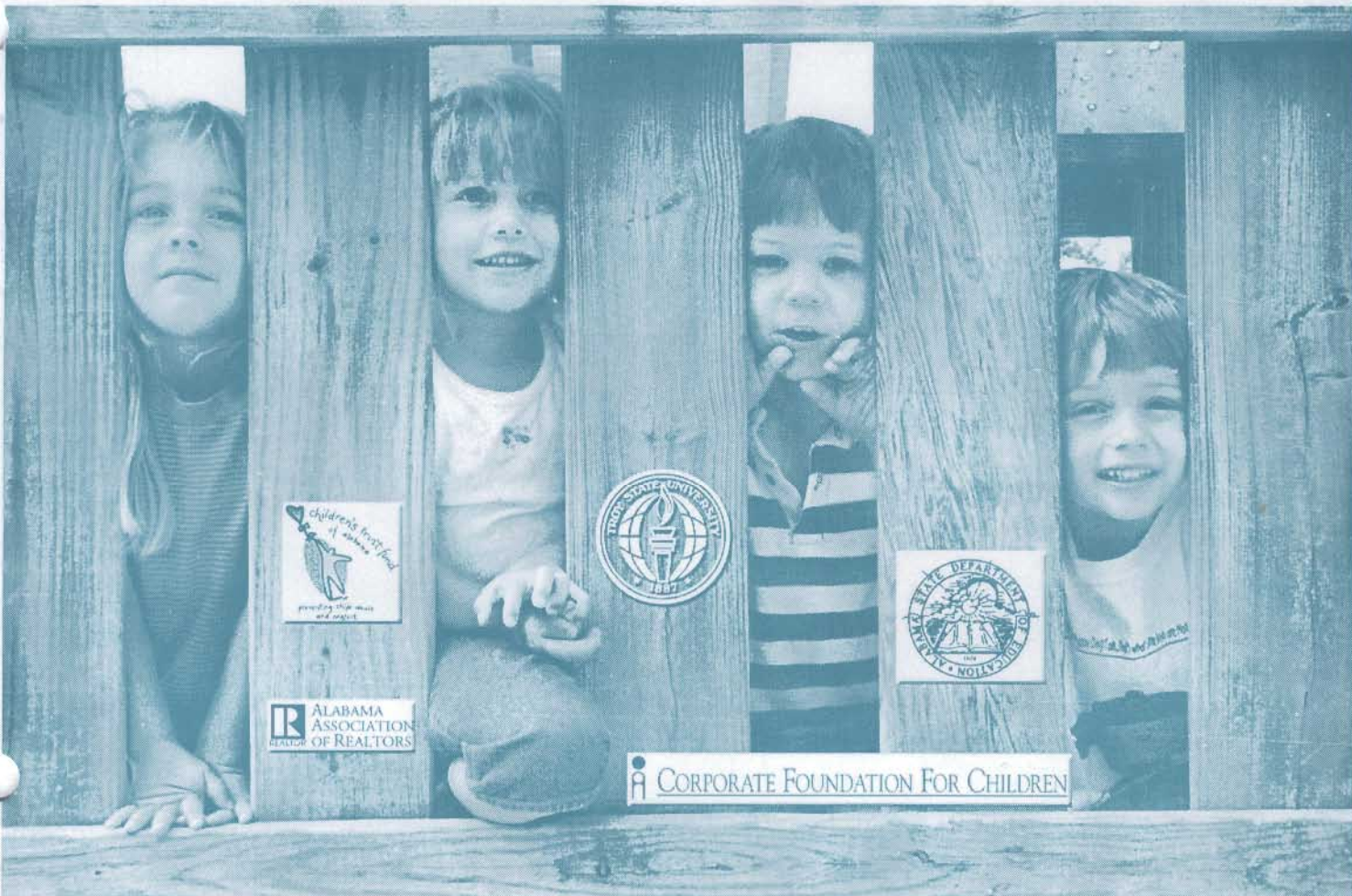
3rd Edition

- ★ Strengthening Families
- ★ Prevention
- ★ Parental Involvement
- ★ Reporting Criteria
- ★ Resources



Funded By:

Alabama Association of Realtors®, Children's Trust Fund, and Corporate Foundation for Children
In Partnership with Troy State University and State Department of Education



 CORPORATE FOUNDATION FOR CHILDREN



Ms. Kelly Hawkins

The Children's Trust Fund of Alabama and Troy State University wish to gratefully acknowledge the dedication and perseverance of Ms. Kelly Hawkins. Kelly has canvassed the state, bringing together multiple resources and agencies to bring this Educators Manual to fruition. Over the past several years, Kelly has made the welfare and well-being of Alabama's children her mission. This guide is dedicated to her, her spirit and her hope that tomorrow no child in Alabama will have to face the torment, abuse and injury that too often is the result of child abuse and neglect.

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How To Use This Manual

We are pleased to share with you this updated educators' manual. The manual reflects changes that have taken place in the field of child abuse prevention in the last five years. Child abuse and neglect prevention programs believe that one of the main ways that child abuse can be stopped is to support and train parents in the difficult job of raising a child. The focus of child abuse prevention is now on helping a family see its strengths and learning skills that nurture the whole family unit.

This manual asks you as an educator to see yourself as an important partner in the community of people who are working to support and strengthen families. You are one of the key individuals who works directly with families in your community. This manual will provide you with information, resources and skills which can be passed on to parents in a nonthreatening and positive manner. The activities and materials in the manual will help you as an educator, support parents in raising healthy, safe and responsible children.

The strategies and handouts that are included will help you involve parents in the overall education and well being of the children that you work with. These strategies do not require a lot of your time, but rather an orientation that you as an educator are one of the advocates for the children in your classroom or school. We are further providing you with activities that will help children learn skills in the classroom which studies are showing are critical in the development of healthy relationships. And finally, we will show how you can engage parents in learning and nurturing these same important skills at home.

This handbook will also aid you in identifying and reporting situations where you feel child abuse is already taking place. It will give you specific information on the "Red Flags" or warning signs which might indicate that a child is being abused or neglected. Further, the manual will help you with the difficult task of where and how to make a child abuse report.

The development of this manual is a collaborative effort of the Children's Trust Fund of Alabama, The Department of Human Resources, and the Department of Education. Funding support for this manual is derived from the Children's Trust Fund, Corporate Foundation for Children, Alabama Association of Realtors, and Troy State University. These organizations have come together to reprint this manual because they believe that children are our most important resource. They realize that collaboration and the pooling of resources will help strengthen families. We invite every educator in this state to join in this effort — to be part of the web of support that will create strong, safe and responsible children in our state.

Child Abuse: What Schools Can Do

Child Abuse is defined as any intentional action, emotional, physical, psychological or sexual, which lessens or eliminates a child's personal dignity, individual safety, or basic human rights. It is a painful and costly national tragedy and it is at the root of many other societal problems.

Available statistics indicate that about three percent of the children abused receive major physical injuries that result in death. Yet acknowledging child abuse and maltreatment, we often refer to that small percent of children who die. In 2001, Prevent Child Abuse America cited over 3.2 million reports of child abuse and neglect annually. These incidents were only the reported ones. Many clinicians believe the numbers are much greater for nonreported cases. It is estimated that over 1400 children a year die from abuse. Of the reported cases, about 26% are physical abuse, 10% sexual abuse, 51% neglect, 4% emotional abuse, and 9% represent other forms of maltreatment. These percentages have remained fairly stable since 1986.

Child abuse is not limited to any one group. It occurs in families of every socioeconomic level. Child abusers were often abused themselves as children. To them violence and neglect is a way of life. They may be going through a stressful time in their lives. Sources of stress include economic problems, divorce, and lack of tolerance. Abusive parents are often isolated from other adults and have few friends. Most abusive parents have received no formal training in parenting skills and have unrealistic expectations for their child. They also have low self-esteem and poor coping skills. The abused child is a victim and he or she is often perceived as being "different." The child often receives abuse not because of anything the child has done but because of problems that the parent is having.

Most abusive parents love their children

and do not intend to abuse them. The abuse occurs instead through ignorance or inability to control emotions. In some cases the parent is not aware of alternatives to physical punishment and believes that hitting is necessary to raise a child. Lack of understanding of a child's developmental stages can result in unrealistic expectations. For example, a parent may expect a child to become potty trained long before the child is physically ready. This can result in frustration and in abuse of the child.

Abused children are damaged in their social, cognitive, physical, and emotional development. Many become dependent on drugs, get in trouble with the law, or run away from home. The Children's Defense Fund estimates that 30% of abused children will abuse their own children. This represents a cycle of abuse from one generation to the next that must be broken.

One of the first lines of prevention of child abuse is education. Parenting education can expose parents to accepted child care practices, help them to understand the developmental stages of children, provide them with alternatives, and teach them to deal with stress.

Counselors, home economics and family living teachers are in an excellent position to provide this education. They may be trained in child development and in parenting techniques. They teach family oriented subjects and abuse is a family issue. They know the communities they live in and can reach people who need information. They care about children and families.

The school itself, totally as well as in individual classes, functions much like a family. There are family components such as the authority figure, rules, interdependence, need for better cooperation, a common set of goals, and nurturance. What better place to replicate or foster a healthy "family" environment than by demonstrating daily how we should care and help each other. The classroom is a natural place to teach parenting and healthy family life.

What are Families?

Definition

Families are the most instinctive, fundamental social group in humans and animals. All members of a household; those who share one's domestic place.

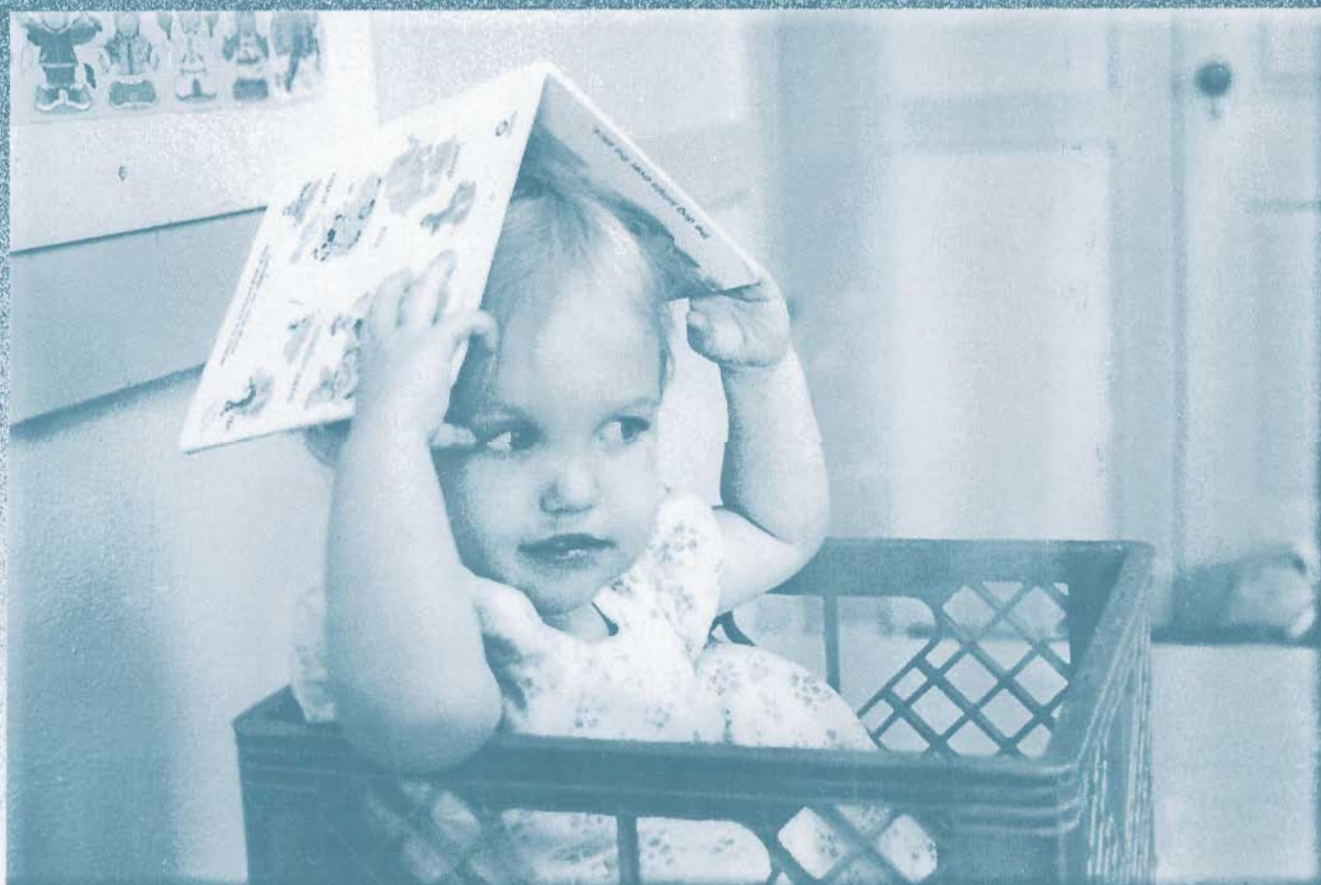
Purpose

1. To provide a safe place to raise and nurture children.
2. To help each other.
3. To protect and care for each other.

Types of Families

1. Nuclear Family — Parent(s) and biological/adopted children
2. Extended Family — Nuclear family plus grandparents, aunts, uncles, cousins, etc.
3. Step Family — Parent, step-parent, children, step-children, half-brothers, half-sisters
4. Single Parent Family — One Parent with child(ren)
5. Relative(s) Family — Grandparent, aunt, uncle, or other relative raising children not their own
6. Foster Family — Unrelated non-biological parents caring for children
7. House Family — Group of children, related or unrelated, living together cared for by unrelated parents

