

Introduction to Child Abuse Curriculum



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2709 Mondovi Road
Eau Claire, WI 54701 USA

800.830.1416

+1.715.830.2040

www.realityworks.com

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About the Author



Krista Wenz has been a licensed paramedic for 34 years. She holds a bachelor's degree in Fire Safety Management and worked 23 years as a firefighter/paramedic for a large metropolitan fire department in California. Krista has extensive knowledge in emergency medicine including experience as an adjunct instructor at community and private colleges teaching EMT and paramedic participants.

She has additional experience working as a mental health technician in a psychiatric ward and in emergency crises; a drill instructor and field training officer for multiple agencies; a CPR, first aid, PALS, BLS, and ALS instructor; and an EMS captain for a rural fire department. Now retired from the fire service, Krista is passionate about passing on knowledge and experience for those interested in entering the emergency medical pre-hospital field.

Sensitive Topic Disclaimer

Child abuse is a significant public health problem. Each year, hundreds of thousands of children under the age of 18 are abused or neglected. The content in this product is sensitive and may be difficult for some participants to interact with. However, the purpose of this training kit is to help prevent this public health issue by educating our participants. Awareness and understanding are the keys to prevention.

Introduction to Child Abuse Curriculum

This curriculum, accompanying moulage training kit, scenario activity cards, and workbooks will help participants learn to recognize the signs of child abuse and neglect, its risk factors, reporting the violence, and its prevention. Participants will learn how to identify various types of injuries using the moulage kit.

Curriculum Structure

The *Introduction to Child Abuse Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Introduction to Physical Child Abuse	45-100 minutes
Two	Introduction to Child Sexual Abuse	45-100 minutes
Three	Introduction to Child Psychological and Emotional Abuse	45-100 minutes
Four	Introduction to Child Neglect	45-100 minutes
	Total	3-7 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Introduction to Physical Child Abuse

Lesson Overview

In this lesson, participants will learn to recognize the signs of physical child abuse, the risk factors, screening tools, how to report the abuse, and prevention measures.

Lesson Objectives

After completing this lesson, participants will be able to:

- Recognize physical child abuse
- Look for warning signs of physical abuse
- Identify screening tools used
- Understand the risk factors
- Understand how to report physical child abuse
- Know the mandated reporting for healthcare and human services workers
- Recognize how to prevent physical child abuse
- Identify physical abuse injuries using the moulage training kit

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Physical Abuse (Focus on Empathy) worksheet</i> • <i>Physical Abuse (Focus on Empathy) Instructor Resource</i> • <i>Introduction to Physical Abuse Quiz</i>	1. Print/photocopy the <i>Physical Abuse (Focus on Empathy) worksheet</i> (one copy per participant) 2. Print/photocopy <i>Introduction to Physical Abuse Quiz</i> (two copies per participant)	20 minutes
LEARN	• <i>Introduction to Physical Child Abuse slide presentation</i> • <i>Physical Child Abuse Notes Page</i> • <i>Physical Child Abuse Notes Page – Answer Key</i>	1. Prepare <i>Introduction to Physical Child Abuse</i> slide presentation for viewing 2. Print/photocopy the <i>Introduction to Physical Child Abuse Notes Page</i> (one per participant)	30 minutes
REVIEW	• Child Abuse Moulage Kit • Child Abuse Scenario Cards • Child Abuse Workbooks • <i>Introduction to Physical Child Abuse Quiz</i> • <i>Introduction to Physical Child Abuse Quiz – Answer Key</i> • <i>Physical Abuse Scenarios – Answer Key</i>	1. Prepare the Child Abuse Moulage Kit and Scenario Cards	15-60 minutes

Instructor Note: Focus activities may be completed prior to class.

Lesson One – Introduction to Physical Child Abuse

FOCUS: Developing Awareness of Patient-Focused Care

20 minutes

Purpose:

To help participants develop an awareness of patient-focused care.

Materials:

- *Introduction to Physical Child Abuse (Focus on Empathy)* worksheet
- *Introduction to Physical Child Abuse (Focus on Empathy)* Instructor Resource
- *Introduction to Physical Abuse Quiz*

Facilitation Steps:

1. Distribute the *Introduction to Physical Child Abuse (Focus on Empathy)* worksheet before or at the beginning of class and have participants read through the scenario and answer the questions.
2. Have the *Introduction to Physical Child Abuse (Focus on Empathy)* Instructor Resource available for class discussion.
3. Distribute two copies of the *Introduction to Physical Abuse Quiz* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.
4. Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

Introduction to Physical Child Abuse (Focus on Empathy)

Skill: To foster empathy and sensitivity

READ the following:

You are working as an LVN at a skilled nursing facility when you hear a commotion coming from a resident's room. You go towards the room where you hear the resident's visiting daughter tell someone to shut up and say that she fell if anyone asks. You enter the room and find a young girl named Jessica visiting her grandma Linda, the resident.

Jessica's lip is swollen and bleeding, and she is quietly crying. Her mother, Naomi, is standing near her and quickly tells you that her child tripped and fell, cutting her lip on the bedside table. Naomi seems exceptionally nervous, and Linda looks at her daughter disapprovingly. While you are putting ice on Jessica's lip, you notice there is no blood on the bedside table, and it does not appear to have been bumped into.

