Identifying and Reporting Child Abuse and Neglect

Participant’s Guide

Revised 04/05/2012
Child Abuse and Neglect
Participant’s Guide

Table of Contents

Module 1 ................................................. 1
Module 2 ............................................... 26
Acknowledgements

Dear Training Participant,

This course is the result of months of work by many dedicated individuals. Although the work they contributed was very diverse, they united for a single purpose: to improve the lives of children and child care professionals throughout the State of Florida. Toward this goal, the Florida Department of Children and Families (DCF) and Florida State University’s Florida Center for Interactive Media (FCIM) became partners to revise the materials used in these courses:

- Behavioral and Observation Screening
- Child Abuse and Neglect
- Child Growth and Development
- Child Care Facilities Rules and Regulations
- Family Child Care Home Rules and Regulations
- Health, Safety and Nutrition

The Department of Children and Families would like to extend heartfelt gratitude to the teams of people who played a key role in improving course materials and competency exams offered to child care professionals in Florida. They are:

**Project Leadership Team**

_The Project Leadership Team built cohesive, motivated teams of credentialed professionals and ensured that the project’s vision was communicated successfully throughout the State._

- Tara Lynne Orlowski, Training Specialist, Florida Department of Children and Families
- Michael Ferguson, Executive Director, Florida Center for Interactive Media
- Andrew Dennard, Director of Product Development, Florida Center for Interactive Media
- Louis Meinhardt, Manager of Instructional Design, Florida Center for Interactive Media

**Content Expert Team**

_The Content Expert Team ensured that content included in training materials is accurate, objective, and current at the time of publication._

- Deborah Russo, Child Care Services Director, DCF
- Ronald Cox, Senior Management Analyst II, DCF
- Katie Pennie Masrer, Training Program Support Specialist, DCF
- Regina Pleas, Quality Assurance Specialist
- Deborah Rogers, Training Program Support Specialist, DCF

**Project Advisory Team**

<table>
<thead>
<tr>
<th>Paula F. Adkins</th>
<th>Vesta Hetherington</th>
<th>Julie Palmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lois C. Astern</td>
<td>Franny Kain, M.A.</td>
<td>E. Darline Pinheiro, M.A.</td>
</tr>
<tr>
<td>Kimberly Baker</td>
<td>Denise Lee</td>
<td>Clara R. Pittman</td>
</tr>
<tr>
<td>Dian Baldock</td>
<td>Myra Jacobson Lieberman</td>
<td>Yvonne Ramroopsingh</td>
</tr>
<tr>
<td>Noelle Bee</td>
<td>Sandy Looney</td>
<td>Frances Jean Roswell</td>
</tr>
<tr>
<td>Laura Bentz</td>
<td>Lou Ann Long</td>
<td>Debra D. Self</td>
</tr>
<tr>
<td>Kelly Byrns-Davis</td>
<td>Shirley A. Losch, R.N., B.S.</td>
<td>Michelle Sizemore</td>
</tr>
<tr>
<td>Julie Collins</td>
<td>N.C.S.N.</td>
<td>Charlene Swanson, Ed.D</td>
</tr>
<tr>
<td>Cathy Cross</td>
<td>Luisa Hernandez</td>
<td>Amy L. Thomas, M.S.</td>
</tr>
<tr>
<td>Diann Douglas</td>
<td>Heidi Maier, Ed.S</td>
<td>Millie Tizol-Ladouceur</td>
</tr>
<tr>
<td>Venise Duchesne</td>
<td>Debra Mazzota</td>
<td>Jesyca Russell Virmig</td>
</tr>
<tr>
<td>Jane Glagavs</td>
<td>Cathy McCoy, C.D.A,</td>
<td>Monica Walley</td>
</tr>
<tr>
<td>Corinne Greenberg, Ed.D,</td>
<td>Director</td>
<td>Susan Weber</td>
</tr>
<tr>
<td>L.M.H.C.</td>
<td>Jennifer McMahon</td>
<td>Mary Jo Welch</td>
</tr>
<tr>
<td>Vikki Griffin</td>
<td>Patricia Ortiz-Gutierrez</td>
<td>Laura Winfrey</td>
</tr>
</tbody>
</table>
Formative Evaluation Team:

The Formative Evaluation Team ensured that course materials and competency exams were tested with training participants from the child care industry in a manner that met or exceeded field standards.

Dr. Sande Milton, Project Director, Florida State University
Sandra H. Cook, M.Ed
Greg Jones
Ryan Wilke

The Florida Department of Children and Families would also like to extend sincere appreciation to the students who participated in the field tests, whose critique enriched the materials significantly.

Pamela Allison                Yamecike McMillan
Claudia Juliet Berger         Barbara C. Nichols
Artency Daniels              Chrystal M. Patterson
LeShauna Dotson               Rebecca A. Sharp
Traneisha L. Galloway         Tawana P. Smith
Mary E. Givens                Casey L. Strickland
Susan Gray                    Chandra Washington

Writing and Editing Team

The Writing and Editing Team, composed of teachers, librarians, and others in similar fields, substantially revised course materials to meet current standards of instructional design and conducted research to obtain content that is current, accurate, authoritative, and valid.

Noreen Reagan Boynton, Project Manager, Florida Center for Interactive Media
Margaret Bourdeau-Kozlowski    Pete Olson
Sandie Hassapis                Al Underhill
Georgia Jahns                  Judith B. Westfall, M.R.C.
Louis Meinhardt

Production Team

The Production Team made the thousands of words, tables, charts, photographs that compose course materials comprehensible and visually engaging to the courses’ intended audiences.

Louis Meinhardt, Instructional Designer, Florida Center for Interactive Media
Lee Bretschneider               Andrew Harmon
Christopher Burdett            Parker McCabe
Earl Cooper                     Jon Pazder
Kevin Deak                     Steve Stange
Stephen Griffin, Jr.            Al Underhill
Lee Henderson                   Christopher Womack

Spanish Translation Team

The Spanish Translation Team ensured that all course and exams will be available in Spanish.

Ryan Wilke, Test and Measurement Specialist, Florida Center for Interactive Media
Link Translations and Typesetting      Maria Maymi
Caption Colorado, LLC
Training Coordinators Team

The Training Coordinators Team, responsible for training child care trainers throughout the State, offered their expert opinion throughout the project on the content of courses and exams.

Lucia Adrian, District 9, Palm Beach Community College
Kimberly Baker, District 3, Santa Fe Community College
Dian Baldock, District 1, Education Center, Child Care Services
Alvaro Dufflar, District 8, Child Care of Southwest Florida, Inc.
Danielle Emerson, District 4, Florida Community College – Jacksonville
Jane Glagavs, SunCoast Region, Pinellas County Schools
Karen W. Greeson, District 14, Polk Community College
Cheryl R. Kuykendall, District 7, Community Coordinated Care for Children, Inc.

Susan Leibee, District 12, Child Care Resource Network
Josie Maymi, District 11, Miami Dade College – Kendall Campus
Darlene F. McNeal, District 15, Indian River Community College
Marta Lopez-Harrison, SunCoast Region, Early Childhood Learning Programs
Charlene Swanson, Ed.D, District 10, Nova Southeastern University
Millie Tizol-Ladouceur, District 2, Early Education and Care, Inc.
Luzonia Waters, District 13, Childhood Development Services, Inc.

Support Services Team

The Support Services Team provided administrative support during the project, ensuring an efficient exchange of information through multiple agencies and organizations.