Prevention



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Children's Trust Fund Information Sheet



Alabama's Child Abuse and Neglect Prevention agency is known as the Children's Trust Fund. It was created by the Alabama Legislature in August, 1983. *The Children's Trust Fund (CTF) is devoted to eliminating child abuse and neglect through the funding of community-based prevention programs.*

Among programs funded by CTF are school-based life skills and safety awareness that teach the students personal safety skills and familiarize them with the persons they may ask for help. In addition, CTF prevention programs include community awareness, parenting/support classes, home visitation, school-based after-school, fatherhood, mentoring, and respite.

In 1987, the Corporate Foundation for Children (CFC) was formed to work in partnership with the Children's Trust Fund of Alabama. The CFC's mission is to prevent child abuse in all its forms. Through its partnership with CTF, several successful programs have been developed. These programs include the publication of *A Plan for the Prevention of Child Abuse and Neglect in Alabama* and the creation of an Alabama Child Death Review System. Support from the U.S. Department of Health and Human Services enabled CFC to launch the Family and Child Training System (FACTS). FACTS is a comprehensive, professional training system that introduces Family Support practices to front-line service providers. A grant from the Children's Trust Fund provides scholarships to its network of prevention programs to access FACTS training.

The CFC has a long history of public and private support for its programs to help Alabama's children. The CFC enjoys ongoing financial and volunteer support of the Alabama Association of REALTORS®. In fact, as a result of the REALTORS® support, the CFC and CTF were able to spearhead the development, and launch a successful public campaign on "Shaken Baby Syndrome." Once again, as a result of the Alabama REALTORS®, the CFC and CTF are able to fund the revision and redistribution of the *Educators Resource Manual on Child Abuse*.

Ten Reasons to Prevent Child Abuse

by Dr. Deborah Daro
Director of Research
Prevent Child Abuse America
Chicago, Illinois

1 Child abuse can be fatal.

For the past few years, an average of three children a day have been reported as fatal victims of maltreatment. The vast majority of these children are under the age of one.

2 Child abuse stymies a child's normal growth and development.

The emotional and physical damage children suffer from abuse and neglect is extensive. Documented consequences of abuse include chronic health problems, cognitive and language disorders, and socio-emotional problems, such as low self-esteem, lack of trust, and poor relationships with adults and peers.

3 Child abuse is costly for many social institutions.

Remediating the immediate consequences of serious physical abuse alone costs child welfare agencies, hospitals, and rehabilitation facilities almost \$500 million annually.

4 Child abuse costs continue to multiply over time.

For example, children killed as a result of parental abuse or neglect never have the opportunity to contribute to society.

5 Child abuse victims often repeat (on their own children) the violent acts that they experienced.

Although some victims can overcome the scars of their abuse, child abuse victims are six times more likely to become abusive parents than non-abused children.

6 Treatment services, while critical, are often ineffective in permanently altering parental behaviors.

Program evaluations have found that even sophisticated clinical demonstration projects, often consisting of weekly contact for 12 to 18 months, eliminate the future likelihood for physical abuse or neglect for less than half their clients.

7 Prevention programs targeted at parents before they become abusive or neglectful reduce the likelihood for future maltreatment.

Parenting education, support groups and home visitor programs have consistently demonstrated positive outcomes. Specific gains include improved mother-infant bonding, enhanced parenting skills, and more consistent use of health care services. Recipients of these services also have demonstrated a reduced rate of child abuse when compared to comparable groups of parents not receiving services.

8 Prevention programs targeted at children can improve a child's awareness of how best to avoid child abuse and other unsafe practices.

Ongoing evaluations of prevention programs indicate that such efforts consistently result in increased knowledge for children about safety rules and what they should do if they are being abused. Further, the programs create an environment in which children can more easily disclose prior or ongoing maltreatment.

9 Child abuse prevention efforts serve a way to combat other social problems of concern to the public and to policy makers.

Research has found a strong correlation between a history of abuse and a variety of adult problem behaviors, including substance abuse, juvenile and adult crime, and poor social adjustment. The consistent expansion of prevention services may well lead to the eventual reduction of these problems.

10 Child abuse prevention creates a more compassionate society, one which places a high value on the welfare of children.

Insuring a safe and secure rearing of the next generation requires the efforts of all policy makers and all citizens. To the extent all are involved in the battle to prevent child abuse, all are made more aware of the need to nurture human potential in all that we do.

Making a School-Based Prevention Program Work

*Adapted from Preventing Sexual Abuse
by Carol A. Plummer*

Most people agree that we would prefer to prevent child sexual abuse from occurring rather than worry about treatment methods after the fact. The bad news is that we cannot prevent all sexual abuse from happening. In spite of your efforts to teach or protect a child, or the child's efforts to resist or be assertive, the offenders are ultimately responsible and may abuse regardless. However, the good news is that nearly anyone, anywhere can contribute to this prevention effort.

We can prevent child sexual abuse by:

1. We, as adults who relate to and care about children, need to educate ourselves about this serious social problem. All of us need more self-awareness: doctors, nurses, prosecutors, parents, clergy, attorneys, teachers, social workers (and anyone else who has a niece, nephew, grandchild, or child they care about).
2. We need to develop ways to share information with and improve skills of children regarding prevention of sexual abuse. Parents, teachers, clergy, doctors, social workers and others can learn to talk with children sensitively and clearly about this topic.
3. We need to improve our communication skills with children and learn to listen. Often children communicate with facial expressions, moods, and body language without ever saying a word. Be aware of subtle changes in children's daily habits and patterns.
4. We need to use positive discipline techniques that encourage trust and make it more conducive for children to share their

thoughts and feelings.

A very effective way to educate children and improve their skills in avoiding abuse is through an in-school prevention program. An abuse prevention program is meant to increase information and skills for students in recognizing child sexual abuse, and avoiding or averting abusive situations. The goal is to prevent child sexual abuse from occurring. Identifying and promoting local resources available for past or present victims is also an important part of the program.

The primary objective is to expand children's information, power, and resources to prevent sexual abuse. If children learn what sexual abuse is, the ways in which children typically get tricked or trapped, understand clearly that sexual abuse is not "normal," know such secrets are inappropriate, have permission to refuse unwanted touches, and have a list of people or agencies that are helpful resources, then the goal of the program is achieved. When children's options are increased and when they are well-informed, they are more likely to be safe.

The secondary objective of an in-school prevention program is to refer victims to appropriate services in a sensitive and expedient manner. Preoccupation with finding victims is counter-productive. Pushing a child who has kept the silence for years to report because she is fidgety during class may only make her hide the secret more. She needs the right to disclose to whom and when she wants. The offender has already robbed her of certain rights - we must not make her feel even less powerful by taking away more. Besides, the fidgety child may only need a bathroom break! Do not make hasty assumptions.

Remember as well, that you will have provided your students with a list of people with whom they can share such problems. We cannot know the full impact of our educational input. Perhaps several children told relatives or a pastor. Perhaps other victims are pondering the information and need to gather up strength to tell a few months from now. But consider the power of the information shared with children. All the children will become better informed, more alert, and more aware of possible dangers.

Safety is the ultimate objective. If you wish to start a prevention program, you may have plans ranging from a one-time presentation for high-schoolers to an on-going multifaceted program such as is described here. In either case, these guidelines will help you begin.

If you are working within the school system:

1. Find out what community agencies are doing about the problem of child sexual abuse. Contact youth-serving agencies, the rape crisis center, the mental health center, Child Protective Services, or the Children's Trust Fund. In most communities, each of the different agencies is aware of area resources and can put you in touch with the appropriate person.

You will want to find out:

- What services are there for prevention, intervention and treatment in your area?
- Would local agencies support a sexual abuse prevention program in your school? Do they consider it valuable?
- Do they have any resources you could use for successful program implementation? These might include staff time, financial resources, printed materials, or videotapes.

2. Decide on the scope of your program. If, as a teacher, you wish to add a lesson in your "family life" class on child sexual abuse prevention, you may not need administrative clearance. However, if you conduct half-hour sessions on the topic for one week with third graders, you will probably

want your principal to be aware and grant permission. Many school systems require "top-down" decisions for curriculum additions. In order to expand your prevention curriculum school- or system-wide, the superintendent, parents, and school board need to endorse the program.

3. If you choose to broaden your scope beyond presentations in your classroom, you might explore establishing an advisory committee. This committee could comprise school, community, and agency representatives. An advisory committee can:

- assist with decision making
- help promote community support
- assist in raising funds for materials and staff development

4. Once there is a plan with community and school support, it is best to pilot the program with certain targeted age groups or schools. Although other communities have shown significant benefits through evaluation of their programs, you may want to get feedback from your pilot project to help expedite system-wide implementation. Evaluation questions may include:

- What skills are the children gaining?
- Do the teachers feel prepared to use the curriculum?
- What exercise worked the best? the least?
- What are parental reactions?
- Do parents have suggestions?

5. Ongoing contact with and consultation from outside agencies enhance program implementation. [It is especially important to stay connected to Child Protective Services, the unit within the Department of Human Resources (DHR) responsible for investigation of potential child abuse cases.] Frequent teacher in-services can assist in building the School/Child Protective Services relationship. It also keeps teachers aware

of their reporting responsibility, thus improving services to children.

6. Instructors who feel comfortable with the subject matter and who are well-trained and familiar with available teaching resources are critical to the success of any prevention program. Such programs for children have been taught successfully by school nurses, guidance counselors, classroom teachers, social service agency personnel and community volunteers. A critical consideration at the staff selection and training stage is to choose the person(s) most likely to contribute to the on-going success of your program.

7. Sexual abuse prevention programs can be as elaborate or conservative as you choose. In determining funding, consider the value of the program as well as which methods are most cost-effective in your situation. You may choose live play presentations along with classroom exercises, videotapes, or printed materials.

Possible sources for funding a sexual abuse prevention program include:

- PTA budgets
- Library budgets
- Assembly program monies (especially for live plays)
- "Partners in Education" program
- Local or state foundations
- Businesses and industry
- Community service organizations
- Mental health centers
- Children's Trust Fund

8. A good plan for school prevention programs is to design and implement a program that allows for flexibility and continued support.

Examples:

- Teacher in-service training each fall and spring
- Annual letters to parents
- In-class program to second graders using an appropriate curriculum
- In-class program to fifth graders using an appropriate curriculum
- In-class program to eighth graders using an appropriate curriculum
- On-going feedback from parents and an advisory committee for program improvements

Prevention Skills for Children

In the course of regular classroom instruction, group discussion, guidance programs, and other problem solving activities, teachers are in a position to teach basic concepts and skills which can make children safer. Even when instruction of these concepts and skills are to be provided by volunteers from the community through a prevention program, the teacher should reinforce, reemphasize and reteach this information to insure the child's understanding and retention of these principles of safety. The following is basic personal safety information that a classroom teacher could integrate into regular instruction.

A. Trust Your Feelings

Many children are overly trusting of adults and obey even if something doesn't feel right to them. Or they don't leave a situation when they're nervous or afraid because it may just be "my imagination" or paranoia. Or, they may have delusions that nothing could happen to them or that they could just beat up the person, or outwit them.