You ask Naomi if she would like an ambulance to respond to the facility to examine Jessica's lip. She says she will take care of Jessica and to mind your own business.

REFLECT on the situation:

What emotions do you think Jessica is feeling?

What emotions do you think you would feel in this situation?

Do you think some family members may become less patient when under stress, such as visiting family in a nursing facility?

What would you say to Naomi regarding your concerns about Jessica and the circumstances of her being injured?

SHARE your thoughts with a peer when it's discussion time.

Introduction to Physical Child Abuse (Focus on Empathy) Instructor Resource

Skill: To foster empathy and sensitivity

READ the following:

You are working as an LVN at a skilled nursing facility when you hear a commotion coming from a resident's room. You go towards the room where you hear the resident's visiting daughter tell someone to shut up and say that she fell if anyone asks. You enter the room and find a young girl named Jessica visiting her grandma Linda, the resident.

Jessica's lip is swollen and bleeding, and she is quietly crying. Her mother, Naomi, is standing near her and quickly tells you that her child tripped and fell, cutting her lip on the bedside table. Naomi seems exceptionally nervous, and Linda looks at her daughter disapprovingly. While you are putting ice on Jessica's lip, you notice there is no blood on the bedside table, and it does not appear to have been bumped into.

You ask Naomi if she would like an ambulance to respond to the facility to examine Jessica's lip. She says she will take care of Jessica and to mind your own business.

REFLECT on the situation:

What emotions do you think Jessica is feeling?

I think Jessica would be feeling scared, helpless, anxious, and vulnerable.

What emotions do you think you would feel in this situation?

I would feel sympathy and compassion towards Jessica and anger and disbelief towards Naomi. I would also feel sorry for Linda because she most likely feels helpless in this situation.

Do you think some family members may become less patient when under stress, such as visiting family in a nursing facility?

Some people resent seeing their parents get older and the work needed to care for them, which could cause more stress than usual. However, it's still no excuse for a mother to physically abuse her child.

What would you say to Naomi regarding your concerns about Jessica and the circumstances of her being injured?

I would not confront Naomi with my concerns that she physically abused Jessica. If confronted, she may become more hostile and take out her anger on Jessica when they go home. I would write a report documenting my concerns, notify my supervisor, and call the local child protective services.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Date: _____

Introduction to Physical Child Abuse Quiz

Select the best answer to the following multiple-choice questions:

1. A child is considered less than what age?
 - a. 18 years old
 - b. 13 years old
 - c. 15 years old
 - d. 17 years old
2. What are some types of physical abuse?
 - a. Hitting
 - b. Kicking
 - c. Cigarette burns
 - d. All the above
3. Who do you call or text to report physical child abuse?
 - a. The National Child Abuse Hotline
 - b. The International Association of Child Abuse Hotline
 - c. The Missing and Exploited Children Hotline
 - d. The Physical Child Abuse Hotline
4. Which is **not** a risk factor mentioned in the lesson that increases a person's risk to physically abuse a child?
 - a. The person is overworked and unable to handle the stress of caring for someone
 - b. The person has a history of being abused as a child
 - c. The person has a mental illness
 - d. The person is socially isolated
5. How can physical child abuse be prevented, as mentioned in the lesson?
 - a. Put the child in the foster care system
 - b. Train children to protect themselves
 - c. Parent training and support
 - d. Install surveillance cameras in the home

Lesson One – Introduction to Physical Child Abuse

LEARN: Physical Child Abuse Lecture

30 minutes

Purpose:

Participants will receive a thorough introduction to what constitutes physical child abuse, how to recognize the abuse, the risk factors, how to report the abuse, and prevention measures.

Materials:

- *Introduction to Physical Child Abuse* slide presentation
- *Physical Child Abuse Notes Page*
- *Physical Child Abuse Notes Page – Answer Key*

Facilitation Steps:

Share the following information as you show the slide presentation.

Slides 1-2: Introduction slides.

Slide 3: What is Physical Child Abuse?

Physical child abuse is the intentional use of force that results in the injury of a child under the age of 18. Examples include:

- Hitting
- Shaking
- Burning
- Slapping
- Kicking

Child abuse can be inflicted by parents, caregivers, teachers, clergy, family members, and friends. Most physical child abuse is inflicted by parents.

Engage: Ask participants for three more physical child abuse examples.

Examples: Tying a child up, holding a child under water, choking, poisoning, biting, breaking bones

Slide 4: Physical child abuse warning signs

- Unexplained signs of injury such as bruises, welts, or burns
- Broken bones, sprains, or dislocations
- Unusual bruising patterns
- Injuries on the body where children do not usually get hurt (back, torso, buttocks)
- Cigarette burns
- Immersion burns from hot liquids
- Rope burns on the arms, hands, neck, or legs
- Cuts and scrapes to the face or genitalia
- Absence of hair due to vigorous hair pulling

Engage: Ask participants for five more physical signs of child abuse.

Examples: Scarring, effects of poisoning (i.e., vomiting, drowsiness, seizures); breathing problems from drowning, suffocation, or poisoning; head injuries in babies and toddlers (i.e., swelling, bruising, fractures, extreme drowsiness, etc.); displaying frozen watchfulness; shrinking away from the approach of adults

Slide 5: Screening Tools

Healthcare professionals use many child abuse assessment tools. The most common are:

- Child Protection Assessment Tool Questionnaire
- Head-to-toe physical exam
- X-rays
- Assessment tools specific to an organization

It has been recognized that there is a lack of consistency among healthcare professionals in which assessment tool is used. Work is being

done to standardize assessment tools to identify if physical child abuse has occurred.