Georgia Jahns
Traci Jones

The Florida Department of Children and Families conducts courses and competency exams to fulfill its mission to “ensure the health, safety and well-being of the children of the state” as mandated by the Florida Statutes and Florida Administrative Code. The Florida Center for Interactive Media is pleased to join the Department of Children and Families in presenting these materials, and hopes this project will further the physical, intellectual and emotional welfare of the thousands of children enrolled in child care each year.

Michael Ferguson, Executive Director
Florida Center for Interactive Media
Florida State University
Tallahassee, Florida

Copyright 2006, Florida Department of Children and Families, unless otherwise noted. No permission is required to copy this guide in its entirety for child care training purposes. For other uses, send written permission requests to:

Child Care Training Specialist
Department of Children and Families
1317 Winewood Blvd
Building 6, Room 386
Tallahassee, FL 32399-0700
Identifying and Reporting Child Abuse and Neglect – Participant’s Guide

Record of Changes

<table>
<thead>
<tr>
<th>DATE</th>
<th>PAGE</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/30/2012</td>
<td>2</td>
<td>Deleted: “The quiz can be found here: <a href="http://www.childhelpusa.org/resources/learning-center/child-abuse-quiz">www.childhelpusa.org/resources/learning-center/child-abuse-quiz</a> copyright permission from ChildhelpUSA is pending.”</td>
</tr>
<tr>
<td>3/27/2012</td>
<td>30</td>
<td>Updated Child Abuse and Neglect Reporting Statement links</td>
</tr>
<tr>
<td>3/27/2012</td>
<td>31</td>
<td>Updated FAX Report Form website link</td>
</tr>
<tr>
<td>4/05/2012</td>
<td>23A</td>
<td>Re-inserted page from 2/23/2011 Update (Strengthening Factors to Prevent Child Abuse and Neglect)</td>
</tr>
<tr>
<td>4/05/2012</td>
<td>30</td>
<td>Updated Florida Abuse Hotline link for consistency</td>
</tr>
</tbody>
</table>
Child Abuse and Neglect
Module 1: Identifying Child Abuse and Neglect

Overview
In this module you will establish for your participants the physical and behavioral indicators of child abuse and neglect in children birth to 12 years of age. The following topics will also be discussed:
- Definitions associated with abuse and neglect
- Types of child abuse and neglect
- Risk factors of child abuse and neglect
- Effects of child abuse and neglect

Module Goal
The participants will identify the signs, symptoms, and indicators of child abuse and neglect.

Learning Objectives
Participants will identify and define terms associated with abuse and neglect.
Participants will identify common physical and behavioral indicators of child abuse and neglect.
Participants will explain causes and risk factors of child abuse and neglect.
Participants will identify effects of child abuse and neglect.
Module 1 Introduction

Welcome to the 4 hour course, Child Abuse and Neglect. This module focuses on the important topic of child abuse and neglect. At the end of this module you will be able to:

- Identify common physical and behavioral indicators of child abuse and neglect.
- Explain causes and risk factors of child abuse and neglect.
- Identify and define terms associated with abuse and neglect.
- Identify effects of child abuse and neglect.

It is important for you to learn about this subject. Child abuse and neglect occurs in all socio-economic __________ as well as in __________.

It is more prevalent than you may think, and you may be the only person in a position to intervene. You have not only a ______________________________ obligation to intervene, but a ______________________________ obligation to report it.

For more information about child abuse and neglect, you can call the Florida Coalition Against Domestic Violence at 1-800-500-1119 or the Florida Council Against Sexual Violence at 1-888-956-7273 to be connected to a local hotline.

Activity: Quiz

1) Three children die of child abuse in the home in the United States each
   a) Year
   b) Day
   c) Week
   d) Month

2) How many people report child abuse when faced with an actual situation?
   a) 3/4
   b) 1/2
   c) 1/3

3) What is the single, leading cause of death for children ages four and younger?
   a) Drowning
   b) Motor vehicle accidents
   c) Child abuse and neglect
   d) Choking on food
   e) Residential fires
   f) Suffocation
   g) Falls
4) On average, child abuse is reported somewhere in the United States every
   a) 10 seconds
   b) 20 minutes
   c) Hour

5) Strangers pose the greatest risk of sexual abuse to children.
   a) True
   b) False

6) Child molesters get their sexual gratification only from children.
   a) True
   b) False

7) The average age that child molesters first attack a child is when they (the attackers) are:
   a) In their early 20s
   b) Middle-aged
   c) In their teens

8) Which of the following actions can help stop child abuse and neglect?
   a) Helping a stressed-out parent by baby-sitting, making a meal for their family or lending an understanding ear.
   b) Learning the signs and symptoms of child abuse so you can recognize them when you see the “red flags.”
   c) Reporting known or suspected child abuse to the police or local child protective services agency.
   d) All of the above.

Identify and highlight one answer on the quiz that surprised you the most.
Definitions

Activity: Learning Definitions

1. _____________________________________________________________________ – Any person under the age of 18 years.

2. _____________________________________________________________________ – Any non-accidental injury, sexual battery, or injury to the intellectual or psychological capacity of a child by the parent, adult household member, or other person responsible for the child’s welfare.

3. _____________________________________________________________________ – The mistreatment of a child by a person responsible for the child’s welfare that results in injury or harm to the child.

4. _____________________________________________________________________ – Sexual contact or interaction between a child and an adult or older child. Includes indecent exposure, fondling, touching sexual organs, forcible rape, sodomy, exploitation, and showing pornography.

5. _____________________________________________________________________ – A form of emotional abuse that involves excessive yelling, shaming, belittling and/or teasing of a child.

6. _____________________________________________________________________ – Situations of known or suspected child abuse or neglect which occurs at the institution where the person allegedly perpetrating the child abuse or neglect is an employee of a private school, public or private child care center, residential home, institution, program, or agency or any other person at such institution responsible for the child’s care.

7. _____________________________________________________________________ – Failure to provide adequate food, clothing, shelter, health care or needed supervision.

8. _____________________________________________________________________ – Failure to provide support, acceptance, attention, warmth, supervision and normal living experiences for a child to the extent that the child is impaired in ability to function normally in performance and behavior.

9. _____________________________________________________________________ – Anything to a child’s health or welfare that can occur when any person:
   a) inflicts, or allows to be inflicted, upon the child physical, mental, or emotional injury;
   b) commits, or allows to be committed, sexual battery, or lewd or lascivious acts against a child;
   c) allows, encourages, or forces the sexual exploitation of a child;
   d) exploits a child, or allows a child to be exploited;
   e) abandons a child;
   f) neglects a child;
   g) exposes a child to a controlled substance or alcohol;
   h) uses mechanical devices, unreasonable restraints, or extended periods of isolation to control a child;
   i) engages in violent behavior that demonstrates a wanton disregard for the presence of a child and could reasonably result in serious injury to the child;
   j) negligently fails to protect a child in his or her care from inflicted physical, mental, or sexual injury caused by the acts of another;
   k) has allowed a child’s sibling to die as a result of abuse, abandonment, or neglect.
10. When a child is left alone in a situation beyond their physical and emotional development level or when a child is left in the care of someone who does not provide adequate supervision.

11. When the child is exposed to structurally unsafe housing, exposed wiring, inadequate or unsafe heating, or unsanitary housing conditions.