B. Be Aware of Your Environment

Not being alert or self-absorbed may actually attract an offender. Note if people are around, if someone is following you, etc. Make wise decisions so as not to further endanger yourself. Try not to hitchhike, for example, or be alone in a strange place at night.

C. Assert Your Boundaries

1) Define your boundaries. Stress that youth both have a right and a responsibility to know when, how, and by whom they will be touched. Each of us need our own space, our own privacy. Usually others want to know our limits so that they can respect them.

2) Know the difference between Assertive, Aggressive, and Passive behaviors and how behavior affects others –

a. Passive – These people don't know or at least don't state clearly what they want. They are good at beating around the bush or giving hints.

b. Aggressive – These people push their needs to the degree that they may hurt other people, physically or emotionally. By considering only their own needs they may often get hurt physically or emotionally by others in response.

c. Assertive – These people respect their own rights as well as the rights of others. They are tactful but very direct about their needs.

d. For very young children emphasize communication. If they feel confused that is enough reason to tell a trusted adult what was happened.

e. In no case is a child or youth to blame for abuse even if they didn't know or use the prevention skills, or of the skills didn't work.

D. Additional Safety Tips

- Have a heightened general self-awareness. This can be revealed in how you walk, if you seem to have a sense of purpose, if you are spaced out, if you don't seem to know the area, if you don't seem aware of your surroundings.
- Keep a distance from people that you feel most uncomfortable with. Step back, be assertive, tell the person to leave, establish firmness with eye contact.
- Don't be embarrassed to follow your own best instincts. If the person following

you makes you uncomfortable, cross the street or go into a store. Better silly (and safe) than sorry.

- Walk in the middle of the sidewalk. It's safer because you are less easily pulled into cars or alleys.
- Always lock your cars and house when you leave. We all should know this rule by now.
- Stay around other people, in public places, especially if you are feeling afraid or uneasy.
- Stay as calm as you can if you are attacked so you can use your brain. The assailant is afraid too and may over-react to your responses.
- Scream if you are near any houses or buildings. It can be very effective.

Resources

Personal

Have students list, perhaps on the back of their crisis hotline cards, the names of specific people they could talk to about any type of problem.

Stress that it may be persons they like, trust, who will believe them, and are old enough to be able to help them solve the problem. Suggest persons such as teacher, clergy, school counselor, scout leader, or doctor. In certain situations children feel they cannot tell family members.

Community

Community resources vary from place to place, but we all have something.

List your local resources:

Crisis Hotline _____

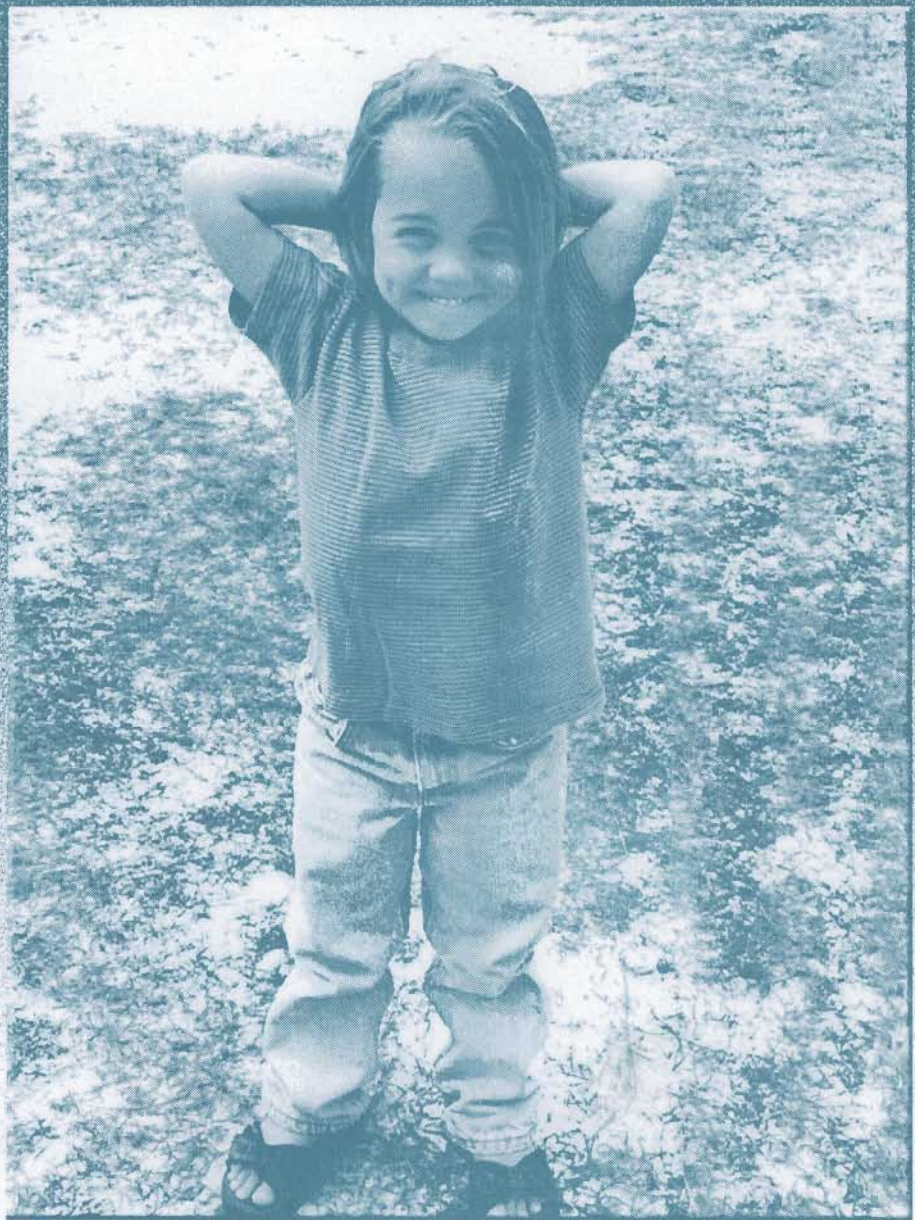
DHR _____

Mental Health Center _____

Police Dept. _____

Other _____

Tip Sheets/ Handouts



Tips for Teachers to Strengthen Families

The following activities may be used with students in grades kindergarten through 8:

- Make a strong attempt to get someone (parent, grandparent, foster parent) for each child to come to the school to teach the class something. Examples: Separating an egg, sewing on a button, singing a song, telling a family story, doing “20 Questions” with the class or another game, etc.
- Consider making home visits— Call the parent, arrange a time after school and go. You may want to take a picture of each child at school, have the child make a frame from construction paper, and take this along as a gift to the parent. Try not to talk about problems there.
- Lead a discussion with the class on “Families.” Use the information in the manual on “Types of Families” or resource material. Help each child to be proud of his family.
- Ask each student to try and find out something interesting about his family. Example: country they came from, a story, song, tradition.

Building Self-Esteem in the Classroom

- 1** Make sure each child hears his name called at least once a day for something positive.
- 2** Make eye contact with each child as often as possible.
- 3** Ask individual children questions that encourage the sharing of feelings.
 - How did playing baseball make you feel?
 - How do you feel when the bell rings in the afternoon?
 - What makes you happy? Why?
 - What makes you afraid? Why?
 - Who has a new baby at home? How do you feel about the baby?
- 4** Do not allow name calling of any description. Avoid any comments regarding physical attributes that are negative.
- 5** Be cautious in giving home assignments that require use of money, unusual creativity, unusual ingredients of supplies, specific technical knowledge.
- 6** Take extra time to smile. Avoid moodiness and unpredictability. Children need to know what to expect from you.
- 7** Phrases such as “I know you’re disappointed,” “I know you’re worried,” “I know you’re upset,” promotes expression of feelings.
- 8** Look at a child when he speaks or shares.
- 9** Remember to say “please, thank-you, and I’m sorry.” As a matter of fact, manners instruction builds self-confidence.

Activities That Promote Parent Involvement

- **Art Walk** – Display children/youth creative works and invite families to view.
- **Family Fishing Expedition** – The Dept. Of Conservation has coordinated a fishing trip with all the gear for the event. The might supply the food for the cookout that accompanies the activity.
- **Make-It & Take-It Activities** (ex. making toys from” household junk.”)
- **Computer Night** — Invite families to come to school to use the computers.
- **Safety Fair** — Ask the Dept. Of Health, Red Cross, Dept. Of Transportation, Fire Dept. Police Dept., and more to set up displays and activities for students & parents.
- **Community Fair** — Invite local agencies and organizations that serve families to display at school.
- **Parent Chair** — In classrooms. One school has a chair in every classroom that is for any parent that wants to observe or be involved in the classroom. Parents may feel more comfortable in observing when they know there is a designated place for them.
- **Bumper Bowl** — Use the school hallways as bowling alleys and invite families to participate.
- **Home Visits** — Welcome families to school and to share information and events.
- **Parent Workshops** — Make sure to distribute surveys so you can plan meetings with topics of interest to parents.
- **Take-home games** — prepared in file folders and checked-out by families.(ex. vocabulary, math, spelling, etc.)
- **Shopping Night** — have students earn points throughout the year, then invite the parents to help the child spend their points.
- **Family Reading Night** — Families read stories to children and kids have stories read to them.
- **Parent/Student Greeters** — ask for volunteers to welcome other parents to school for Back to School Nights, parent meetings and other events.
- **Send Birthday cards** to children at home
- **Pencils for kindergartners**, puzzle pieces for older kids and keys for high school kids. This helps to get kids excited for the first day of school and they usually do bring their pencils and puzzle pieces with them.
- **Open the library** during parent/teacher conferences and have refreshments and parenting info. available.
- **Ask parent volunteers** to call other parents to remind them of upcoming events.
- **Call parents** with positive feedback about their child.
- **Provide new families** with a welcome packet about your school.
- **Phone or send postcards** to parents reminding them of parent meetings.
- **Distribute monthly newsletters** with school updates, parenting information, learning activities at home, and other notices.

TEACHERS!



Encourage Learning at Home —
Promote Strong Families

*Send ONE of the following handouts
home each MONTH to PARENTS!*

*You may reproduce these pages as needed for each student.

Helping Your Child to be Successful at School

Your school age children often spend more time with their teachers than they do with you. It is important that you, your children, and their teachers have a good working relationship. A good relationship will help your child do better in school as well as reduce stress in your life.

Here are some ideas for building a relationship of trust with your children's teacher:

- ◆ Be aware of difficulties. If you learn about a problem, investigate as soon as possible. Listen to both sides. (Many parents believe that the teacher is always right, and many parents believe that the child is always right.) Keep an open mind.
- ◆ Talk to your child about daily events at school.
- ◆ Be involved in homework. Find out if your child's teacher regularly assigns homework.
- ◆ Make sure your child has a quiet place to work. After dinner, the kitchen table can be a good place to study.
- ◆ Establish a routine at home. Set up regular times to do homework, play, and go to bed.

If your child brings home a disappointing report card:

- ◆ Sit down with your child and look over the report card.
- ◆ Praise your child. Find at least one good thing on the report card: attendance, no tardies.
- ◆ Be calm! Let your child tell you about his or her poor grades.
- ◆ Ask how you can help your child do better.
- ◆ Ask what your child can do to make better grades.
- ◆ Make a plan with your child's teacher and your child to do better.

Taken from Prevent Child Abuse America



Call for more information on building parenting skills:

(312) 663-3520

Prevent Child Abuse America

10

Ways to Help Prevent Child Abuse

- ◆ **Be a nurturing parent.**
Children need to know that they are special, loved, and capable of following their dreams.
- ◆ **Help a friend, neighbor, or relative.**
Being a parent isn't easy. Offer a helping hand to take care of the children, so the parent(s) can rest or spend time together.
- ◆ **Help yourself.**
When the big and little problems of your everyday life pile up to the point you feel overwhelmed and out of control — take time out. Don't take it out on your kid(s).
- ◆ **If your baby cries . . .**
It can be frustrating to hear your baby cry. Learn what to do if your baby won't stop crying. Never shake a baby — shaking a child may result in severe injury or death.
- ◆ **Get involved.**
Ask your community leaders, clergy, library and schools to develop services to meet the needs of healthy children and families.
- ◆ **Help to develop parenting resources at your local library.**
- ◆ **Promote programs in school.**
Teaching children, parents and teachers prevention strategies can help to keep children safe.
- ◆ **Monitor your child's television and video viewing.**
Watching violent films and TV programs can harm young children.
- ◆ **Volunteer at a local child abuse prevention program.**
For information about volunteer opportunities, call 1.800.CHILDREN.
- ◆ **Report suspected abuse or neglect.**
If you have reason to believe a child has been or may be harmed, call your local department of Children and Family Services or your local police department.