Slide 6: Risk Factors of Physical Child Abuse

Factors that may increase a person's risk of being physically abusive to a child include:

- A history of being abused as a child
- Financial stress
- Substance abuse
- Mental illness
- Domestic violence
- Social isolation
- Poor understanding of parenting skills

Engage: Ask participants for three to five additional risk factors of physical child abuse.

Examples: Family crisis, marital conflicts, single parenting

Slide 7: How To Report Physical Child Abuse

Call the police or 911 immediately if someone is in immediate, life-threatening danger.

Do NOT confront the alleged abuser. If confronted, it could make it worse for the child until help can arrive. If the danger is not immediate, but you suspect that abuse has occurred or is occurring, please tell someone:

- Contact law enforcement.
- Contact the local child protective services (CPS). They will investigate.
- If the abuse sends the child to the hospital, you can voice your concerns to the receiving staff.
- You can call or text the National Child Abuse Hotline at 1-800-4-A-Child (1-800-422-4453).

Engage: Ask participants to name three additional people or organizations they could report suspected physical child abuse to.

Examples: Parent, sibling, teacher, clergy, a friend's parent, other family members, school principal, or a school nurse or counselor.

Slide 8: Reporting Mandates for Healthcare and Human Services Workers

Every state has different mandatory reporting requirements for healthcare providers and human services workers.

It's the responsibility of the healthcare provider or human services worker to know their state's requirements.

The Child Welfare Information Gateway website has information for the reporting requirements for every state at [Mandatory Reporters of Child Abuse and Neglect - Child Welfare Information Gateway](#)

Slide 9: Prevention Measures

The Centers for Disease Control (CDC) outlines strategies that have been implemented to prevent child abuse, take appropriate action against it, and help mitigate its consequences. Interventions that have been applied to prevent abuse include:

- Public and professional awareness campaigns
- Economic support for families to decrease their financial burden
- School-based educational and awareness programs with family engagement
- Training to enhance parenting skills to promote healthy child development
- Enhanced primary care to intervene and lessen harm to the child and prevent future risks

Efforts to respond to and prevent further abuse include interventions such as:

- Mandatory reporting of abuse to authorities
- Self-help groups
- Safe houses and emergency shelters
- Psychological programs for abusers

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- Helplines to provide information and referrals
- Caregiver support interventions

Name: _____ Date: _____

Physical Child Abuse Notes Page

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
What is the definition of physical child abuse? Give at least 4 examples.	
What are warning signs of physical child abuse?	
Identify a few screening tools for physical child abuse.	
What are some risk factors for physical child abuse?	
How do you report physical child abuse?	

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What information do you need to know about mandated reporting of physical child abuse?	
What can you do to prevent physical child abuse?	

Physical Child Abuse Notes Page – Answer Key

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
What is the definition of physical child abuse? Give at least 4 examples.	Physical child abuse is the intentional use of force that results in injury of a child under the age of 18. Examples include: • Hitting • Shaking • Burning • Slapping • Kicking
What are warning signs of physical child abuse?	• Unexplained signs of injury such as bruises, welts, or burns • Broken bones, sprains, or dislocations • Unusual bruising patterns • Injuries on the body where children do not usually get hurt (back, torso, buttocks) • Cigarette burns • Immersion burns from hot liquids • Rope burns on the arms, hands, neck, or legs • Cuts and scrapes to the face or genitalia • Absence of hair due to vigorous hair pulling
Identify a few screening tools for physical child abuse.	• Child Protection Assessment Tool Questionnaire • Head-to-toe physical exam • X-rays • Assessment tools specific to an organization
What are some risk factors for physical child abuse?	• A history of being abused as a child • Financial stress • Substance abuse • Mental illness • Domestic violence • Social isolation • Poor understanding of parenting skills

How do you report physical child abuse?	• Call the police or 9-1-1 immediately if someone is in immediate, life-threatening danger. • Do NOT confront the alleged abuser. • If the danger is not immediate, but you suspect that abuse has occurred or is occurring, please tell someone: ○ Law enforcement ○ Child Protective Services ○ Receiving staff at a hospital ○ National Child Abuse Hotline 1-800-4-A-Child
What information do you need to know about mandated reporting of physical child abuse?	• Every state has different reporting requirements • As a healthcare provider or human services worker, it is your responsibility to know your state's requirements • The Child Welfare Information Gateway website has information for the reporting requirements for every state
What can you do to prevent physical child abuse?	• Public awareness campaigns • Economic support for families • Provide quality care and education • Parent training programs • Enhanced primary care

Lesson One – Introduction to Physical Child Abuse

REVIEW: Practice and Assessment of Physical Child Abuse

15-60 minutes

Purpose:

Participants will apply the knowledge learned in the lecture. They will problem-solve a series of physical abuse scenarios as well as role-play using simulated physical wounds.