12. When a child suffers or is likely to suffer, from physical or emotional health conditions resulting from inadequate clothing, improper hygiene and uncleanness.

13. When the caretaker has regularly failed to provide or have available adequate food to the child, which can cause malnutrition over a long period of time.

14. When a medical or dental condition is left untreated, possibly resulting in serious or long-term harm to the child.

15. When the parents deny satisfying or fulfilling relationships, thus avoiding most interactions as a method of avoiding rejection and failure. The lack of support or emotional care or love can cause the infant and/or child's weight to fall below the fifth percentile for age.

16. When education is not enforced by the parents, thereby contributing to the child's absence from school – leading to the lack of education and leading to truancy.

17. Operates 24 hours a day, 7 days a week, toll free telephone number 800-962-2873.

18. Exemption from civil or criminal charges resulting from reporting “in good faith.”

19. Any person, including, but not limited to, any:
   a) physician, osteopathic physician, medical examiner, chiropractic physician, nurse, or hospital personnel engaged in the admission, examination, care, or treatment of persons;
   b) Health or mental health professional other than one listed in paragraph a);
   c) Practitioner who relies solely on spiritual means for healing;
   d) school teacher or other school official or personnel;
   e) social worker, child care worker, or other professional child care provider, foster care, residential, or institutional worker;
   f) law enforcement officer; or
   g) judge – who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or person responsible for the child’s welfare shall report such knowledge or suspicion to the department (DCF) in the manner prescribed in subsection (2) of 39.201.
Types of Child Abuse

This is an example of ______________________________ abuse:

For the 3rd time this week Kevin got mud all over his clothes while he was playing outside. This made Kevin’s mother Shelby mad. She thought that putting him in hot bath water would punish him for the dirty clothes. He cried about taking a bath and cried even more when he was put in the bathtub with scalding hot water. Shelby kept her hand on Kevin’s shoulder. Every time he tried to get out of the water, Shelby would push him down. Shelby didn’t notice the scald marks until after the bath was over.

Examples of physical child abuse:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Another type of child abuse is ________________________________.

Casey has been at your program for 3 years. He has been known to lie on several occasions. He comes from a family that has a wonderful reputation in the community. One day Casey is crying. When you ask him what is wrong he tells you that his dad made him take his clothes off and then he took a lot of pictures of him. Casey said Dad told him not to tell anyone about the pictures. He said Dad told him this was their special secret.

Examples of sexual child abuse:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
A third type of abuse is ________________________________________________________________________.

Latoya is a quiet and shy child. Lately she has been talking even less. One day she was in the housekeeping area when a cup was accidentally broken by one of the children. Latoya started crying. When you asked what was wrong she told you it reminded her of when she broke her dad’s favorite cup one time. She said now her dad tells her every morning, when she is eating breakfast, that he doesn’t want her around any more because she is bad and is too much trouble. When you ask if Dad hurts her she says no.

Examples of emotional child abuse:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

_________ can be an outcome of emotional abuse or lack of emotional care (holding, hugging, rocking, singing, touching, and loving) that occurs during infancy and early childhood. This can cause an infant or child’s weight to drop to below the fifth percentile.

Key Point: There are three types of child abuse: physical, sexual, and emotional.
Shaken Baby Syndrome

What can shaking a baby or young child cause?

What can you do to prevent Shaken Baby Syndrome?

How can you cope with a crying baby or child?
Child Neglect

Dad works a 9:00 a.m. to 5:00 p.m. job. Mom works as a nursing assistant from 11:00 p.m. until 7 a.m. in the morning. This schedule allows one parent to always be home to care for the children so they do not have to pay for child care. One day Dad has to work a double shift. He will not be home until midnight. It is 10:00 p.m. and close to time for Mom to leave. She feels they can’t afford to pay someone to watch her 2 and 6-year-old children even for a short time. She decides that the children can stay alone since they are asleep and Dad will be home in a couple hours.

Examples of Neglect:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Failure to provide support, acceptance, attention, warmth, supervision and normal living experience for a child is considered neglect. Withholding these things can cause a child to not function normally in performance and behavior. Sometimes withholding things can also be child abuse. The difference between abuse and neglect is that if an adult intentionally withholds food, shelter or any other necessity as a punishment, then it is abuse, but if things are withheld by circumstance or lack of awareness, care, or education, then it is an act of neglect. Both abuse and neglect are crimes and violations of children’s human rights. It is important for your program to offer parents information on resources in your community in an effort to prevent neglect before it occurs. Be proactive – work with your families from the first day they enter your program.

Key Point: Failure to provide support, acceptance, attention, warmth, supervision and normal living experience for a child is considered neglect.
## Indicators of Abuse and Neglect

### Physical Abuse Indicators

**Physical Indicators**
- Unexplained bruises or welts
- Unexplained burns
- Unexplained broken bones
- Unexplained lacerations or abrasions
- Domestic violence

**Behavioral Indicators**
- Wary of adult contact
- Apprehensive when other children cry
- Behavioral extremes: aggressive or withdrawn
- Frightened of parents
- Afraid to go home
- Reports injury by parents
- Shows anxiety about normal activities (napping, eating, etc.)
- Easily startled
- Wearing long sleeves/pants in warm weather
- Banging, hitting or threatening play

### Physical Neglect Indicators

**Physical Indicators**
- Consistent hunger, poor hygiene, over/under dressed for the climate
- Consistent lack of supervision, especially in dangerous activities over long periods of time
- Unattended physical problems or medical needs (anemia, urinary infections, diarrhea, malnutrition)
- Abandonment

**Behavioral Indicators**
- Begging, stealing food
- Extended stays at school (early arrival, late departure)
- Constant fatigue, listlessness or falling asleep in class
- Alcohol or drug abuse
- Delinquency (thefts)
- States there is no caregiver
Emotional Abuse or Neglect Indicators

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speech and language disorders</td>
<td>• Habit disorders (sucking, biting, rocking, etc.)</td>
</tr>
<tr>
<td>• Lags in physical development</td>
<td>• Conduct disorders (antisocial, destructive)</td>
</tr>
<tr>
<td>• Failure to thrive</td>
<td>• Neurotic traits (sleep disorders, inhibition of play)</td>
</tr>
<tr>
<td></td>
<td>• Psychoneurotic reactions (hysteria, obsession, compulsion, phobias)</td>
</tr>
<tr>
<td></td>
<td>• Behavior extremes (compliant/passive, aggressive/demanding)</td>
</tr>
<tr>
<td></td>
<td>• Overly adaptive behavior (inappropriate adult, inappropriate infant)</td>
</tr>
<tr>
<td></td>
<td>• Developmental lags (mental, emotional)</td>
</tr>
<tr>
<td></td>
<td>• Self destructive behavior or attempted suicide</td>
</tr>
</tbody>
</table>

Sexual Abuse Indicators

<table>
<thead>
<tr>
<th>Physical Indicators</th>
<th>Behavioral Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Difficulty in walking/sitting</td>
<td>• Withdrawal, fantasy or infantile behavior</td>
</tr>
<tr>
<td>• Torn, shredded, stained or bloody underclothing</td>
<td>• Bizarre, sophisticated, or unusual sexual behavior or knowledge</td>
</tr>
<tr>
<td>• Pain or itching in genital area</td>
<td>• Poor peer relationships</td>
</tr>
<tr>
<td>• Bruises or bleeding in external genitalia, vaginal or anal areas, mouth or throat</td>
<td>• Delinquency or runaway</td>
</tr>
<tr>
<td></td>
<td>• Reports sexual assault by caregiver</td>
</tr>
</tbody>
</table>

Key Point: There are observable physical and behavioral indicators associated with abuse and neglect.
Interaction with Child and Family

What are some examples of things that could be shared with you or talked about that could help you recognize signs of abuse or neglect?