Taken from Prevent Child Abuse America

Family Support of Academics

By showing an interest in your child/children's schoolwork, you're demonstrating their education is important to you. Your upbeat attitude toward school will make your child/children excited about learning.

Everyday Tips

Say "tell me about it." Learn what children are doing in school. Encourage them to explain their assignments.

Beat the "why do I need to learn this?" blues. Show children how their schoolwork applies to their lives.

Let them know, "I'm here if you need me." Be available during study times even if it's just by phone.

Play detective. Help children search out answers to homework questions.

Get the tools for the job. Make sure your children have a dictionary and other reference materials available, and a quiet, well-lit place to study at home.

Hit the books. Go to the library together for research projects.

Talk with teachers. Get to know your children's teachers and talk with them about what you can do to help at home.

Go to school. Try to attend open houses, conferences, plays and other activities at school.

Activity Ideas

Let children play teacher. Encourage your children to teach something they've learned to you or a younger brother or sister.

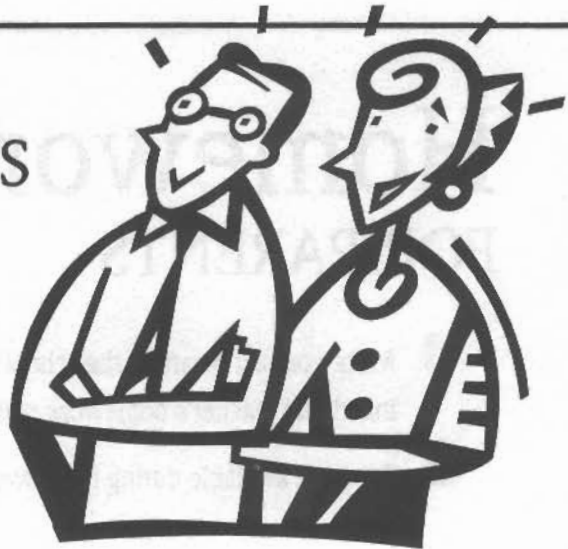
Introduce yourself to your children's teachers in person or by phone. And ask the teacher for specific suggestions for helping if your children have difficulties.

Encourage your children's interest in subjects like baseball or dinosaurs - go beyond schoolwork. Look for library books on the subjects and do research in reference resources just for fun. Encourage your children to make up stories or plays and to draw pictures. Or see a movie related to the topic.

Make a "school corner" for studying. A space as small as a corner tabletop can hold reference books and other school-related materials.

**Taken from The Little Things Make a Big Difference*

Tips FOR PARENTS



- 1** Make a parent/ teacher conference and school's PTA meeting part of your monthly routine.
- 2** If you are not at home or available during homework period, check your child's homework when you get home.
- 3** Inquire about child's school daily.
- 4** Participate in your child's school activity at least once a year such as school party, field trips, lunch, etc.
- 5** Make sure bookbags, school supplies, etc. are by the door before the child goes to bed.
- 6** Sign all permission slips, notes, necessary letters, homework nightly. There's more time at night.
- 7** Designate a particular place in your home to place all school items (homework, notes, letters, etc.)
- 8** Make sure your child has sufficient supplies at home and school on a weekly basis.
- 9** If your child will be at home alone for a long period of time, monitor your child by calling home frequently.
- 10** Set-up a special time with each child. *This can be done while doing household chores together or while riding in the car.*
- 11** Be sure that each week includes family time such as special activities, meals, etc.
- 12** Restrict the type of activities that your child is involved in during school nights.
- 13** Be supportive of school staff. If you have concerns contact your child's teacher. Emphasize trustworthiness for your child.
- 14** Be sure you know the school policies and regulations. If you have concerns contact your child's teacher or principal.

Homework Tips

FOR PARENTS



- 1** Make yourself aware of the school's and individual teacher's homework policies.
- 2** Try to be available during homework time.
- 3** Avoid unnecessary distractions such as phone calls, TV, radios, and etc.
- 4** Have school supplies (pencils, pens, paper, dictionary, ruler, maps, and etc.) available.
- 5** Set up a specific time and place for the student to do homework and review daily class work.
- 6** Check to see that your child understands assignments before he or she begins.
- 7** DON'T do your children's homework for them. If there is a problem, work through an example with them.
- 8** If your child is having continued problems with homework, make an appointment with the teacher.
- 9** Sign and date your children's homework.
- 10** Look at your child's returned papers to check their progress and give praise to a job well done or signs of improvement.
- 11** If your child has problems remembering or writing down homework assignments, provide him with a note pad for writing down daily assignments. Sign the homework pad each day.
- 12** Provide reading materials or extra work in needed areas if no homework is given.

“Home Alone”

AFTER SCHOOL SAFETY SKILLS

Why Do It

It can be worrisome when children are at home alone. Not all children know what to do in an emergency. This activity helps children learn to protect themselves when they're at home alone. (Caution: Children under age 12 should not be left at home alone for periods of time without appropriate supervision.)

How To Do It

1. Locate telephone numbers in the telephone directory for the fire and rescue and police departments. They are listed inside the front cover.
2. Make a list, like the one below, of important phone numbers to call in an emergency.

Ex.

Fire _____

Police _____

Doctor _____

Neighbor _____

Relative _____

Fill it in and put it near the phone. (Tip: It may be helpful to place a sticker with the #'s on the phone.)

Fire and Rescue _____

Police _____

Important Phone Numbers _____

3. Instruct the child to never tell a stranger there are no adults at home. Make up a few phrases to use.
Example: “My dad can't come to the phone now. May I take a message?”

More Ideas

You and your child make a list of all the lights and appliances that should be turned off and which doors should be locked before you leave home. Put this list near the door. Teach your child how to lock and unlock doors and windows. Have house keys made for each family member and put these in safe places.

Helpful Hint

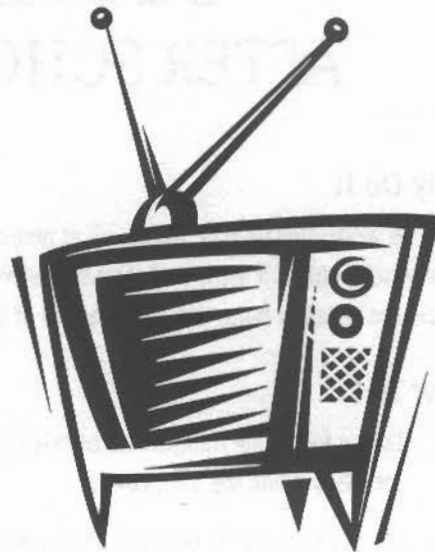
Walk through your house and look for ways it can be made safer. Examples: Cover unused electrical outlets, replace frayed cords, do not overload circuits. Talk about and look for dangerous medicines or household cleaners. Put these on high shelves out of reach of young children or place safety latches on cabinets.

What's on T.V. Tonight?

Making Use of TV Time

Why Do It

There is great concern that most children spend too much time watching TV. TV cuts into time that needs to be spent on homework or free-time. This activity encourages thoughtful TV viewing. It helps children to make choices and practice self-discipline.



Materials Needed

TV guide, pencil, paper, TV set

How To Do It

1. Decide, as a family, to go on a TV "diet" for one week. Together, pick the amount of time you will spend watching each day. (This might be one or two hours a day. Try not to watch more.)
2. Together, using a weekly TV guide, select the shows you will watch. Make a list of choices - include yours and your child's.
3. Post this list where everyone can see it.
4. Have some games, puzzles, or other activities ready for non-T.V.hours. Read a book together or play a game. Resist temptation to turn on the T.V. Try to stick to the plan.
5. Give yourselves a reward - special family outing - for sticking to the plan.

More Ideas

Become a TV critic. "I like this show because ..." or, "I don't like this show because ..." Keep a world map and other reference books close at hand. Look up countries and places mentioned on the news.

Helpful Hint

Try to watch TV together as a family. Express your opinions about whether or not you like what you've seen. Sitting together and sharing TV watching is a way to express closeness. Talking about what you see as a family is a way to help children make valuable judgments.

“Pros and Cons”

Letting Kids Make the Right Decision

Why Do It

Children often disagree with their parents about rules, seeing only their own point of view. This activity, makes it easier for children to consider both sides of an issue and can help with everyday family arguments.

How To Do It

1. You and your child choose a rule that you argue about. It might be about what time to come home for dinner.
2. Ask your child's opinion of the rule. That opinion might be “Kids should come home whenever they want.”
3. Ask your child to give at least two reasons for this opinion. These might be, “It's more fun.” “I miss the whole ballgame when I come in early.” Listen carefully to the child's point of view.
4. Now ask your child to give two arguments against this point of view. One might be “Parents know what is best for children.” This is called coming up with pro and con arguments. It is an excellent way to help children learn to consider alternatives before making a decision.
5. While your child is working on these pro and con arguments, you do the same. Explain your point of view to each other. What differences are there? What similarities?



More Ideas

Play “What Would You Do If You Were The Parent?” Let the child argue an issue from the point of view of the parent. You argue from the child's point of view. Hold a family debate. Choose a problem to solve. Divide into teams. One team will be for the issue, the other against. Allow each team the same amount of time. Allow time for closing arguments. (Remember this is a disagreement.)

Helpful Hint

Talk over your differing points of view. Did you each have good points? Do you need to change household rules? Children have been known to be very reasonable when they get involved in helping to make family rules.

“Street Safety”

Making a Map

Why Do It

Children learn “street smarts.” That includes knowing how to get around their city, their neighborhood, and knowing to stay away from dangerous situations.

This activity teaches practical safety prevention for daily life near home. The goal is not to make children fearful but to make them cautious, aware, and able to take care of themselves.



Materials Needed

Large sheet of white paper; crayons or markers; ruler

How To Do It

You and your child make a map of your neighborhood, showing places where it's safe to walk and places that are dangerous. Use a large sheet of paper. Spread it on the floor or table. Draw a symbol for your house. Add other important places in the neighborhood. Include your child's school or bus stop, houses of friends, block parents, stores, and playgrounds. Fill in street names. Point out busy intersections. Pay special attention to routes your child walks frequently. (You may want to place red X's on places not to walk.)

More Ideas

When you have finished your neighborhood map, actually walk these blocks with your child. Give children ideas about what to do when they see unsafe behavior. Example: contact an adult/or policeman and report the behavior immediately.

Helpful Hint

Prepare a safety kit that your child can take everywhere. It may include identification, a list of important phone numbers, correct change for several phone calls, and perhaps enough money for bus or cab fare. Tape this inside your child's lunchbox or school bag.

How Parents Can Help Students Stay in School

- Make education a family priority.
- Build the child's self confidence as a student by recognizing when he or she does well in school. (Refer to handout on Building Self-esteem in the Classroom)
- Help the child develop good study and work habits.
- Develop a system of praise and reward for good study habits, good grades, and other good school related behaviors.
- Schedule a daily period of home study time, and help with homework when needed.
- Use words and language that you want your child to learn and model.
- Meet child's teacher and other school personnel. They can provide important insights into the child's school performance and suggest ways for improvement.
- Get to know the child's friends and classmates. They can influence the child's performance. Lack of friends or problems with classmates can also affect school performance.
- Find ways to discuss issues, subjects and course materials being covered in school.
- Help the child develop an interest in extra curricular school activities such as sports, band, clubs, etc.
- Get the child tutorial help with subjects that pose learning difficulties.
- Emphasize the important role education plays throughout life.
- Get involved with the PTA, PTO, or school board, in order to better understand and help change the problems related to school attendance.
- Develop a phone-in policy with the school to check on the child's daily attendance, or have the person in charge of school attendance alert you about non-attendance.

Source: Southeastern Network of Youth and Family Services, SENEWS

How Parents Can Help Students
Step 1: Listen

Parents should listen to their children's concerns without judgment. They should create a safe space where their children feel comfortable sharing their experiences. Active listening is key, involving eye contact, nodding, and reflecting back what the child has said to show understanding.

Parents should avoid reacting with anger or blame, as this can make the child feel worse. Instead, they should express empathy and let the child know they are there to support them through the situation.

It's important for parents to take their child's reports of abuse seriously, even if the child seems unsure or hesitant. Encouraging the child to talk about what happened can help them process the trauma and decide on the next steps.