Materials:

- Child Abuse Moulage Kit
- Child Abuse Scenario Cards
- Child Abuse Workbooks
- *Introduction to Physical Child Abuse Quiz*
- *Introduction to Physical Child Abuse Quiz – Answer Key*
- *Physical Abuse Scenarios – Answer Key*

Facilitation Steps:

1. Using their notes, have the participants review the warning signs of child physical abuse.
2. Have participants get in groups and give each group a set of the Child Abuse Scenario Cards. Assign the six scenarios about physical abuse.
3. Using the scenario cards, have groups read a scenario and discuss the questions on the card. Alternatively, you could have participants read the scenario and then each answer the questions in the student workbook independently.

As an alternative, a different scenario could be assigned each day for a one-week unit on physical child abuse, or all six could be assigned as an in-class activity for an hour.
4. Have participants complete the written activity in the workbook for each scenario as well. This could be assigned as homework or as independent work in class.

Child Abuse Moulage Kit Instructions:

1. To integrate the use of the Child Abuse Moulage Kit, divide participants into six small groups. Give each group one of the scenario cards for physical abuse. Each of the scenarios focuses on one specific type of physical abuse including:

Scenario 1 – Bruise
Scenario 2 – Fracture
Scenario 3 – Cigarette Burn
Scenario 4 – Laceration
Scenario 5 – Abrasion
Scenario 6 - Welt
2. Have each small group read through the scenario. If an infant or pediatric manikin is available, adhere the wound to the manikin. If a manikin is not available, a participant could role-play the child in the scenario and the wound may be placed on the participant (see step 7).

Other roles in the scenario should be assigned to members in the small group. Explain to the groups that they are going to role-play the scenario for the whole class.
3. Give each group the moulage wound highlighted in their scenario. The individual suffering from child abuse should adhere the moulage wound to themselves following the application instructions included in the Child Abuse Moulage Kit.
4. Each group should perform the scenario role-play for the entire class. After each role-play, a group discussion can be facilitated to answer the questions regarding that scenario. Pay particular attention to recognition of the physical abuse signs.

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5. Have participants complete all related activities in the workbook for this lesson.
6. When the participants are finished with the scenario role-plays and all other related activities, instruct them to complete the second copy of the *Introduction to Child Abuse* quiz.
7. Have participants self-check their answers as you share from the answer key.

Introduction to Physical Child Abuse Quiz – Answer Key

1. A child is considered less than what age?
 - a. **18 years old**
 - b. 13 years old
 - c. 15 years old
 - d. 17 years old
2. What are some types of physical abuse?
 - a. Hitting
 - b. Kicking
 - c. Cigarette burns
 - d. **All the above**
3. Who do you call or text to report physical child abuse?
 - a. **The National Child Abuse Hotline**
 - b. The International Association of Child Abuse Hotline
 - c. The Missing and Exploited Children Hotline
 - d. The Physical Child Abuse Hotline
4. Which is **not** a risk factor mentioned in the lesson that increases a person's risk to physically abuse a child?
 - a. **The person is overworked and unable to handle the stress of caring for someone**
 - b. The person has a history of being abused as a child
 - c. The person has a mental illness
 - d. The person is socially isolated
5. How can physical child abuse be prevented, as mentioned in the lesson?
 - a. Put the child in the foster care system
 - b. Train children to protect themselves
 - c. **Parent training and support**
 - d. Install surveillance cameras in the home

Physical Abuse Scenarios and Answer Key

Case Study #1: Bruise

You are working as a school nurse at an elementary school. You receive a call from a teacher who says that one of her participants, Beth, is complaining of a stomachache and wants to visit the nurse's office. You tell the teacher that you can see Beth now. When Beth arrives, you notice one of her eyes has faded bruising, and bruises are apparent on both forearms. The bruises on her arms look like finger marks, as if Beth was grabbed and squeezed. When you ask Beth what happened, she looks down to the ground and says she fell going up the stairs at her home.

What are the warning signs for this scenario?

The warning signs are unexplained bruises to Beth's eye and both forearms that are inconsistent with falling on the stairs.

How would you report this suspected abuse?

I would report this suspected abuse to my principal and document my findings. If the principal does not act, I would report my observations to law enforcement or child protective services based on the school's protocols.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of physical child abuse, putting policies in place on reporting this type of abuse, and participant and parental training on how to recognize, prevent, and report physical child abuse.

Case Study #2: Fracture

You are working as a registered nurse in triage at the emergency department and receive a call that a six-year-old male is coming in by private vehicle with a possible broken arm. Upon arrival, the child's father tells you that their family dog accidentally knocked his son over and that he fears he may have broken his arm. Upon assessment, you noticed an open fracture of the patient's ulna and faded bruising to the child's torso, face, and arms. The ulnar fracture appears to have been "snapped," as if someone took the boy's arm and intentionally tried to break it. The injuries do not seem consistent with the story the patient's father tells you.

What are the warning signs for this scenario?

The warning signs are the open fracture to the patient's ulna that is inconsistent with the father's story and unexplained bruising to the patient's torso, face, and arms.

How would you report this suspected abuse?

I would report this suspected abuse to my immediate supervisor. If my supervisor does not act, I would report the suspected abuse to local law enforcement since the child may be in imminent danger.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the hospital staff on the warning signs of physical child abuse, offering enhanced primary care, and offering educational parenting classes to the community.