There are experts that are trained to question the child. Caregivers should listen to and observe the child but not interview them.

Do:
- Believe what the child tells you
- Be someone the child trusts and respects
- Conduct the conversation in a quiet, private and non-threatening place
- Gather enough information to make an informed report to the Florida Abuse Hotline
- Reassure the child that he/she has done nothing wrong
- Allow the child to tell you what happened in a free and open manner
- Let the child set the pace and use language that is comfortable to them
- Ask the child to clarify unfamiliar terms

Don't:
- Ask leading questions or suggest answers to the child
- Ask for details (This is the job of the investigator)
- Suggest that the story may not be true
- Show body language such as shock, anger or surprise while the child is talking
- Communicate feeling of shock, anger or surprise
- Force child to remove clothing to show signs of physical abuse
- Leave the child alone with a stranger
- Ask “why” questions

Children are not always eager to talk about an abusive incident. Sometimes they will disclose information through a class activity. This could come out in areas such as housekeeping. Examples would be a child spanking a doll with an object, doing sexually inappropriate things with a doll, role playing a parent using abusive or demeaning language or other things that a young child would not be likely to have imagined. Abusive incidents may also show up in a child’s artwork or stories they share with others.
Key Point: Interaction with children and families provides information that may help the caregiver in recognizing possible cases of abuse and/or neglect.

Notes:

Activity: Applying your knowledge

Scenario 1:

You are a caregiver for four year olds. You have known one of the boys in your class and his family for about six months. The mother is divorced and is raising the boy and his older sister by herself. The father sees the children once in a while. The mother dates and leaves the boy at night with his older sister to supervise him. Lately, the boy has been coming to school with various cuts and bruises. Each time you ask his mother about the marks she explains what has happened. Today the child came to your program with what looks like cigarette burns on his right leg. He also has a fresh bruise on his arm. When you try to ask him about it, he will not talk to you. He seems very withdrawn.

Notes:
Scenario 2:

You are a caregiver and one day one of your 3-year-olds comes to your program limping. You ask the child what happened and if you could see what is hurting her. 'Mommy won’t take me to the doctor, she said I was bad,’ and the child starts crying.

Notes:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

Scenario 3:

A child in your program has had a recent personality change. He has become very quiet and rarely speaks to adults. One day he complains of his arm hurting. He rolls up his sleeve and shows you what appears to be finger marks from a very hard slap. You ask him how it happened and he tells you that his father slapped him. You ask the child where else he had been slapped and he shows you his back with many old marks.

Notes:

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
Scenario 4:

You are a cook in a child care facility. There is a very sweet child who has a slight smile on his face each time you smile at him. You notice that for a number of weeks now he has brought nothing but a small butter and bread sandwich for lunch. He has no fruit or other food in his lunch. He is extremely thin and you observe that he never buys milk that is sold by the school but instead has only water in his cup. The mother, who always comes to the facility with fancy clothes and jewelry, has consistently ignored your inquiries into providing a more balanced meal for the child. The mother claims that he is a picky eater. You have offered him food occasionally when the school has prepared too much. He seems grateful when you do this and gobbles the food down.

Notes:

Scenario 5:

The parents of one of the children in your program both work for an airline. In this family both do a lot of traveling but usually travel at different times. Unavoidably, they needed to be out of town at the same time and the children were cared for as usual by a woman who they hired about four months ago. The child came to your class very angry and would not play with her best friend. You notice that during the season when she would normally wear a short sleeved sundress, the child is wearing long pants and a long sleeved blouse on a hot summer day.

Notes:
Scenario 6:

When you change an infant’s diaper, you notice a yellow discharge and unhealthy odor. You report your observations to the parent that evening. The parent says it was nothing. You notice the same symptoms the rest of the week, write an incident report and suggest to the parents that a doctor look at the infant. The parent replies that money is not available and it will probably clear up soon. The following week you notice the same symptoms and report it to your Director who insists on medical treatment. Nothing happens this week.

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Scenario 7:

A coworker at your child care program just went through a divorce and is having financial problems. Over the last week, you heard her yelling and several of the children crying. You approach her about it and she says that the children were just misbehaving. Today a little boy from her class approaches you in tears and says that she made him stand in the dark closet for a long time.

Notes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
## Risk Factors of Child Abuse and Neglect

Now we are going to look at some interactions between the child, parent and their environment that can place children at risk for maltreatment. We will look at these risk factors in 3 categories:

- Child risk factors
- Parental and family risk factors
- Social and environmental risk factors

### Child Risk Factors

<table>
<thead>
<tr>
<th>Child Risk Factor</th>
<th>Child Risk Factor</th>
<th>Child Risk Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Parental/Family Risk Factors

<table>
<thead>
<tr>
<th>Parental/Family Risk Factor</th>
<th>Parental/Family Risk Factor</th>
<th>Parental/Family Risk Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Social/Environmental Risk Factors

Key Point: There are child, family and environmental factors that place children at risk for abuse and/or neglect.
### Misconceptions and Realities

For every misconception comment in the left column, there is a matching statement in the right column that states the reality of the situation related to child abuse.