Parents should also be aware of their own emotions and seek support if needed. They can reach out to friends, family, or professional counselors for advice and emotional support.

Indicators of Child Abuse & Neglect



Definitions of Child Maltreatment

Physical Abuse

- Any non-accidental physical injury or pattern of injuries inflicted or caused by an adult, parent, parent-guardian or any other person.
- Indicators are particularly telling if they are:
 - Repeated and consistent over time (i.e., establish a pattern)
 - Long-lasting (i.e., as one injury heals, a newer injury appears, or is discovered in a more recent state of healing)
 - Location (unusual place such as face, back, etc.)

Emotional Abuse and Neglect

- A pattern of behavior that takes place over an extended period of time, characterized by intimidating, belittling, and otherwise damaging interaction that affects a child's healthy emotional development.
- Characteristics:
 - Consistent emotional abuse or neglect has the most long-term impact and may be irreversible
 - Emotional abuse or neglect is very difficult to categorize and measure
 - Emotional abuse or neglect is the most difficult abuse to define because of its insidious nature
 - Prolonged emotional abuse or neglect contributes to and reinforces poor self-esteem in children and plants seeds for poor parenting in the next generation

Sexual Abuse

- Exploitation of a child for the sexual gratification of an adult or person older than the child
- Characteristics:
 - Any act designed by a perpetrator for her/his own sexual gratification
 - *Sexual intercourse need not take place and is rare in prepubertal children*
 - Use of coercion, deceit, and manipulation to achieve power over child
 - The issue is misuse of power: children cannot give consent for sexual activity
 - Occurs usually in isolation, with no witnesses in order to avoid detection
- Examples of sexual abuse:
 - Fondling
 - Exhibitionism
 - Use of children in pornography
 - Sexual provocative language and/or behavior with a child or adolescent used with the intent of coercion
 - Oral, anal, or vaginal fondling or penetration by any part of the body or by any object

Neglect

- A pervasive situation where person(s) responsible for a child's care fail to provide necessary food, shelter, medical care, supervision, or education to a child under age 18
- An absence of the love, security, and stimulation necessary for attachment and development to occur; the absence of a consistent and emotionally available caregiver
- Characteristics:
 - Parents or caregivers are uninvolved in the child's day-to-day development at any level
 - Child's physical, mental, and emotional growth is significantly arrested with no organic cause present
 - Neglect of children may be found in cases of physical, sexual, or emotional abuse
 - Medical neglect: failure of a parent to provide medically indicated treatment for a problem which, if untreated, could become severe enough to represent a danger to the child
 - Educational neglect: failure of a parent to provide an education for their school-age children in accordance with the state's compulsory school attendance law. Note: A child's failure to attend school, if willfully truant, is not in and of itself considered educational neglect. It is considered educational neglect only if there is reason to believe that the parent/caretaker is involved in the child's failure to attend school.

Child abuse can happen anywhere:

- In poor, middle-class, well-to-do homes
- In rural areas, suburbs, cities

It happens in families of all races, and religions, in all geographic areas, in homes of all socio-economic levels.

Child abuse happens often. (More than 3 million cases of abuse and neglect are reported nationally each year.)

Its Effects Are Severe.

For Example:

Emotional or Physical (even death) Handicaps (sometimes lifelong)

- An abused child may never be able to love and trust other people; may always have a poor self-image.
- Injuries inflicted in childhood may result in permanent crippling or deformity.

"Acting Out" Behavior

- Often, abused children become teenagers/adults who act in criminal and other violent antisocial ways.
- Parents who habitually abuse their children may very well end up killing them. Thousands of such cases happen every year. Younger children are particularly at risk.

Child abuse can be prevented, or treated successfully if it does occur.

General Signs of Maltreatment

Every parent makes errors in judgment and action at some times. But when you suspect maltreatment is occurring, then it's time for help. Some possible signs of abuse or neglect in children:

- Depression, which may be mistaken for laziness or irresponsibility
- Aggressiveness, or repeated disruptive or destructive behavior
- Passiveness, or extreme shyness, listlessness or withdrawal
- Sleeping problems, such as nightmares or insomnia
- A reluctance to go home from child care or school; a fear of parents; running away
- Repeated injuries that are given unlikely explanations or no explanation at all. Parents may seem unconcerned, deny that anything is wrong, or give unlikely explanations
- Neglected appearance or signs of poor nutrition; lack of energy. Neglected children often are badly nourished, inadequately clothed; are left alone or are wandering at all hours; always seem as if nobody cares. (Sometimes, though, overweightness may be a sign of abuse.)
- Physical problems such as stomach-aches, nervous tics and other signs of anxiety
- Constant attention-seeking and hyperactive behavior. Very aggressive, negative behavior constantly repeated can signal a desperate need for attention and help.
- Repeated truancy or tardiness at school

Red Flags for School Personnel

School personnel have many opportunities to assist in the identification of children who may be abused, neglected, exploited, sexually molested, or emotionally abused or neglected. Teachers and other school officials have unique positions to recognize and prevent child maltreatment.

It is extremely important for school personnel to be extremely sensitive and alert to observations of behavioral indicators in the children around them. Keep in mind that child abuse and neglect is not confined to any one socioeconomic group.

Physical Abuse

Physical abuse is defined as avert acts of maltreatment that inflict bodily harm. Physical abuse can take the form of beating, hurting, scalding, shaking, pulling of hair, etc. The results of physical maltreatment can be bruising, abrasions, broken bones, blisters, burns, hair loss, lacerations, sprains, dislocations, even death.

While accidental injuries to children can also produce some of the same results, there are usually several factors that distinguish accidents from abuse i.e., 1) location of the injury 2) reasonableness of the explanation as to cause of injury 3) emotion of child while discussing injury 4) child's statements about injury, etc.

Unexplained bruises

- Appearing on the soft tissue of the face (black eyes), on the genitals, back, buttocks, or upper thigh
- Reflecting the shape of an article such as a belt buckle, extension cords, handprints, etc.
- Child is elusive or embarrassed when bruises are discussed
- Child who has many "accidents" at home and seems secretive about what happened
- Child who complains of beatings from parents or others in his home

Unexplained lacerations

- To the face, mouth, eyes, gums
- To the external genitals
- To legs, arms, torso-administered by an instrument, i.e., switch, belt, or extension cord

Unexplained burns

- Cigarette burns on face, palms, soles of feet, buttocks, torso, legs, etc.
- Scald burns on feet, hands, buttocks, which look like immersion in hot water
- Rope burns (abrasions) on neck, wrists or ankles, etc.
- Burns from electrical appliances, i.e., irons (clothes or curling), hair dryers, ranges

Other injuries

While broken bones, sprains, and dislocations can result from accidents, they are sometimes caused by physical abuse. If these conditions are accompanied by other factors, i.e., elusive behavior of child when discussed, vague explanations or changes in explanations, they may be considered as suspicious.

Behavioral indications in the child

- Fear of parent, custodian or guardian
- Reluctant to go home
- Difficulty in walking, limping, sore joints, etc.
- Child is listless, detached, withdrawn, preoccupied, extremely aggressive
- Child's school performance deteriorates suddenly, achievement does not reflect ability
- Child wears clothing with long sleeves and/ or long pants in warm weather and does not want to dress out in physical education

Parental behaviors

- Parents who show little concern or compassion for the child, belittles him or describes him disparagingly, refers to as "different" or "bad."
- Parents who have unrealistic or bizarre expectations of child
- Parents who expect child to conform to rigid standards of behavior
- Parents who give vague or inconsistent explanations of accidents or injuries
- Parents who are furtive or hostile if asked about an injury; "defensive."

Physical Neglect

Physical neglect is defined as failing to meet a child's minimum needs for food, clothing, shelter, supervision, education, affection, medical care, dental care, etc.

Head lice in and of itself is not defined as neglect by the Department of Human Resources unless the head lice is left untreated.

NOTE: Failure to attend school is defined by the Department as parental educational neglect if the parents do not encourage or enable a child to attend school. Children who refuse, on their own, to attend school are considered truants, or children in need of supervision, and should not be referred to the Department of Human Resources.

Physical indications of neglect

- Underweight, often hungry, pale
- Eyes are listless, sunken, dark circles
- Hair that is dull, lifeless, brittle, with broken ends
- Bald patches on the scalp
- Poor hygiene, dirty bodies, clothes, offensive body odor
- Ill-fitting, torn clothing; shoes don't fit
- Unattended medical needs - no glasses, hearing aids, untreated cuts, infections, head lice, etc.

Behavioral indications of the child

- Child begs or steals food or hides food
- Child reports that he/she is left at home alone for extended periods of time
- Child is at school for extended periods of time - first to arrive, last to leave, always left waiting for parents to pick up after school
- Child is fatigued, listless, preoccupied
- Child whines excessively, has delayed speech
- Child seeks affection or attention inappropriately
- Child is underachiever, makes grades below ability
- Child assumes adult responsibilities
- Child reports parental behaviors, i.e., alcoholism, drug usage, etc., that causes lack of supervision

Neglectful parental behaviors

- Parents leave child unattended for long periods of time, especially at night and on weekends without appropriate childcare provided.
- Parents seem unconcerned for child's physical needs
- Parents chronically do not provide lunch money
- Parents fail to provide school supplies - books, etc., though apparently financially able to do so, after requests from teachers for these items
- Parents refuse to obtain medical, dental treatment, for child, i.e., treatment for head lice, etc.
- Parents force child to leave home.

Sexual Abuse

Sexual abuse is defined as using a child to meet an adult's sexual needs of or exploiting a child sexually, i.e., for prostitution or pornography. Child sexual abuse can take the form of fondling, digital penetration, vaginal intercourse, oral or anal sexual activity, or photographing children for sexual purposes.

Physical indications of sexual abuse

- Stained or torn underwear
- Frequent headaches/stomachaches
- STD's or pregnancy
- Difficulty in walking or sitting
- Lack of bowel control
- Bloody discharge in pre-menstrual girl or boys from anus
- Venereal disease
- Child complains of pain, itching, or swelling in genital area

Behavioral indicators in children

- Bizarre or unusual sexual behaviors
- Knowledge of sexual behaviors inappropriate for child's age
- Excessive masturbation (to the point of inflicting pain)
- Lack of self-esteem, depression, loss of self-respect
- Nightmares/bedwetting
- Child discloses that he/she has been sexually abused. (NOTE: The child may become very depressed after revealing this information. It is very common for children to later change their story, to deny, or retract their statement.) Children should be assured that they have done the right thing to tell and that they are in no way responsible.
- Child may be fearful of a parent or custodian and reluctant to go home(people, places, activities)
- Child may seem very mature for age
- Child may be isolated from others in age group, seen as "different," unable to relate to peers
- Child may talk of secrets; says he/she has a secret they cannot tell
- Child reports photographs taken in the nude or in sexual situations
- Child may have mood swings/changes in behavior

Parental behaviors

- Extremely solicitous and/or overprotective of child
- Jealous of child – keeps them isolated

- Will not allow teenager to date or participate in school activities (NOTE: Parents can have other reasons for this behavior, but taken with other indicators this can be a “red flag” for sexual abuse.)
- Agitation when child gets close to teacher or counselor

Emotional Abuse/Neglect

Emotional abuse and neglect differ from other forms of abuse and neglect in several ways that make these conditions much more difficult to define and detect. The Alabama Code covers emotional abuse and neglect by the term “Mental injury”. The Department of Human Resources’ definition is injury to the intellectual or psychological capacity of a child as evidenced by substantial impairment or a threatened impairment of intellectual, psychological, or emotional well-being and functioning of the child, with due regard to his/her culture.

Physical indicators of emotional abuse/neglect

- Delayed physical development
- Empty depression, inappropriate reactions
- Speech disorders, i.e., stuttering
- Enuresis and/or encopresis

Behavioral indicators in the child

- Excessive masturbation (not to the degree of intensity and obsession in sexual abuse)
- Cruelty to other children or pets
- Low self-esteem/depression
- Withdrawn or craves attention
- Self-denial
- Poor school performance
- Difficulty in concentration
- Mental confusion and disorientation
- Pseudomaturity
- Intense symbiotic relationships
- Failure to bond with other children or adults
- Extreme antisocial behavior, i.e., fire setting

Parental behaviors

- Parents may perceive this child as “different,” “bad” or “unloving” toward them
- Parents may belittle or humiliate child before his siblings, peers, teachers, etc.
- Parents may insist that this child be treated by the teacher differently – either punished or indulged inappropriately

- Parents may inappropriately believe child is being mistreated by others
- Parents express or show no affection toward child
- Parents encourage others to ridicule child
- Parents always disappointed with child
- Parents are isolated from the community
- Parents refuse to meet with teachers/principals

NOTE: Children who are the objects of custody controversy, especially in divorce battles; children who live in homes where spouse abuse occurs; children who are “scapegoats” in families; may also be considered victims of emotional abuse/neglect.