Case Study #3: Cigarette burn

You are working as an EMT and are dispatched to a private residence for an unknown medical emergency involving an infant. Upon arrival, you enter the home, covered with dog feces, empty food containers, and beer bottles, and overflowing ashtrays. A woman approaches you, carrying a baby in one hand and a beer in the other. The mother says that her four-month-old daughter will not stop crying and she wants you to take her to the hospital. The infant's mother appears to be under the influence and tells you she will meet you at the hospital when her husband arrives home in five minutes and after she finishes her beer. You take the infant to the ambulance and transport her to the closest medical facility. As you perform your patient assessment en route to the hospital, you discover what appear to be cigarette burns to the patient's abdomen, thighs, and arms.

What are the warning signs for this scenario?

The warning signs are the mother under the influence, the unkempt house, and cigarette burns to the patient's abdomen, thighs, and arms.

How would you report this suspected abuse?

I would report this suspected abuse to the receiving hospital staff and ask if they want me to call law enforcement or if they are going to. Either way, law enforcement needs to be notified immediately as this child is in immediate danger. I would then carefully document my findings in my patient care report.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the hospital staff and emergency services personnel on the warning signs of physical child abuse, offering community awareness programs, and presenting educational parenting classes to the community.

Case Study #4: Laceration

You are working as a child welfare social worker for Child Protective Services and receive a call from a person named Jane who suspects her neighbor's child is being physically abused. Jane states that she hears the parents yelling at the child at all hours of the day, commotions, and then the child crying and asking them to stop. Jane gives you detailed information with the parents' names, phone numbers, and their address. She informs you that it appears the abuse is happening right now. You call the police to meet you at the family's home to investigate. When you arrive, the police are on the scene and have contacted the family. The father brings his seven-year-old daughter to the front door, and you notice lacerations on the child's lower lip, forehead, and right cheek. When you ask the child what happened, she tells you that she tripped on a rug and struck her face on a coffee table.

What are the warning signs for this scenario?

The warning signs are multiple lacerations to the child's lower lip, forehead, and right cheek.

How would you report this suspected abuse?

Since the police are on scene, law enforcement has been notified of the suspected abuse. I would then report the abuse to my immediate supervisor and write a detailed report with my findings.

What are some preventative measures that can be taken?

Preventative measures that can be taken are offering community awareness programs on physical child abuse, presenting educational parenting classes to the community, and offering economic support to families in need.

Case Study #5: Abrasion

You are working as a school nurse and a 10-year-old boy named James enters your office complaining of difficulty breathing. You notice in his file that he has a history of asthma and uses an inhaler as needed. You ask James what he was doing when he started having trouble breathing, and he says he was thinking about going to his dad's house for the weekend, which made him nervous. You ask why he is scared to go to his dad's house, and he becomes silent. You ask James to lift his shirt so you can listen to his lung sounds and discover his entire back covered in abrasions, as if he was dragged on his back across the pavement. You ask James what happened, but he just shrugs and looks down at the floor.

What are the warning signs for this scenario?

The warning signs are the unexplained abrasions on James's back.

How would you report this suspected abuse?

I would report this suspected abuse to my principal and document my findings. If the principal does not act, I would report my observations to law enforcement or child protective services based on the school's protocols.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of physical child abuse, putting policies in place on reporting this type of abuse, and participant and parental training on how to recognize, prevent, and report physical child abuse.

Case Study #6: Welt

You are two hours into your shift as a nursing supervisor at an Urgent Care facility when you hear a scream and loud yelling coming from one of the exam rooms. You run down the hall toward the noise with two of your staff members and find a patient, Mrs. Ortega, yelling at her young son, who came in with her. Mrs. Ortega is yelling, "I told you this would happen. If you don't stop crying, I'll give you something to cry about." Mrs. Ortega's son is holding his forehead and crying quietly. You ask to see the young boy's forehead while asking what happened. Mrs. Ortega says her son was playing around with some medical equipment on a cart in the room, and she yelled at him to stop. The cart then fell over, striking the boy in the forehead. While inspecting the boy's head, you notice a welt above his left eye with a mark that looks like it came from a ring, as if the child was backhanded. The cart and medical equipment are not out of place.

What are the warning signs for this scenario?

The warning signs are the obvious welt and mark above the boy's left eye.

How would you report this suspected abuse?

As the nursing supervisor, I would call 911 and ask for law enforcement to be dispatched. I feel that Mrs. Ortega's son is in imminent danger and would want law enforcement to investigate. I would also write a detailed report with my findings and report the incident to my immediate supervisor.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the urgent care staff on the warning signs of physical child abuse, offering enhanced primary care, and offering educational parenting classes to the community.

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Lesson Two – Introduction to Child Sexual Abuse

Lesson Overview

In this lesson, participants will learn to recognize the signs of child sexual abuse, the risk factors, screening tools, how to report the abuse, and prevention measures.