<table>
<thead>
<tr>
<th>Misconception</th>
<th>Reality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child molesters are “dirty old men.”</td>
<td>A. There are no differences between the convicted child molester’s abilities and that of most of the general public.</td>
</tr>
<tr>
<td>2. Children are most likely to be sexually assaulted by a stranger.</td>
<td>B. Although child sexual abuse may involve subtle rather than extreme force, nearly all victims will experience confusion, shame, guilt, anger and lowered sense of self-esteem, though they may reveal no obvious outward signs.</td>
</tr>
<tr>
<td>3. The molester is retarded.</td>
<td>C. 95% of child molesters act alone.</td>
</tr>
<tr>
<td>4. The child molester is an alcoholic or drug addict.</td>
<td>D. 75-95 percent of offenders are known by and may be related to the child.</td>
</tr>
<tr>
<td>5. The child molester is a sexually frustrated person.</td>
<td>E. Only portions of abused boys go on to abuse children.</td>
</tr>
<tr>
<td>6. The child molester is insane.</td>
<td>F. Approximately 50% of convicted child molesters have no other criminal record.</td>
</tr>
<tr>
<td>7. The child molester, over time, will progress to increasingly violent acts.</td>
<td>G. Drug use is essentially nonexistent with child molesters except to break down the child’s inhibitions.</td>
</tr>
<tr>
<td>8. Children are at greater risk of sexual victimization from “gays” homosexuals) than from straight (heterosexuals) adults.</td>
<td>H. In developmental terms, young children cannot make up explicit sexual information: they must be exposed to it. They speak from their own experiences. Sometimes a parent will try to get a child to report sexual abuse falsely. Primary indicators of such a report are the child’s inability to describe explicitly or illustrate the act, or a grossly inconsistent account.</td>
</tr>
<tr>
<td>9. Child molesters work in groups.</td>
<td>I. 95% are not psychotic.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>10.</td>
<td>Child molesters prefer very young children.</td>
</tr>
<tr>
<td>11.</td>
<td>Child molesters commit other crimes.</td>
</tr>
<tr>
<td>12.</td>
<td>Children lie or fantasize about sexual activities with adults.</td>
</tr>
<tr>
<td>13.</td>
<td>The sexual abuse of a child is an isolated, one-time incident.</td>
</tr>
<tr>
<td>14.</td>
<td>Nonviolent sexual behavior between a child and adult is not emotionally damaging to the child.</td>
</tr>
<tr>
<td>15.</td>
<td>Children provoke sexual abuse by their seductive behavior.</td>
</tr>
<tr>
<td>16.</td>
<td>If children did not want sex, they could say &quot;stop.&quot;</td>
</tr>
<tr>
<td>17.</td>
<td>When a boy is sexually abused, the molesting is perpetrated by male homosexuals.</td>
</tr>
<tr>
<td>18.</td>
<td>Males who were sexually abused as boys all grow up to abuse children sexually.</td>
</tr>
<tr>
<td>J.</td>
<td>Most child sexual abuse is perpetrated by men who are heterosexual and do not find sex with other men at all attractive. Many child molesters abuse both boys and girls.</td>
</tr>
<tr>
<td>K.</td>
<td>50% of child molesters are married. Sexuality is not the only issue in pedophilia; identification, expression problems and the need for power and control are also issues.</td>
</tr>
<tr>
<td>L.</td>
<td>Child sexual abuse is usually a situation that develops gradually over a period of time, and the sexual abuse occurs repeatedly.</td>
</tr>
<tr>
<td>M.</td>
<td>Children generally do not question the behavior of adults. They are often coerced by bribes, threats and use of authority.</td>
</tr>
<tr>
<td>N.</td>
<td>14% select children 5 years or younger. 46% select children between 6-11 age group. 33% select young adults. 7% choose various ages.</td>
</tr>
<tr>
<td>O.</td>
<td>In a recent study of convicted child molesters, 80 percent were found to have committed their first offense before the age of thirty.</td>
</tr>
<tr>
<td>P.</td>
<td>Seductive behavior may be the result but is never the cause of sexual abuse. The responsibility lies with the adult offender.</td>
</tr>
<tr>
<td>Q.</td>
<td>51% of men selected female children 21% selected both sexes  Females victimized 2-1 83% of child molesters are heterosexual</td>
</tr>
<tr>
<td>R.</td>
<td>Only about 18% of child molesters show any increase in force used. 9% committed violent sexual assaults, 1% of those resulting in death.</td>
</tr>
</tbody>
</table>
Effects of Child Abuse and Neglect

The effects of child abuse and neglect can be serious and permanently affect children’s

__________________________, ________________________________

and ________________________________ development. Recent scientific studies of the brain reveal that the first years of a child’s life are critical to development. A child must receive adequate

__________________________ to ensure that nerve cells in the brain develop fully.

Negative experiences, like ________________________________, or

__________________________, are extremely detrimental in early years. The effects of abuse on a child can begin before a mother even gives birth.

The Impact of Trauma, Abuse, and Neglect:
**Effects of Child Abuse and Neglect on Child, Family, Caregiver and Society**

Experiences throughout childhood can impair mental abilities that may cause a child to respond with aggression or violence to stressful or frustrating situations. The physical and emotional consequences of child abuse and neglect affect the child, family, caregiver, community and society.

**Physical and Emotional Effects of Child Abuse and Neglect on Children:**
- Academic problems: school learning problems, underachievement, truancy
- Behavior problems: passive or withdrawn, active or aggressive, self-destructive, drug use, impulsivity
- Sexual problems: sexually inappropriate behavior, promiscuity or withdrawal
- Confusion about identity: low self-esteem, poor self-image
- Anxiety, loss of trust, depression
- Medical/dental problems: fertility problems, chronic pain, stress disorders

**Physical and Emotional Effects of Child Abuse and Neglect on Family:**
- Mistrust: family isolates itself
- Ineffective: problems get bigger
- Violent
- Non-supportive
- Dysfunctional
- Poor role model

**Physical and Emotional Effects of Child Abuse and Neglect on Caregivers:**
- Challenging to deal with disruptive behavior in children
- Not trained to deal with psychological issues
- It is heartbreaking to worry about the children you know
- Stress reactions
- Confusion/apprehension about what to do
- Fear of reporting

**Physical and Emotional Effects of Child Abuse and Neglect on Society:**
- Poor employability skills
- Poor social interaction skills
- Social withdrawal (leading to isolation)
- Repeated patterns of abuse/neglect
- Culture continues to accept violence as a part of life
- Higher medical and social service costs
- Lost human potential
- Increased crime rate
Key Point: The effects of child abuse and neglect can be serious and permanent to a child’s mental, physical and emotional development.
Strengthening Factors to Prevent Child Abuse and Neglect

For more information, go to http://www.childwelfare.gov/can/factors/protective.cfm. The website contains information on child abuse and neglect. The site also contains a resource book to help implement best practices in your child care program.

Protective factors are conditions in families and communities that, when present, increase the health and well-being of children and families. These attributes serve as buffers, helping parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

Research has shown that the following protective factors are linked to a lower incidence of child abuse and neglect:

- **Nurturing and attachment**
  - A child's early experience of being nurtured and developing a bond with a caring adult affects all aspects of behavior and development. When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.
  - Research shows that babies who receive affection and nurturing from their parents have the best chance of healthy development. A child's relationship with a consistent, caring adult in the early years is associated later in life with better academic grades, healthier behaviors, more positive peer interactions, and an increased ability to cope with stress.

- **Knowledge of parenting and of child and youth development**
  - There is extensive research linking healthy child development to effective parenting. Children thrive when parents provide not only affection, but also respectful communication and listening, consistent rules and expectations, and safe opportunities that promote independence. Successful parenting fosters psychological adjustment, helps children succeed in school, encourages curiosity about the world, and motivates children to achieve.

- **Parental resilience**
  - Parents who can cope with the stresses of everyday life, as well an occasional crisis, have resilience; they have the flexibility and inner strength necessary to bounce back when things are not going well. Multiple life stressors, such as a family history of abuse or neglect, health problems, marital conflict, or domestic or community violence—and financial stressors such as unemployment, poverty, and homelessness—may reduce a parent's capacity to cope effectively with the typical day-to-day stresses of raising children.

- **Social connections**
  - Parents with a social network of emotionally supportive friends, family, and neighbors often find that it is easier to care for their children and themselves. Most parents need people they can call on once in a while when they need a sympathetic listener, advice, or concrete support. Research has shown that parents who are isolated, with few social connections, are at higher risk for child abuse and neglect.

- **Concrete supports for parents**
  - Many factors affect a family's ability to care for their children. Families who can meet their own basic needs for food, clothing, housing, and transportation—and who know how to access essential services such as childcare, health care, and mental health services to address family-specific needs—are better able to ensure the safety and well-being of their children.
  - Partnering with parents to identify and access resources in the community may help prevent the stress that sometimes precipitates child maltreatment. Providing concrete supports may also help prevent the unintended neglect that sometimes occurs when parents are unable to provide for their children.
Working with Abused and Neglected Children

Working with abused or neglected children can be challenging. Before you can effectively help a child or parent, you need to know several things about their behavior:

- Children who have been abused may not ____________ other people. Their experiences have shown them that getting close to people and trusting them causes discomfort and pain.
- These children need a close one-to-one relationship to develop and grow normally. They often ____________ warmth, hugs and affection at first.
- They may be ___________________________ in one or more areas of their development (motor, speech, and behavior).
- Their behavior may be at one of ___________________________ extremes: difficult to manage, destructive, and irritable, or unusually shy and anxious to please.
- Abused and neglected children have very poor ___________________________. Important adults in their lives have had unrealistic expectations for these children, and they often are led to believe that they caused their own abuse.
- ____________ of abused children may feel that you are a threat. They may be hostile and ungrateful toward you since they feel jealous, in competition, inadequate, or afraid you will learn their secrets and report them.