Who Might Be the Abusive or Neglectful Parent?

1. Although statistics show that the physically abusive parent may be immature in some cases, he/she may parent well when stresses are removed and/or a support system is in place.
2. Although not all children who were abused will grow up to abuse their children, statistics show many abusive parents were abused as children.
3. Although some abusive parents are dependent on alcohol or drugs, numerous others are not.
4. Often the nonabusive parent knows about the abuse, but does not know how to deal with it.
5. Abusive parents are overwhelmed by stress and unable to cope. Giving coping mechanisms, they can function well or fairly well in society.
6. One of the factors of abuse is that parents expect more than the child is developmentally able to produce.
7. Isolation is a large contributing factor in abuse.
8. Abusive parents "hospital shop" because of fear of disclosure, lack of trust, and feeling misunderstood.
9. Although a few parents are sadistic abusers, these are a small minority.
10. Most abusive/neglectful parents do love their children and feel guilty about their behavior.
11. Some parents, seeing their own child battling issues that they (the parents) have never resolved, feel overcome with conflict and may abuse.
12. Many poor people, despite their situation, are good parents and take good care of their children. Neglectful parents in a low socioeconomic status are more often reported.
13. Parents neglect children of any age.
14. Most neglectful parents have not had their own needs met and therefore can muster little energy to meet the needs of others.
15. Chronic neglect may be generational - passing from one generation to another.
16. Unlike abusive parents, neglectful parents may have social contacts. Their relationships are usually very superficial, however, and do little to meet their needs.
17. Frequently neglectful parents feel that others will take care of them if they are ill or suffering. The superficial relationships they have set up frequently do not provide the attention they are seeking.
18. The father in an incest situation is guided by his own needs and may even feel that his relationship with his daughter expresses his love to her.
19. Often, the mother in an incest situation knows or suspects either consciously or unconsciously but feels helpless to intervene.
20. The sexually abusive father is usually very conservative and would feel that going to a prostitute is wrong or immoral. In addition, he might actually be afraid to approach an adult female in this manner.
21. Fathers who molest their stepsons/sons would probably be shocked and angered to be called

homosexual. They are also probably repulsed (sexually) by adult men, possible because they were molested as children themselves.

22. The sexually abusive father in an incest situation is in fact the nurturing parent. The mother and daughter are usually estranged. If the daughter tells her mother about the abuse, she is often not believed, and the mother may side with the father against her child.

23. Female family members can be perpetrators of sexual abuse; this occurs in a small minority of reported cases.

Common Characteristics of Abusive Caregivers

Physical Abuse	Sexual Abuse	Emotional Abuse and Neglect	Physical Neglect
Caregiver's Characteristics	Caregiver's Characteristics	Caregiver's Characteristics	Caregiver's Characteristics
<ul style="list-style-type: none"> • Conceals the child's injury • Does not seem worried about the child • Describes child as bad, different, selfish • Believes in severe discipline • Unrealistic expectations • Low self-esteem • Abuses alcohol or drugs • Markedly immature • Maltreated as a child • Projects blame on others 	<ul style="list-style-type: none"> • Possessive and jealous of the child • History of sexual abuse in childhood • Abuses alcohol or drugs • Socially isolated • Poor relationship with spouse • Immature, childlike impulse control • Perceives that child enjoys sexual relationship • Perceives sexual relationship of parent and child to be indicators of love and affection 	<ul style="list-style-type: none"> • Unrealistic expectations of child • Threatens child • Name calling or belittling • Threatens siblings unequally • Low self-esteem • Seems unconcerned about child • Withholds love as punishment 	<ul style="list-style-type: none"> • Apathetic or passive • Depressed • Socially isolated • Low self-esteem • Unsafe living conditions

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Reasons Why Children Do Not Disclose Abuse/Incest/Sexual Molestation

The following are some reasons why children do not tell about their abuse experiences:

- Victim's feelings of shame and guilt toward self, mother and/or father and family
- Fear of men; lack of trust
- Fear of not being believed
- Passive behavior, low self-esteem, feeling that he or she will be branded
- Lack of awareness that this form of that this form of sexual activity is inappropriate
- Fear of being removed from home
- Fear of being responsible for break-up of family
- Fear of losing family
- Alienation from rest of family; may be rejected if they tell someone
- Social isolation of family, socially deprived
- Dependency of victim, no ego development
- Threats to child, such as "I'll hurt you" – or offender tells child he or she will go to jail; other similar threats.
- Ill-equipped to deal with outside world, immature, scared
- Fear of incest occurring with next eldest child; protective of younger child
- Confusion
- Denial and projection of blame toward the child

- Lack of understanding or empathy with the child from adults around the child

- Lack of communication or chaotic lifestyle

Discussing Abuse With a Child

Five Critical Components Are:

- Believe her or him!
- Empower ...
- Support ...
- Report ...
- Follow Up

WHY

Children Don't Disclose

- Feelings of Shame
- Loss of trust
- Low Value of self
- Unaware that activity is inappropriate
- Fear of breaking up family
- Alienation of family member
- Isolation
- Threats
- Confusion
- Dependency needs of victim
- Ill-equipped to deal with outside world
- Chaotic lifestyle



How to Report Child Abuse & Neglect



Reporting Child Abuse/Neglect

Your role as a school teacher or official makes you a mandated reporter of child abuse and neglect. This manual gives you information on how to recognize various types of abuse and neglect and behaviors of children that may signify they are being abused and neglected. The following is a discussion of the specifics of reporting abuse and some commonly asked questions.

When should I report?

Whenever you know or suspect that a child is being abused or neglected. You must use your professional training and experience to make the decision.

What if I am not sure a child is being abused or neglected?

It is not necessary for you to prove abuse or neglect. If you are reasonably suspicious, you must report.

What if I am wrong?

Sometimes mistakes are made but the system must be used. It is better to err on the side of wrongful reporting than to risk the further injury or death of a child.

Will the parents be told that I reported?

Policy of the Department of Human Resources mandates confidentiality for all reporters of suspected child abuse and neglect. If the case goes to court, you may be requested to testify. Reports to law enforcement are public record.

Can I be sued by the parents?

Any person making a good faith report of abuse and neglect is immune from civil or criminal liability. Anyone can file a lawsuit, but the law protects reporters acting in good faith and the courts probably will dismiss the case.

What if I don't report?

You may be subject to criminal liability and could be found guilty of a misdemeanor. A misdemeanor carries a penalty of up to six months imprisonment or a fine not more than \$500.00. You could be subject to civil liability from a child who is injured by your failure to report. More importantly, a child could be injured or killed.

What if my principal or superintendent will not allow me to report?

Reporting is a personal responsibility. You do not need the permission of your principal, although you should approach your principal first and seek his/her cooperation. It is your responsibility to report.

What if I suspect my principal or a teacher of abuse?

You must report whenever you suspect abuse or neglect. Remember, as a mandated reporter the law will protect you.

How do I report?

Call your local Department of Human Resources, the police in a municipality, or the sheriff, if you are in an unincorporated area.

Will child protective services take the child away from hi/her parents?

It is the goal of child protective service workers to maintain the family unit. Most abusive parents can be helped. The child will be removed only as a last resort. Any removal from parents would be done through the court system.

What information goes into a report?

The report should include your name, the child's name, the child's location, the nature

of the abuse, and specifics about the incident being reported. Make it clear to the person who receives your call if you think emergency intervention is required. If the child is in imminent danger, the child protective or law enforcement agency will respond as soon as the report is received. A Department of Human Resources form (enclosed), Written Report of Suspected Child Abuse/Neglect, should be available in the office of your school, or can be supplied by your local DHR. A phone call is your first step to reporting, but should be followed up by the written report.

What happens after I report?

The appropriate agency will respond. Response time will vary according to the nature of the report. Response is immediate to emergency calls where the child is in danger. Response will be in a timely manner when there is no imminent danger or injury.

Will I be questioned?

Probably. Remember, information you give will be kept confidential in so far as possible. When the court or the District Attorney's office is involved, the Department of Human Resources can not ensure your complete confidentiality. You still have immunity in those cases.

Will I have to testify in court?

The child protective service agency will do everything possible to protect the anonymity of the person placing the report. However, the court will not exclude testimony to protect confidentiality. You may be called to testify.

Will I be told what happened when the report was investigated?

Per Department of Human Resources Policy, as a mandated reporter, you will receive written notification of the results of the abuse/neglect investigation.

Do I need a lawyer to report?

No. You are protected from legal action. Should you be sued, however, you may need an attorney's help in having the case dismissed.

What Do YOU Do?

- When you suspect that a student has been abused?
- When a student tells you that he/she has been abused?

You are required by law to report this to one of 3 places.

- Department of Human Resources • Police Department • Sheriff's Office

Contact:

- a. The Department of Human Resources _____
Weekend and evening _____
- b. The Police _____
- c. The Sheriff's Office _____

All of the people listed above are dedicated to the protection of children and are trained to intervene when a child has been abused. You are a mandated reporter; if you suspect abuse or have been told by a child that he/she has been hurt by an adult—Please save that child by contacting

someone on the above list Immediately! For more information, refer to the Manual on Child Abuse, a project of the Children's Trust Fund and State Department of Human Resources. A copy is located in your school office.

Child Abuse Neglect Reporting Laws

Since 1975, Alabama has had a statute on child abuse and neglect which, among other things, governs reporting child abuse and neglect to duly constituted authorities by certain mandatory reporters. This statute is Code of Alabama 1975, Sections 26-14-1 through 26-14-13.

Section 26-14-1 defines "duly constituted authorities" as chief of police of a municipality; the sheriff, if the observation of child abuse or neglect is in an unincorporated area; or the Department of Human Resources.

Section 26-14-3(b) provides that when a report is made to a law enforcement official, such official subsequently shall inform the Department of Human Resources of the report.

Section 26-14-3(a) lists, among other people, "school teachers and officials" as mandatory reporters and provides that they shall be required to report, or cause a report to be made of the same, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constituted authority.

Section 26-14-9 of this statute provides immunity from liability for actions under the chapter of the law. It says that any person, firm, corporation or official participating in the making of a report pursuant to this chapter, or participating in a judicial proceeding resulting therefrom, shall, in so doing, be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

Section 26-4-13 imposes a penalty for failure to make required reports. This section states that any person who shall knowingly fail to make the report required by this Chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than six months imprisonment or a fine of not more than \$500.00.

Questions Commonly Raised By Educators Regarding Child Abuse Reports

QUESTION: What do I do when the system fails and a report of abuse goes nowhere? This has happened numerous times in my school.

ANSWER: Many educators raise this issue. First of all, it is essential that you continue to document your specific concerns if you feel abuse is persisting and/or has not been properly dealt with. Abuse may not be apparent at the time of the investigation. Continue to monitor the child and let him/her know that you care. If enough evidence accumulates, you can reinitiate a report. You may be the child's only advocate, so do not give up.

QUESTION: What do I do if there seems to be no strong support system in my school such as a reliable principal, officer, and/or social worker to work with on issues of child abuse?

ANSWER: Alabama Statutes regarding child abuse are very specific. Even if those professionals are not supportive, you are a mandated reporter and required by law to report suspected abuse. If the report is made in good faith, you are not liable to any suit or investigation if the charges are proven to have no basis in court. You are not responsible for determining if abuse has taken place. Child protection must make those determinations.

If a good child protection system is not in place, advocate for the development of child protection teams in your school to include the principal, teacher, social worker and the school or district nurse. Raise this issue at staff meetings; if necessary, speak to the school board representative to see that this occurs. Contact other schools to find out what their policy is and how it was implemented.

QUESTION: How do I deal with an angry parent whose child may have just reported abuse and who blames me for bringing it to the attention of the authorities?

ANSWER: Don't get into an argument with the parent. Understand their anger and fear. If you feel the parent could be violent or destructive, inform your principal and Protective Services at the county DHR office. Let the parent know that your report was made in good faith, out of concern for both the child and the family. Suggest to the parent that the social worker or law enforcement officer would be willing to meet with them and make every effort to arrange such a meeting.

QUESTION: What do I do if the reporting child/adult changes his/her mind?