Lesson Objectives

After completing this lesson, participants will be able to:

- Recognize child sexual abuse
- Look for warning signs of sexual abuse
- Identify screening tools used
- Understand the risk factors
- Understand how to report child sexual abuse
- Know the mandated reporting for healthcare and human services workers
- Recognize how to prevent child sexual abuse
- Role-play using the child sexual abuse scenario cards

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Introduction to Child Sexual Abuse (Focus on Empathy)</i> worksheet • <i>Introduction to Child Sexual Abuse (Focus on Empathy) Instructor Resource</i> • <i>Introduction to Child Sexual Abuse Quiz</i>	1. Print/photocopy <i>Introduction to Child Sexual Abuse (Focus on Empathy)</i> worksheet (one per participant) 2. Print/photocopy <i>Child Sexual Abuse Quiz</i> (two per participant)	10 minutes
LEARN	• <i>Introduction to Child Sexual Abuse</i> slide presentation • <i>Child Sexual Abuse Notes Page</i> • <i>Child Sexual Abuse Notes Page – Answer Key</i>	1. Prepare <i>Introduction to Child Sexual Abuse</i> slide presentation for viewing 2. Print/photocopy <i>Introduction to Child Sexual Abuse Notes Page</i> (one per participant)	20 minutes
REVIEW	• Child Abuse Scenario Cards • Child Abuse Workbooks • <i>Introduction to Child Sexual Abuse Quiz</i> • <i>Introduction to Child Sexual Abuse Quiz – Answer Key</i>	1. Print/photocopy <i>Introduction to Child Sexual Abuse Quiz</i> (one per participant) 2. Prepare the Child Abuse Scenario Cards and workbooks.	15-60 minutes

Instructor Note: Focus activities may be completed prior to class.

Lesson Two – Introduction to Child Sexual Abuse

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care.

Materials:

- *Introduction to Child Sexual Abuse (Focus on Empathy) worksheet*
- *Introduction to Child Sexual Abuse (Focus on Empathy) Instructor Resource*
- *Introduction to Child Sexual Abuse Quiz*

Facilitation Steps:

1. Distribute the *Introduction to Child Sexual Abuse (Focus on Empathy) worksheet* before or at the beginning of class and have participants read through the scenario and answer the questions.
2. Have the *Introduction to Child Sexual Abuse (Focus on Empathy) Instructor Resource* available for class discussion.
3. Distribute two copies of the *Introduction to Child Sexual Abuse Quiz* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.
4. Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

Name: _____ Date: _____

Introduction to Child Sexual Abuse (Focus on Empathy)

Skill: To foster empathy and sensitivity

READ the following:

You are working as a social worker at a battered women and children's shelter when a young woman and her daughter arrive. You meet with them in a private room to complete the intake paperwork and learn that the mother's name is Jenny and her five-year-old daughter's name is Rebecca. Jenny states that her boyfriend has been physically abusive to her but has never touched her daughter.

Jenny's face is bruised, and her lip and cheek have dried blood from her injuries. While completing the paperwork, you notice what appears to be blood on Rebecca's shorts. You ask Jenny why there is blood on her daughter's shorts, and she answers that it must be blood from her facial injuries. Upon closer inspection, you discover that the blood is fresh and seeping through her underwear.

REFLECT on the situation:

What emotions do you think Jenny is feeling?

What emotions do you think you would feel in this situation?

Do you think Rebecca may have been sexually abused?

What would you say to Jenny regarding your concerns about Rebecca?

SHARE your thoughts with a peer when it's discussion time.

Introduction to Child Sexual Abuse (Focus on Empathy) Instructor Resource

Skill: To foster empathy and sensitivity

READ the following:

You are working as a social worker at a battered women and children's shelter when a young woman and her daughter arrive. You meet with them in a private room to complete the intake paperwork and learn that the mother's name is Jenny and her five-year-old daughter's name is Rebecca. Jenny states that her boyfriend has been physically abusive to her but has never touched her daughter. Jenny's face is bruised, and her lip and cheek have dried blood from her injuries. While completing the paperwork, you notice what appears to be blood on Rebecca's shorts. You ask Jenny why there is blood on her daughter's shorts, and she answers that it must be blood from her facial injuries. Upon closer inspection, you discover that the blood is fresh and seeping through her underwear.

REFLECT on the situation:

What emotions do you think Jenny is feeling?

I think Jenny is feeling scared, helpless, anxious, and vulnerable.

What emotions do you think you would feel in this situation?

I feel sympathy and compassion towards Jenny and Rebecca and contempt towards Jenny's boyfriend (although I would keep those feelings to myself).

Do you think Rebecca may have been sexually abused?

I would highly suspect that Rebecca may have been sexually abused. It's not typical for a child of her age to have blood seeping through her underwear.

What would you say to Jenny regarding your concerns about Rebecca?

I would calmly point out to Jenny that the blood seems to be coming from her daughter and that I will call an ambulance to respond to the shelter. I would let Jenny know that I am required to report any signs of child abuse, and it's in Rebecca's best interest to be seen at the hospital to determine if she has been injured.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Date: _____

Introduction to Child Sexual Abuse Quiz

Select the best answer to the following multiple-choice questions:

1. What percentage of child sexual abuse is perpetrated by someone they know?
 - a. 75%
 - b. 20%
 - c. 91%
 - d. 67%
2. What are the two types of child sexual abuse?
 - a. Feeling and non-feeling
 - b. Touching and non-feeling
 - c. Touching and non-touching
 - d. Feeling and touching
3. Who do you call or text to report child sexual abuse?
 - a. The National Sexual Assault Hotline
 - b. The International Association of Child Abuse Hotline
 - c. The Missing and Exploited Children Hotline
 - d. The Child Sexual and Physical Abuse Hotline
4. Which is not a risk factor mentioned in the lesson that increases a person's risk to sexually abuse a child?
 - a. The person is addicted to pornographic material
 - b. The person has a history of being sexually abused as a child
 - c. The person has a mental health issue
 - d. The person has anger issues
5. Which are the top two methods of preventing child sexual assault?
 - a. Skills training in children, report predators
 - b. Adult education and training, community awareness programs
 - c. Community awareness programs, report predators
 - d. Adult education and training, skills training in children

Lesson Two – Introduction to Child Sexual Abuse

LEARN: Child Sexual Abuse Lecture

20 minutes

Purpose:

Participants will receive a thorough introduction to what constitutes as child sexual abuse, recognizing the abuse, the risk factors of child sexual abuse, screening tools, how to report the abuse, and prevention measures.