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Key Point: It takes understanding, patience, and skill to work with abused and neglected children.
Module 1 Summary

Module 1 introduced the:

- terms associated with abuse and neglect.
- common physical and behavioral indicators of child abuse and neglect.
- causes and risk factors of child abuse and neglect.
- effects of child abuse and neglect.
Child Abuse and Neglect
Module 2: Reporting Child Abuse and Neglect

Overview
This module will explain the role of the caregiver in reporting child abuse and neglect. It explains the legal responsibility, according to Florida law, of child caregivers in reporting suspected child abuse and neglect. Local community resources that provide help for the abused and the abuser are discussed.

Module Goal
Participants will understand their role in reporting child abuse and neglect.

Learning Objectives
Participants will understand the responsibilities of the child care professional in the identification of child abuse and neglect situations.
Participants will follow the specific process of reporting according to Florida law.
Participants will identify avenues that can be used to locate community resources that provide support for the abused and abuser.
Module 2 Introduction

It was 1873. Mary-Ellen was 9 years old when a church worker, Mrs. Etta Wheeler, who had been asked to visit the family, found Mary-Ellen shackled to her bed, grossly malnourished, scarred and badly beaten. Mrs. Wheeler was so appalled by what she saw that she went to the authorities to report this horrifying child abuse. The authorities turned her away because they classified her treatment as a family matter, where parents had complete authority, therefore law enforcement did not get involved. But, Mrs. Wheeler refused to take no for an answer; she petitioned the American Society for the Prevention of Cruelty to Animals. - Animals were protected, but children were not.

Mrs. Wheeler appealed to the ASPCA that children were members of the animal kingdom, and must therefore be protected. It was on these grounds that the ASPCA did finally intervene. Mary-Ellen was removed from her abusive home, placed in foster care, where she thrived. She went on to marry, have 2 daughters, and lived to the age of 92.

Mary-Ellen is considered the very first child abuse case in North America. Her case led to the founding in 1874 of the Society for Prevention of Cruelty to Children with child protection as its primary mandate. The society also promoted the fact that parents do not have complete authority over their children (Finkelhor, 1986).
Who is Mandated to Report Abuse?

Who is mandated to report suspected child abuse cases?

Any person, including, but not limited to, any:

a) osteopathic physician, medical examiner, chiropractic physician, or hospital personnel engaged in the admission, examination, care, or treatment of persons;

b) or mental health professional other than (one listed in paragraph a);

c) who relies solely on spiritual means for healing;

d) or other school official or personnel;

e) child care worker, or other professional child care provider, foster care, residential, or institutional worker;

f) law enforcement officer; or

g) judge who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or person responsible for the child’s welfare shall report such knowledge or suspicion to the department (DCF) in the manner prescribed in subsection (2) of 39.201.
MANDATORY REPORTERS
Although every person has a responsibility to report suspected abuse and/or neglect, some occupations are specified in Florida law as required to do so. These occupations are considered “mandatory reporters.” A mandatory reporter is required by Florida Statute to provide his or her name to the Florida Abuse Hotline Counselor when reporting. A mandatory reporter’s name is entered into the record of the report but is held confidential (39.202, F.S.).

<table>
<thead>
<tr>
<th>OCCUPATION</th>
<th>CHILD</th>
<th>ADULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisted Living Facility Staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Adult Day Care Center Staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Adult Family Care Home Staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Bank, Savings and Loan, or Credit Union Officer, Trustee, or Employee</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Chiropractor/Chiropractic Physician</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Day Care Center Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Department of Business and Professional Regulation employee conducting inspections of public lodging establishments</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Florida Advocacy Council Member</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Foster Care Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hospital personnel engaged in the admission, examination, care, or treatment of children and vulnerable adults</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Health Professional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Institutional Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Judge</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Law Enforcement Officer</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Long-Term Care Ombudsman Council Member</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Medical Examiner</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Mental Health Professional</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Nursing Home Staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Osteopath/Osteopathic Physician</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Paramedic</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Practitioner who relies solely on spiritual means for healing</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Professional Adult Care, Residential, or Institutional Staff</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Professional Child Care Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Residential Care Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>School Teacher</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>School Official or Other School Personnel</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>State, County, or Municipal Criminal Justice Employee or Law Enforcement Officer</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Are there any occupations that are mandated to report abuse and neglect that surprised you?


For more information on who must report child abuse and neglect and for up to date data, go to: http://www.dcf.state.fl.us/programs/abuse/

To get the Child Abuse and Neglect Reporting Statement online go to: http://ccrain.fl-dcf.org/documents/6/96.pdf#page=1 (for English) or http://ccrain.fl-dcf.org/documents/6/452.pdf#page=1 (for Spanish)

---

**Child Abuse & Neglect Mandated Reporter Requirements**

**Child Abuse & Neglect Reporting Requirements**

**Acknowledgment**

All child care personnel are mandated by law to report their suspicions of child abuse, neglect, or abandonment to the Florida Abuse Hotline in accordance with section 39.201 of the Florida Statutes (F.S.).

* “Child Abuse or Neglect” is defined in s. 39.201(6), F.S., as “harm or threatened harm” to a child’s mental or physical health or welfare by the acts or omissions of a parent, adult household member, or other person responsible for the child’s welfare, or for purposes of reporting requirements by any person.

* Reports must be made immediately to the centralized Florida Abuse Hotline Information System at 1-800-962-2873.

* All reports are confidential. However, persons who are mandated reporters (child care personnel) are required to give their name when making a report.

* It is important to give as much identifying and factual information as possible when making a report.

* Any person, when acting in good faith, is immune from liability in accordance with s. 39.203(1)(a), F.S.

* Child care personnel must be alert to the physical and behavioral indicators of child abuse and neglect.

**Categories include:**

- Physical Abuse (i.e. unexplained bruises, burns, marks...)
- Physical Neglect (i.e. hunger, poor hygiene, lack of supervision...)
- Sexual Abuse (i.e. withdrawal, excessive crying, physical symptoms...)
- Mental Injury (i.e. impairment in the ability to function, depression...)

This statement is to verify that on ____________, 20____, I, ____________________________, Date ____________________________, Name of Employee

read the above material.

_________________________ ___________________________
Signature of Employee Signature of Operator

---

**Key Point:** Child care workers are required by law to report suspected child abuse and/or neglect.
How to Make a Report

1-800-96ABUSE (1-800-962-2873)

The Florida abuse hotline was established in 1971. Florida was one of the first states in the nation to have a toll-free hotline capable of receiving reports of abuse and neglect around the clock and immediately initiating an investigation anywhere in the state. A report of suspected child abuse and neglect states that a child MAY have been abused or neglected. The Florida Abuse Hotline operates under Chapter 39 of the Florida Statues.

As a child care provider it is your duty and your______________________________ according to Chapter 39 F.S. to report any______________________________ case of child abuse or neglect.