ANSWER: Typically, children may think twice after initially reporting. Most often it is not because their original statement was false, but because they fear the consequences of their action. Don't blame the child for retracting. Continue to be supportive, and let the child know that you will listen when he/she is ready. Also, be sure and document the retraction and the circumstances.

QUESTION: I feel frustrated by the fact that once I make a formal report, and after much soul searching, I don't know what happens; there's no follow-up—even if the child remains in the class and may continue to behave in a disturbing manner, I have no sense of what is happening.

ANSWER: Questions about how much information about specific cases should be released is one of many "grey" areas within the reporting process. Disclosure is a difficult question, particularly in view of issues such as confidentiality and civil rights of the child. A great deal of time is involved in maintaining contact with the social worker assigned to the cases. The process from the time of reporting until resolution in court or through counseling is long, sometimes as long as six months to a year. The major concern is to remain supportive and helpful to the child and to maintain a close working relationship with the social workers assigned to the case.

QUESTION: Why bother reporting?

ANSWER: The binding legal issue has been addressed in this resource manual. It is the law. However, educators whose experience with the reporting process has been discouraging vow that they won't become involved again. While the flaws in the system are obvious, it is incumbent upon all professionals working with children to advocate for them and to work at improving the child protection process.

When suspected abuse is not reported, there is no chance for intervention on behalf of the child and the family.

STATE OF ALABAMA
DEPARTMENT OF HUMAN RESOURCES

County Name _____
DHR Case No. _____
Date Rec'd by Co. DHR _____
COMPLETED BY DHR

WRITTEN REPORT OF SUSPECTED CHILD ABUSE/NEGLECT

According to Code of Alabama 1975, Section 26-14-1 through 26-14-13, a written report is required. Persons reporting are requested to fill out as much information as is known to them. An explanation of the Child Abuse and Neglect Reporting Law and instructions for completion of this form are on the back of this page.

SECTION I — CHILD VICTIMS

First Name	MI	Last	Sex	Ethnicity	Date of Birth/Age
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____	_____

SECTION II — PARENT(S)/CUSTODIANS(Household)

<input type="checkbox"/> Father	<input type="checkbox"/> Step-father	<input type="checkbox"/> Custodian	<input type="checkbox"/> Unknown	<input type="checkbox"/> NA	Ethnicity	Date of Birth/Age	If Custodian, Give Relationship to Victim
First Name	MI	Last					
<input type="checkbox"/> Mother	<input type="checkbox"/> Step-mother	<input type="checkbox"/> Custodian	<input type="checkbox"/> Unknown	<input type="checkbox"/> NA	Ethnicity	Date of Birth/Age	If Custodian, Give Relationship to Victim
First Name	MI	Last					
Street Address		City	State	Zip Code	Telephone No.		

Location of child if different from parent's or custodian's address:

SECTION III — ALLEGED PERPETRATOR(S)

(1) First Name	MI	Last	Sex	Ethnicity	Date of Birth/Age
Address			City	State	Zip Code
Relationship to Victim					
(2) First Name	MI	Last	Sex	Ethnicity	Date of Birth/Age
Address			City	State	Zip Code
Relationship to Victim					

SECTION IV — ABUSE/NEGLECT ALLEGATIONS

Description of Allegation(s) of abuse/neglect (Include date of incident, if known, and effects of abuse/neglect upon child(ren)) _____

Did reporter observe the victim(s)? Yes No

If No, how was reporter made aware of the abuse/neglect? _____

Other person(s) who may have knowledge of the abuse/neglect or family situation:

Name	Address	Telephone No.	Relationship to Victim
(1) _____	_____	_____	_____
(2) _____	_____	_____	_____

SECTION V — OTHER PERTINENT INFORMATION

SECTION VI — REPORTER

Did you make a verbal report of these allegations? Yes No If yes, specify to whom in the space below:

Signature of Person Reporting	County DHR Police/Sheriff	Date
Name	Title/Agency/Relationship to Victim	
Address		Telephone No.

Intervention: A Planned Approach



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The Role of the Principal in Child Abuse Intervention

A Planned Approach To The Problem

1. The School Board creates a well-planned policy and procedure with input from principals, teachers, and outside professionals.
2. Each principal develops an in-school, written procedure for handling suspected cases of child abuse within the individual school. The procedure is individualized according to the availability of school nurses, guidance counselors, and school social workers. This procedure is discussed with teachers and staff, and gives permission to each person to be responsible.
3. The principal knows his teachers and students, taking the time and energy to really have a feel for individuals. This creates the atmosphere which will not only identify abuse, but will allow the school to respond appropriately.
4. Concerns about a child's condition or other observations are placed in a file for future reference.
5. The principal develops a working relationship with Child Protective Services where he knows at least one person well whom he can call and comfortably discuss a situation. This trust relationship is extremely helpful.
6. The CPS supervisor or social worker comes to in-service training or faculty meeting each year to discuss child abuse indicators, teacher responsibilities, as well as explain to new teachers what happens when a report is made.
7. When a teacher, or other staff member suspects abuse, this is discussed with the principal prior to making a report; however, if the principal does not concur and the teacher still thinks a report is warranted, the report should be made.
8. The principal requests that the CPS office call him with feedback after a report is made. Due to confidentiality, that feedback may be very limited, perhaps only that the investigation has been completed; however, this return contact is very important. This should be shared with the teacher.
9. All processes such as staff training and networking effectively with CPS must be on-going.

Tips On Talking With Parents in Distress

1. Establish rapport. You **MUST** be non-judgmental and uncritical in your attitude. You must be warm, genuine in your concern for that person, and understanding. A judgmental attitude will hinder your ability to communicate with the parent.
2. Try to determine, **GENTLY**, what are issues of concern to the parent.
3. The parent may be feeling desperate and inadequate already and is needing some understanding. Use a lot of reflective statements and listening skills. "It sounds like you feel really frustrated right now." Do not agree with or condone, just listen and reflect at this point.
4. The parent is often experiencing an intense sense of neediness and helplessness about his/her ability to meet his/her own needs so that when the child becomes needy or demanding or misbehaves, they find it very stressful.
Try to make an appropriate referral. This gives the parent an excuse to discover what his/her own needs are that are not being met; try to help the parent think through this and come up with possible alternatives to meet those needs; (i.e. feeling depressed, anxious, stressed, etc.)
5. The parent may be feeling intensely needy for support and intensely negative about his/herself; may try to dwell on their own worthlessness, helplessness and incompetence; be supportive but do not pity. Emphasize anything positive; example: fact that the parent sought help since they may usually withdraw into themselves and not reach out; **LOTS OF PRAISE FOR SEEKING HELP!**
6. Help the parent draw on their own strengths – emotionally pick them up; helplessness and worthlessness are self-destructive so effort should be made draw parent away from that; try to get the parent to laugh with you. Parents may well be agitated, embarrassed or tearful when they see or call you, so work to make them feel valued as individuals.
7. Needy parents often have difficulty expressing needs; they may be feeling low and emotionally needy - help them verbalize how they feel; express comfort, support, assurance that you care.
8. Parents in distress are often isolated and have no social network. Help them think of places for support (church, family, friends, etc.).
9. Talk about the stresses that they have: economic, unemployment, poverty, illness, divorce, single-parenting concerns, etc.

Tips to Consider When Talking With a Child in Distress

- Establish a trust relationship by first showing your interest in the child; show you are concerned.
- Regardless of how shocking a child's statements might be maintain your openness and composure. Never appear shocked at what the child says.
- Don't stifle a child's trust by expressing disbelief or outrage.
- Be careful not to express a negative or discerning attitude towards a child's parents.
- Let the child go at his/her own pace. Listen and pick up on the clues that the child gives. Do not talk too much, yourself.
- You may wish to use drawing materials to provide diversion and lessen the tension.
- Let the younger child use a less threatening way to speak - through a doll, a puppet, a toy, or a drawing for example.
- Don't convey anger or impatience if the child is not ready to discuss troubling issues.
- Talk with the child in a quiet place where you will be relatively alone, if you have control over the setting. More than one person may be intimidating to a child.
- Ask no "Why?" questions. More effective would be "How did that happen?" or "What happened before (or after) ...?"
- Try to arrange to talk with adolescents in a recreational setting. They may be more ready to talk while shooting a few baskets or walking the track.
- If the child begins to feel discomfort and wants to break off the conversation, allow him/ her to do so. Be alert for the child's readiness to discuss the situation at a later date.
- Listen for conflicting statements, which may be the child attempting to cover incident at directions of parent, or from loyalty or fear of retaliation from abuser.
- Use the child's own words (especially in cases of sexual abuse) but check to make sure you both understand their meaning.
- Remember that a child may feel some anxiety after telling you about his/her situation.
- You can help the child most by believing the child throughout the process.
- Explain carefully to the child, if you feel you should report abuse or neglect, that you care about both the youngster and his/her parents and you need to tell someone who has helped other children and who will be able to help his/her family.
- Do not assure a child that he/she will not have to leave home. If the youngster asks, only assure that a social worker will talk with the family members and try to help them.
- Above all, don't promise the child anything that may not happen (for example, "It will be all better!").

ALWAYS REMEMBER: Establishing and investigating abuse and neglect is the responsibility of the Department of Human Resources. You need only have a reason to suspect that abuse or neglect has occurred to report. Your role will be to serve the child as a supportive resource throughout any investigation that might occur.

Resources



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Catalogs

Catalogs of Material Available From:

AIMS Media

9710 DeSoto Ave.
Chatsworth, CA 91311-4409
(818)-773-4300
Toll Free: 1-800-367-2467
www.aimsmultimedia.com

Center for the Improvement of Child Caring

11331 Ventura Blvd.
Suite 103
Studio City, CA 91604-3147
1-800-325-CICC (2422)
www.ciccparenting.com

Channing L. Bete Co., Inc.

One Community Place
South Deerfield, MA 01373-0200
1-800-477-4776
www.channing-bete.com

Committee for Children

568 First Ave. S.
Suite 600
Seattle, WA 98104-2804
1-800-634-4449
www.cfchildren.org

Coronet/MTI Film & Video

108 Wilmont Road
Deerfield, IL 60015
1-800-323-5343

National Committee to Prevent Child Abuse

332 S. Michigan Avenue
Suite 1600
Chicago, IL 60604-4357
(312)-663-3520
www.childabuse.org

National Education Association

1201 16th Street NW
Washington, DC 20036-3290
1-800-229-4200
www.nea.org

Parenting Press

P.O. Box 75267
Seattle, WA 98125
1-800-992-6657
www.parentingpress.com

The Parent Institute

P.O. Box 7474
Fairfax Station, VA 22039-7474
(800) 756-5525
www.par-inst.com

Sunburst Communications

101 Castleton St.
Suite 201
Pleasantville, NY 10570
(914) 747-3310
www.sunburst.com

National Institute for Dispute Resolution

1726 M Street NW
Suite 500
Washington, DC 20036-4502
(202) 466-4764
www.continet.com/nidr

Free Spirit Publishing, Inc.

217 5th Ave. N
Suite 200
Minneapolis, MN 55401-1299
1-800-735-7323
www.freespirit.com

Community Intervention

529 S. 7 Street
Suite 570
Minneapolis, MN 55415
1-800-328-0417
www.communityintervention.org

National Resources On Child Abuse

American Association of Protecting Children

A division of American Humane Association

63 Inverness Dr. E
Englewood, CO 80112-5117
(866) 242-1877 – www.americanhumane.org

Provides educational material, program planning consultation, training and research, and statistics on abuse in an effort to prevent the neglect, abuse, and sexual exploitation of children.

The American Bar Association's Center on Children and the Law

740 15th Street NW
Washington, DC 20005
(202) 662-1720 – www.abanet.org/child

This is a program of the American Bar Association, Young Lawyers Division. The Resource Center's objectives are to increase professional awareness and competency of the legal community in the area of child welfare issues. Develops publications relating to child abuse and neglect, sexual abuse, permanency planning, child custody, foster care and child and family development.

American Humane Association, Children's Division

63 Inverness Drive E
Englewood, CO 80112-5117
1-800-AHA-1877 – www.americanhumane.org

Provides national leadership through training, consultation, research, advocacy and information dissemination.

Annie E. Casey Foundation (AECF)

701 St. Paul Street
Baltimore, MD 21202
(410) 547-6600 – www.aecf.org

The Annie E. Casey Foundation (AECF) has worked to build better futures for disadvantaged children and their families in the United States. The primary mission of the foundation is to foster public policies, human service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families.