Materials:

- *Introduction to Child Sexual Abuse* slide presentation
- *Child Sexual Abuse Notes Page*
- *Child Sexual Abuse Notes Page – Answer Key*

Facilitation Steps:

Share the following information as you show the slide presentation. Participants should record information on the notes page as they listen.

Slides 1-2: Introduction slides.

Slide 3: What is Child Sexual Abuse?

Child sexual abuse is involving a child under the age of 18, or a person who is not developmentally prepared to give consent, in sexual activity.

91% of child sexual abuse is perpetrated by someone the child or their family knows. At some point in their childhood, **1 in 4 girls** and **1 in 13 boys** experience child sexual abuse.

There are 2 types of child sexual abuse, **touching** and **non-touching**.

Examples include:

- Touching a child's genitals
- Putting objects in a child
- Having a child touch the perpetrator
- Watching or looking at pornographic material

- Photographing a child in sexual poses

Engage: Ask the participants for three more non-touching sexual child abuse examples.

Examples: Having a child undress in front of the perpetrator, undressing in front of a child, touching your genitals in front of a child, having a child touch themselves, sending nude photos to a child, talking sexually to a child, or obscene phone calls or texts.

Slide 4: Child Sexual Abuse Warning Signs

Physical signs:

- Sexually transmitted diseases (STDs), also called sexually transmitted infections (STIs)
- Signs of trauma to the genitals, such as bleeding, bruising, or blood on the child's bedsheets, underwear, or other clothing
- Bruising to arms, legs, and mouth from being restrained or forced into a sexual act

Behavioral signs:

- Talking in a sexual manner
- Keeping secrets, especially when the child is typically open and talkative
- Being afraid of certain people, especially when they were not afraid of that person before
- Spending time alone when they usually were very social
- Regressive behaviors (such as wetting the bed or sucking their thumb)

Engage: Ask participants for five more behavioral signs of child sexual abuse.

Examples: Having nightmares or sleep problems, changes in eating habits, sudden mood swings, talking about a new older

“friend,” suddenly having money or other gifts for no reason, body shaming issues, exhibiting adult-like sexual behaviors or sexual knowledge, depression, self-injury, or drug and alcohol abuse.

Slide 5: Screening Tools

There are several child sexual abuse assessment tools. The most common are:

- **Child Sexual Abuse Questionnaire** – a brief screening device to aid in identifying a history of child sexual abuse
- **Head-to-toe physical exam** – performed by medical professionals
- **X-rays** – if internal injuries are suspected
- **Child Behavior Checklist** – to detect behavioral and emotional problems in children and adolescents
- **Child Sexual Behavior Inventory** – to assess children who have been or are suspected of having been sexually abused

Slide 6: Risk Factors of Child Sexual Abuse

Factors that may increase a person’s risk of being sexually abusive to a child include:

- A history of being sexually abused as a child
- Low education or income
- Drug or alcohol abuse
- Mental health issues
- Family and relationship violence
- Communication or anger issues

Engage: Ask participants for three to five additional risk factors of child sexual abuse.

Examples: A parent who has multiple partners, stressful home environment, a parent who is incarcerated, unmonitored access to technology, blended families, parents who use spanking and corporal punishment for discipline, or a parent who was abused by their parents as a child.

Slide 7: How To Report Suspected Child Sexual Abuse

- **Call the police or 911 immediately if someone is in immediate, life-threatening danger.**

- Do NOT confront the alleged abuser. If confronted, the child may be in worse danger. Law enforcement or human services workers will be tasked with confronting the alleged abuser.
- If the danger is not immediate, but you suspect that sexual abuse has occurred or is occurring, please tell someone:
 - Law enforcement
 - Child Protective Services
 - Receiving staff at a hospital
 - National Child Abuse Hotline
 - 1-800-4-A-Child
 - National Sexual Assault Hotline
 - 1-800-656-HOPE (4673) or online chat at <https://hotline.rainn.org/online>

Engage: Ask participants to name three additional people or organizations they could report suspected child sexual abuse to.

Examples: Parent, sibling, teacher, clergy, a friend’s parent, other family members, school principal, or a school nurse or counselor.

Slide 8: Reporting Mandates for Healthcare and Human Services Workers

Every state has different mandatory reporting requirements for healthcare providers and human services workers.

It’s the responsibility of the healthcare provider or human services worker to know their state’s requirements.