You don’t have to prove anything. That is the Investigator’s job. You should report that you ________________________________ abuse or neglect to have occurred.

There are 4 ways to make a report:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Key Point: The four ways abuse and neglect reports can be made to the Florida Abuse Hotline are: telephone, fax, TDD (telephone device for the deaf), and online.

The FAX Report Form can also be found at the DCF website: www.dcf.state.fl.us/programs/abuse/docs/faxreport.pdf.
REPORTER INFORMATION
This information is required for mandatory reporters. Refer to Chapters 39 and 415, Florida Statutes.

Today’s Date: ____________________

Your Last Name: ____________________________ Your First Name: ____________________________ MI: __________________

Your Occupation: ____________________________ Your Agency: ____________________________ Fax #: __________________ Phone #: __________________

Address: Street # ______ Street Name: ____________________________ City: __________________ Zip Code: __________ County: __________________ Stats: __________________

➢ Would you like to be notified as to whether or not an abuse report was accepted based on the information provided? □ Yes □ No

If yes, please indicate your preferred method of notification. □ Telephone □ U. S. Mail

VICTIM INFORMATION
If the victim is a child, list other children in the home. If the victim is an adult, describe disability and how he/she is impaired in the ability to care for or protect self in the DESCRIPTION OF INCIDENT section on next page.

ADDRESS where the victim is currently located:
Street # ______ Street Name: ____________________________ City: __________________ Zip Code: __________ County: __________________ Stats: __________________

Home Telephone Number: __________________ Work Telephone Number: __________________

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>DOB</th>
<th>SEX</th>
<th>RACE</th>
<th>SSN</th>
<th>IS THIS PERSON A VICTIM?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>(5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

PERSON(S) RESPONSIBLE FOR ALLEGED ABUSE, NEGLECT, ABANDONMENT OR EXPLOITATION

<table>
<thead>
<tr>
<th>NAME</th>
<th>DOB</th>
<th>SEX</th>
<th>RACE</th>
<th>SSN</th>
<th>RELATIONSHIP TO VICTIM</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This form is used when you need to fax a report to the hotline. This form can also be used to making a phone call to insure you have gathered the most important information. Do not delay in contacting the abuse hotline even if you don't have all the information on this sheet.

If you can’t get through to someone on the phone and the situation is an emergency, hang up and call 911, then follow up with a call to the abuse hotline.

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Activity: Practice filling out the report sheet

Scenario: One of the children in your program, John, arrives one morning with bruises on his arm. He is normally cheerful and animated, but today he is acting more quiet than usual. When questioned in the morning he tells you that he fell off his bike the previous day. Later in the day you hear him telling a co-worker that he fell down some stairs. John lives with his father, Ben, and an older brother, Steve, who is in high school and plays on the football team. John’s father is a mason and works very long hours, he is often in a hurry when he drops John off in the morning and picks him up in the afternoon.
Confidentiality

There are laws that protect caregivers who report suspected cases of child abuse and neglect. Although you must provide your name when filing a report, the law provides caregivers confidentiality and protection from being sued.

Florida Law Section 39.202 states that the name of the person reporting the abuse or neglect shall not be released to any person other than employees of the department responsible for child protective services, the central abuse registry, and tracking system, or the appropriate state attorney without the written consent of the person. This law ensures that confidentiality will be maintained for the person reporting the suspected cases of child abuse and/or neglect.

Notes:

Key Point: Florida law ensures that confidentiality will be maintained for child care workers reporting suspected cases of child abuse and/or neglect.
How to Handle Accusations of Child Abuse and Neglect

Activity: Sharing with a Partner

Find a partner to work with. With your partner, create a list of things to do if you are accused of abuse or neglect. Share the items on the list that are in place at your work site. Next, discuss the items that you feel can be improved upon at your work site. Take notes in the space provided.

Notes:

• Don’t become _________________________________.

• Cooperate fully and ________________________________ with authorities.

• Get statements from colleagues about your _________________________________.

• Know the ________________________________ related to abuse and neglect.

• Talk to a ________________________________ to ensure your rights and those of family members and helpers.

• Remember that ________________________________ you have put in place such as your discipline procedures and incident reports will help you.

• Work with your ________________________________ and ________________________________ to handle the impact of the accusation on the school, other parents and students.
Agencies/Resources

There are places to go within the community whose many functions provide support and preventative services to children and encountering child abuse and neglect. These resources also provide education to the community about child maltreatment issues. Take notes on the page in your participants guide about each of these as we discuss them.

Child Protective Services

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Department of Children and Families

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Law Enforcement and State Attorney’s Offices

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

Medical Programs and Community Agencies

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________

__________________________________________________________________________________________
Legal Agencies


Communities


Individuals


**Key Point:** There are local community resources that provide help for the abused and the abuser.
### Activity: Do’s and Don’ts for Child Caregivers

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Remain ignorant about the situation.</td>
<td></td>
</tr>
<tr>
<td>• Lose your temper with an abusive parent. It only serves to put him/her on the defensive.</td>
<td></td>
</tr>
<tr>
<td>• Encourage the abusive parent to contact a community organization or service for help.</td>
<td></td>
</tr>
<tr>
<td>• Wait to suggest that help is needed.</td>
<td></td>
</tr>
<tr>
<td>• Be observant and aware of characteristic signs of child abuse as seen in the child and parent.</td>
<td></td>
</tr>
<tr>
<td>• Make excuses for child abuse or ignore the warning characteristics.</td>
<td></td>
</tr>
<tr>
<td>• Realize that abusive parents are in need of help and most often can be successfully treated.</td>
<td></td>
</tr>
<tr>
<td>• Assume that all abusive parents are ‘bad’ and cannot be changed.</td>
<td></td>
</tr>
<tr>
<td>• Take action when you suspect or observe abuse and/or neglect, or the signs of possible abuse or neglect.</td>
<td></td>
</tr>
<tr>
<td>• Be influenced by gossip or second hand information. It may serve only to involve innocent parties.</td>
<td></td>
</tr>
<tr>
<td>• Become involved and report any ‘suspected’ incident of child abuse to the authorities. The law states that if you do so in ‘good faith’ you cannot be prosecuted.</td>
<td></td>
</tr>
<tr>
<td>• Be afraid to become involved – you may be the one to save a child’s life.</td>
<td></td>
</tr>
</tbody>
</table>

(Source: Adapted from Child Abuse and Neglect, Milliken Publishing Company, 1980)
Clearly there is no single approach to preventing or intervening in cases of child abuse and neglect. In Florida, the continuum of prevention and intervention services fall into many categories, such as:

- Parental support for expectant parents
- Postnatal education and support
- In-home education and support
- Early and regular educational, medical and psychological screening
- Medical and psychological services
- Child care
- Self-help groups
- Parent education and training
- Child safety training
- Family crisis and intervention support
- Treatment and intervention services
- Community organizations
- Public information
- Legal action

For more information, contact your local Department of Children and Families or other local agencies.

Key Point: A good resource for information is the Department of Children and Families child abuse website: www.dcf.state.fl.us/abuse/
Video: Child Abuse and Neglect for Caregivers: A Prevention and Reporting Guide

Notes:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Activity: Reflection

Think about or reflect about things you have heard or discussed in the module “Reporting Child Abuse and Neglect.” Write in your participants guide one thing you were unaware of before starting this module and one thing you are thinking about differently or planning to do differently.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Module 2 Summary and Course Review

Module 2 introduced the:

- role of the caregiver in supporting suspected child abuse and neglect.
- process to follow in reporting suspected child abuse and neglect.
- community resources that provide support to children and families.