Boys Town National Research Hospital

555 North 30th St.
Omaha, NE 68131
(402) 449-6600
1-800-448-3000 – www.boystownhospital.org

A broad range of services including: Evaluation, assessment, prescriptive intervention and comprehensive treatment recommendations for abused children with disabilities to parents, agencies, institutions, and private therapists across the country. Produces instructional materials for schools, agencies and institutions to be used in self-study, workshops, and seminars.

Childhelp USA

15757 N. 78th St.
Scottsdale, AZ 85260
Hotline: 1-800-4-A-CHILD or
(480) 922-8212 – www.childhelpusa.org

Provides a national child abuse hotline which offers crisis counseling, information and referral to local programs for persons who have experienced abuse. Usually, callers are concerned about children in some way—whether it is an adult who suffered abuse as a child, a child whose parent is involved in domestic violence or the child himself is being abused at the present time or a caller needs information on abuse taking place.

Child Welfare League of America

440 First Street NW
Washington, DC 20001-2085
(202) 638-2952 – www.cwla.org

The CWLA is a federation of member agencies in the United States and Canada both public and voluntary who employs over 150,000 staff and serves over 2 million children annually. CWLA is dedicated to improving services to abused, neglected, and deprived children and their families.

C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect

1205 Oneida Street
Denver, CO 80220

(303) 321-3963 – www.kempecenter.com
Provides diagnosis, treatment, and research.
Publications and annotated catalogues are available. Publishes topic searches. Conducts research in areas of child abuse.

Child Find of America

P.O. Box 277
New Paltz, NY 12561-0277
(914) 255-1848 or
(800) 431-5005 to give information on a missing child – www.childfindofamerica.org

This is a service to help parents find their missing children. It published the Directory of Missing Children, distributed it to hospitals, schools, police departments, etc.

Children's Defense Fund

25 "E" Street NW
Washington, DC 20001
(202) 628-8787 – www.childrensdefense.org

Provides advocacy in the areas of education, healthcare, and welfare legislation. Staff lawyers work on class action suits only. Publishes CDF Reports as well as a listing of children's advocacy groups throughout the country.

The Council for Exceptional Children

1110 N. Glebe Rd.
Suite 300
Arlington, VA 22201
(703) 620-3660 – www.cec.sped.org

Publishes Exceptional Children's Journal, a professional journal dealing with education and advocacy issues regarding exceptional children. Conducts research and disseminates information.

Crimes Against Children Research Center

University of New Hampshire
126 Horton Social Science Center
Durham, NH 03824
(603) 862-1888 – www.unh.edu/ccrc

The CCRC is concerned with children and adolescents, from birth through age 17, and all their crime victimizations, both within and outside the family, both known and unknown to law enforcement.

Family Support America

20 North Wacker Dr.
Suite 1100
Chicago, IL 60606
(312) 338-0900 – www.familysupportamerica.org

Promotes family support as the nationally recognized movement to strengthen and support families and places the principles of family support practice at the heart of every setting in which children and families are present.

National Center for Missing and Exploited Children (NCMEC)

Charles B. Wang International Children's Building
699 Prince Street
Alexandria, VA 22314-3175
(703) 274-3900 or
Toll Free: 1-800-THE-LOST
www.missingkids.com

Provides child protection information, trains law enforcement and social services personnel and tracks missing children.

National Center on Child Abuse and Neglect Administration for Children, Youth, and Families

Office of Human Development Services
330 C St. SW
Washington, DC 20447
(800) FYI-3366 – www.calib.com/nccanch

The Clearinghouse is sponsored by the National Center on Child Abuse and Neglect U. S. Department of Health and Human Services. Program information, literature searches, and statistical information are available upon request.

National Coalition Against Domestic Violence

P.O. Box 18749
Denver, CO 80218-0749
(303) 839-1852 – www.ncadv.org

A national membership organization composed of independently operated shelters for battered women and their families. To locate or telephone a shelter in your area, write or telephone the coalition.

National Committee to Prevent Child Abuse
2950 Tennyson St.
Denver, CO 80212
(303) 433-2541 or
1-877-224-8223 – www.childabuse.org

The NCPA is a vital organization which provides extensive resource lists, information, and creative impetus pertaining to all areas of child abuse prevention; promotes the growth of local NCPA Chapters; and sponsors a national conference on child abuse and neglect as well as an annual national media campaign. It has a large publishing department, which sells materials on a broad range of topics related to child abuse.

National Directory of Children, Youth and Family Services

14 Inverness Dr. East
Suite D144
Englewood, CO 80112
1-800-343-6681 – www.childrenyouthfamilydir.com

Includes listings of 2,500 licensed private providers of services—residential care, treatment and assistance—for victims of child abuse and neglect, sexual assault, rape, alcohol and drug abuse, plus help for troubled youths.

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492
Washington, DC 20013-1492
(800) 695-0285 – www.nichcy.org

NICHCY is a free information service focusing on the needs of children and youth with handicaps. Services include: personal responses to specific questions, referrals/sources of help, information packets, special education career recruitment materials, state-of-the-art publications and technical assistance to parent and professional groups.

National Child Welfare Resource Center

1150 Connecticut Ave. NW
Suite 1100
Washington, DC 20036
(202) 638-7922 – www.cwresource.org

The Resource Center seeks to enhance the capacity of State and Tribal child welfare agencies

to plan, implement, and evaluate family-centered services for children and families.

The National Children's Advocacy Center (NCAC)

200 Westside Square
Suite 700
Huntsville, AL 35801
(256) 533-0531
1-800-4A-CHILD
www.med.usf.edu/CLASS/advocacj

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.

National Association of Elementary School Principals

Educational Products
1615 Duke St.
Alexandria, VA 22314-3483
1-800-38NAESP (1-800-386-2377)
www.naesp.org

The National Association of Elementary Principals (NAESP) is a professional nonprofit association dedicated to ensuring that all children receive the best education possible. It serves 26,000 elementary and middle school principals in the U.S., Canada, and overseas.

National Council on Child Abuse and Family Violence

1025 Connecticut Ave. NW
Suite 1012
Washington, DC 20036
(202) 429-6695 or (800) 222-2000
www.nccafv.org

Dedicated to the empowerment of battered women and their children. Represents 55 state coalitions and 2,000 programs serving battered women.

National Education Association

1201 16th St. NW
Washington, DC 20036-3290
1 (800) 229-4200 or
(202) 833-4000

NEA Professional Library

P.O. Box 509
West Haven, CT 06516
1 (800) 229-4200 – www.nea.org

The NEA Professional Library is the nation's largest publisher devoted exclusively to providing professional development materials for educators.

The Parent Institute

P.O. Box 7474
Fairfax Station, VA 22039-7474
(800) 756-5525 – www.par-inst.com

Provides educational materials, pamphlets, brochures, and videos for school leaders to help parents. Use in workshops, PTA meetings, Back-to-School Activities, mailers, parent-teacher conferences, report cards, etc.

Parents Anonymous (P.A.)

675 West Foothill Blvd.
Suite 220
Claremont, CA 91711
(909) 621-6184 – www.parentsanonymous.org

An international self-help group for parents under stress who feel they are abusing their child or fear the possibility of doing so. P.A. has chapters across the country with weekly support groups with other parents who have similar difficulties. P.A. also provides written materials and referrals for persons concerned about abuse and resources for starting P.A. groups throughout the country.

Prevent Child Abuse America

200 S. Michigan Ave.
17th Floor
Chicago, IL 60604-2404
(312) 663-3520 – www.preventchildabuse.org

Provides leadership to promote and implement prevention efforts at both the national and local levels. Many local programs, prevention initiatives and events help spread the word in your community, creating awareness that prevention is possible. Composed of professionals, volunteers, donors and parents who are preventing child abuse and neglect before it ever starts.

The Child Abuse Prevention Network

www.child-abuse.com

The Child Abuse Prevention Network is the InternetNerve 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 our key areas of concern. We provide unique and powerful tools for all workers to support the identification, investigation, treatment, adjudication, and prevention of child abuse and neglect.

United States Department of Education

1-800-USA-LEARN
1-877-4ED-PUBS
www.ed.gov
www.pfie.ed.gov

Alabama Resources on Child Abuse:

Children's Trust Fund of Alabama

RSA Union Building
100 North Union Street
Suite 350
Montgomery, AL 36104
(334) 242-5710 – www.ctf.state.al.us

The Children's Trust Fund's mission is the elimination of child abuse and neglect. The primary purpose of the trust fund and the operations fund is to encourage professional persons and groups to recognize and deal with problems of child abuse and neglect; to make information about the problems of child abuse and neglect available to the public and organizations and agencies which deal with problems of child abuse and neglect; and to encourage the development of community prevention programs.

Corporate Foundation for Children

P.O. Box 1021
Montgomery, AL 36101
(334) 262-5993 or 1-877-CFC-KIDS
www.cfckids.com

The mission is to prevent child abuse and neglect in all its forms; the goal to provide a safe and healthy environment in Alabama to enable children to reach their full potential; and, the vision to help Alabama become a society where children are valued and nurtured.

Prevent Child Abuse Alabama

2101 Eastern Blvd.
P.O. Box 230904
Montgomery, AL 36123
(334) 271-5105
www.preventchildabuse.org

Provides leadership to promote and implement prevention efforts at the local level. Local programs, prevention initiatives and events help spread the word in your community, creating awareness that prevention is possible. It is composed of professionals, volunteers, donors and parents who are preventing child abuse and neglect before it ever starts.

Alabama Department of Children's Affairs

RSA Tower
201 Monroe Street
Suite 1670
Montgomery, AL 36130-2755
(334) 223-0502
www.dca.state.al.us

The Alabama Department of Children's Affairs coordinates services to Alabama's 1.2 million children under 19. The Department strives to positively influence the lives of children and families by developing a strong vision for children, putting it into place and achieving it.

Alabama Department of Human Resources

www.dhr.state.al.us

The mission of the Alabama Department of Human Resources (DHR) is to partner with communities to promote family stability and provide for the safety and self-sufficiency of vulnerable Alabamians.

Teach Your Children How To Protect Themselves with radKIDS Training!

As parents, our number one concern is the safety and well being of our children. We hear the news stories of tragedies impacting the lives of our children. In today's world, our children and their parents deserve the ability to recognize, avoid, resist, and if necessary, escape the cycle of violence and victimization in their lives. In an effort to help as many children as possible, an organization called radKIDS was developed by educators, law enforcement professionals, and concerned parents. Shortly after its development, radKIDS was incorporated as a National Not for Profit Violence Prevention and Educational Organization under the guidance of Stephen Daley, a founding member, and the current Executive Director.

radKIDS, Inc. is a leading educator in realistic and empowering personal safety education for children and parents, as well as a personal safety and life skills educational program filled with hope, options, and realistic and empowering choices to escape violence. By replacing fear and confusion with confidence, knowledge, skills, and self-esteem gained in the program, we will not only help our children to prevent harm and escape violence, but we will literally be saving their lives.

radKIDS is dedicated to empowering children to resist aggression defensively, and at the same time develop kids who refuse to become victims. radKIDS is dedicated in providing children and parents with nationally certified instructors drawn from their own communities. These instructors do not teach the children to fight, but instead provide them with both the education and realistic physical skills they need to escape violence and/or harm. The radKIDS classes are broken down into two different age groups, 5-7 and 8-10 year-olds. Some of the topics discussed are:

- Home Safety (*fire drills and 911 drills*)
- School Safety (*don't leave with strangers, let teachers know where you are at all times*)
- Out-and-About Safety (*buddy system, keep parents informed of where abouts at all times*)
- Stranger Tricks (*candy, money, lost puppy*)
- Personal Safety (*good, bad and uncomfortable touches*)
- Self-Realization of Personal Power

The radKIDS mission is to provide all children with the tools they need to survive. In teaching the children to establish their own "Foundational Paradigms of Safety," the instructors empower all the students to understand and believe three basic but critically fundamental principles in the prevention of violence toward children. These principles are:

1. No one has the right to hurt me!
2. I don't have the right to hurt anyone else unless I need to save myself from danger!
3. It's not my fault if someone tricks me or hurts me!

Several children who have completed the radKIDS Program have reported back to us to say they have successfully avoided both harm and/or attempted abductions. Therefore, there is no better investment for a community and society than to invest in their children's safety and well being with a program such as radKIDS, Inc.

Remember, approximately 22% of our population is children and they make up 100% of our future. **We must protect our future!**

NOTES