This concludes the course, Child Abuse and Neglect.
The Department of Children and Families (DCF) would like to extend congratulations on your recent completion of its course, Child Abuse and Neglect. It is hoped that you enjoyed the experience and are ready to apply your new skills in the workforce.

Now that you have completed Child Abuse and Neglect, please consider registering for other DCF courses.

For more information on training and licensing requirements, please visit the Department of Children and Families’ Web site at www.myflorida.com/childcare/.

**How to use this study guide**
This study guide will assist you in preparing for DCF’s Child Abuse and Neglect competency exam. Please be aware that this study guide does not replace the participant’s guide you used during the course. You are encouraged to use your participant’s guide to study for the exam. This study guide will help you focus your studies. However, it does not contain the specific questions and answers you will see on the exam. Use this study guide, and the key points, and objectives in your participant’s guide to prepare for your exam.
5 Tips to Help You Get the Most from Your Study Time

#1 **Budget your time.**
Make sure you have time to study and review your work both during the course and before the exam.

#2 **Set aside time immediately after class to start your review.**
This is the best time to review your notes and identify if you have any questions concerning the material presented in the course. The night before the exam would be too late for this step.

#3 **Review all material again before the exam.**
Organize all of your class notes and other material you may have received during the course sessions. Pay specific attention to your participant’s guide.

#4 **Create your own study guide.**
Organize your notes into key ideas and other information you want to remember on one sheet of paper. If you need more than one sheet, that’s all right, but try to keep the ideas organized, brief, and to the point.

#5 **Space out your studying.**
You will learn more if you study a little each day rather than trying to “cram” all the information into your head the night before the exam. Studying a little each day will help the material stay in your long-term memory.
10 Tips for Success on Your Competency Exam

#1  **Take care of your personal needs.**
Make sure you rest well the night before the exam. Eat before taking your exam; do not take the exam hungry. Leave enough time to take care of all your personal needs before the exam so that you can concentrate during the exam.

#2  **Be well-prepared.**
Being well-prepared, and arriving early will reduce anxiety. Bring at least two #2 pencils, a photo ID and the confirmation letter you received after you registered.

#3  **Listen carefully, read the instructions and ask questions if you don’t understand.**
It is important to listen carefully to the directions you are given. Read the instructions carefully, and ask questions if you do not understand them.

#4  **Read through the entire exam.**
Read through the entire exam first to get a feel for the exam. Pay attention to how it is structured and how the questions are written.

#5  **Tips for multiple choice questions.**
Read the question first. Eliminate answers you know are not correct. If you do not know an answer, try to guess.

#6  **Do the easy questions first.**
Do the easy questions first and then go on to harder questions or questions that require additional thought. This strategy will help ensure that you answer all the questions you know before you go on to the challenging questions. This strategy also helps build your confidence.

#7  **Have a problem with a question? Skip it!**
If you have a problem with a question, skip it and come back to it later. Just as you worked on the “easy” questions first, it is important that you not get “stuck” on one question and that you use your time answering questions you can.

#8  **Read all options.**
Be sure that you read all of your choices before selecting an answer.

#9  **Stay focused.**
Don’t let your mind wander or worry about other students who may be completing an exam before you do. Stay focused and work on one question at a time.

#10  **Before you turn in your exam, check your work.**
Make sure you have answered all the questions. **Double check!**
This is an example of the Scantron sheet that you will use when take the exam for this courses.
Module 1: Identifying Child Abuse and Neglect

1. Define the following terms and give an example of each: physical abuse, sexual abuse, and emotional neglect.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. From the section titled, “Child Neglect,” describe child neglect and list four examples of child neglect.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
3. Match the indicator with the category:

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unexplained bruises or welts</td>
<td>Physical Indicator of Physical Abuse</td>
</tr>
<tr>
<td>Delinquency</td>
<td>Behavioral Indicator of Physical Abuse</td>
</tr>
<tr>
<td>Failure to thrive</td>
<td>Physical Indicator of Physical Neglect</td>
</tr>
<tr>
<td>Withdrawal, fantasy, or infantile behavior</td>
<td>Behavioral Indicator of Physical Neglect</td>
</tr>
<tr>
<td>Wary of adult contact</td>
<td>Physical Indicator of Emotional Abuse or Neglect</td>
</tr>
<tr>
<td>Torn, shredded, stained, or bloody underclothing</td>
<td>Behavioral Indicator of Emotional Abuse or Neglect</td>
</tr>
<tr>
<td>Neurotic traits (sleep disorders, inhibition of play)</td>
<td>Physical Indicator of Sexual Abuse</td>
</tr>
<tr>
<td>Consistent hunger, poor hygiene, or inappropriate dress</td>
<td>Behavioral Indicator of Sexual Abuse</td>
</tr>
</tbody>
</table>

4. From the section titled, “Interaction with Child and Family,” give five examples of things to do when talking to a child about suspected abuse or neglect.

**Things To Do**

1. 

2. 

3. 

4. 

5. 

---

Child Abuse and Neglect
Study Guide

Page 7
5. There are risk factors that affect the child, family, and/or society that put the child at risk for maltreatment. Identify who is affected by the risk factor. Some may have more than one answer.

<table>
<thead>
<tr>
<th>Person(s) at Risk</th>
<th>Risk Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Financial problems or unemployment</td>
</tr>
<tr>
<td>Child</td>
<td>Childhood history of abuse</td>
</tr>
<tr>
<td>Child</td>
<td>Chronic or serious illness</td>
</tr>
<tr>
<td>Child</td>
<td>Cultural acceptance of abuse</td>
</tr>
<tr>
<td>Child</td>
<td>Poverty</td>
</tr>
<tr>
<td>Child</td>
<td>Premature birth and/or birth defect</td>
</tr>
<tr>
<td>Child</td>
<td>Social isolation – lack of support</td>
</tr>
<tr>
<td>Child</td>
<td>Homelessness</td>
</tr>
<tr>
<td>Child</td>
<td>Attention Deficit Disorder</td>
</tr>
</tbody>
</table>
6. From the section titled, “Effects of Child Abuse and Neglect on Child, Family, Caregiver, and Society,” list and describe some of the effects of child abuse and neglect in the areas listed below:

<table>
<thead>
<tr>
<th>Category</th>
<th>Effects of Child Abuse and Neglect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Caregivers</td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
</tr>
</tbody>
</table>
Module 2: Reporting Child Abuse and Neglect

7. From the section titled, “Who is Mandated to Report Abuse?” list:
   • The name of the group you belong to, or will belong to, that is required by law to report child abuse/neglect.
   • Three other mandatory reporters.

8. From the section titled, “How to Make a Report,” list the three ways abuse and neglect reports can be made to the Florida Abuse Hotline.

   1.
   2.
   3.
9. From the section titled, “Confidentiality,” describe two ways the law protects caregivers who report suspected cases of child abuse and neglect.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

10. From the section titled, “How to Handle Accusations of Child Abuse and Neglect,” describe some guidelines child caregivers should follow if wrongly accused of child abuse or neglect.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
11. From the section titled, “Agencies/Resources,” list three key groups involved in the child protection system and describe their role or responsibility.

12. What is the phone number for the Florida Abuse Hotline?