The Child Welfare Information Gateway website has information for the reporting requirements for every state at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/mandate/>

Slide 9: Prevention Measures

The Committee for Children says, “research shows the two most effective ways to prevent child sexual abuse are **education and training of adults** and **skills training in children**. When school-based programs are used in conjunction with parental involvement, they produce more

benefits than either approach does individually.”
Other prevention measures include:

- Adult education and training—teach parents how statistics show that someone they know is more likely to harm their child sexually
 - Skills training in children—teach children to speak up about sexual abuse (more details on the following slide)
 - Community awareness programs—to promote awareness to help prevent child sexual abuse (Defend a Child is a great resource)
 - Report predators—if predators go unreported, they will be free to harm other children
8. Teach children that they will not get in trouble if they tell you a secret.
 9. Tell children that a touch to their body might feel good or tickle, but it’s still inappropriate for someone to touch their private parts.
 10. Teach children that these rules apply to people they know and other children (commonly, children are sexually abused by someone they know).

Slide 10: Ten Ways To Teach Children About Child Sexual Abuse

1. Teach children the correct names of body parts at a young age.
2. Teach them that some body parts are private.
3. Teach children boundaries (no private parts should be touched).
4. Tell children that keeping body secrets is not okay (perpetrators will ask the child to keep their “relationship” a secret).
5. Teach children that no one should take pictures of their private parts.
6. Teach children how to get out of uncomfortable or scary situations.
7. Families can teach their children a code word when they feel unsafe or want to be removed from a situation.

Name: _____ Date: _____

Child Sexual Abuse Notes Page

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
What is the definition of child sexual abuse?	
What are the warning signs of child sexual abuse? Put a "P" in front physical signs and a "B" in front of the behavioral signs.	
What screening tools can be used?	
What are risk factors associated with child sexual abuse?	

Introduction to Child Abuse Curriculum

What can you do to report child sexual abuse?	
What are some things you can do to help prevent child sexual abuse?	

Name: _____ Date: _____

Child Sexual Abuse Notes Page – Answer Key

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
What is the definition of child sexual abuse?	Child sexual abuse is involving a child under the age of 18 or a person who is not developmentally prepared to give consent in sexual activity.
What are the warning signs of child sexual abuse? Put a “P” in front physical signs and a “B” in front of the behavioral signs.	P: Sexually transmitted diseases (STDs), also called sexually transmitted infections (STIs) P: Signs of trauma to the genitals, such as bleeding, bruising, or blood on the child’s bedsheets, underwear, or other clothing P: Bruising to arms, legs, and mouth B: Talking in a sexual manner B: Keeping secrets B: Being afraid of certain people B: Spending time alone B: Regressive behaviors (wetting the bed, thumb sucking)
What screening tools can be used?	• Child Sexual Abuse Questionnaire • Head-to-toe physical exam • X-rays • Child Behavior Checklist • Child Sexual Behavior Inventory

What are risk factors associated with child sexual abuse?	A history of being sexually abused as a child Low education or income Drug or alcohol abuse Mental health issues Family and relationship violence Communication or anger issues
What can you do to report child sexual abuse?	• Call the police or 9-1-1 immediately if someone is in immediate, life-threatening danger. • Do NOT confront the alleged abuser. • If the danger is not immediate, but you suspect that sexual abuse has occurred or is occurring, please tell someone: ○ Law enforcement ○ Child Protective Services ○ Receiving staff at a hospital ○ National Child Abuse Hotline ○ National Sexual Assault Hotline
What are some things you can do to help prevent child sexual abuse?	Adult education and training Skills training in children Community awareness programs Report predators

Lesson Two – Introduction to Child Sexual Abuse

REVIEW: Practice and Assessment of Child Sexual Abuse

15-60 minutes

Purpose:

Participants will apply the knowledge learned in the lecture. They will problem-solve a series of child sexual abuse scenarios.

Materials:

- Child Abuse Scenario Cards
- Child Abuse Workbooks
- *Introduction to Child Sexual Abuse Quiz*
- *Introduction to Child Sexual Abuse Quiz – Answer Key*

Facilitation Steps:

1. Using their notes, have the participants review the warning signs of sexual abuse of children.
2. Have participants get into groups and give each group a set of the Child Sexual Abuse Scenario Cards. Assign the five scenarios about sexual abuse.
3. Using the scenario cards, have groups read a scenario and discuss the questions on the card. Alternatively, you could have participants read the scenario and then each answer the questions in the student workbook independently.

As an alternative, a different scenario could be assigned each day for a one-week unit on child sexual abuse or all five could be assigned as an in-class activity for an hour.
4. Have participants complete the written activity in the workbook for each scenario as well. This could be assigned as homework or as independent work in class.

5. Have participants complete all related activities in the workbook for this lesson.
6. When participants are finished with the scenario role-plays and all other related activities, instruct them to complete the second copy of the *Introduction to Child Sexual Abuse Quiz*.
7. Have participants self-check their answers as you share from the answer key.

Introduction to Child Sexual Abuse

Quiz – Answer Key

1. What percentage of child sexual abuse is perpetrated by someone they know?
 - a. 75%
 - b. 20%
 - c. 91%**
 - d. 67%
2. What are the two types of child sexual abuse?
 - a. Feeling and non-feeling
 - b. Touching and non-feeling
 - c. Touching and non-touching**
 - d. Feeling and touching
3. Who do you call or text to report child sexual abuse?
 - a. The National Sexual Assault Hotline**
 - b. The International Association of Child Abuse Hotline
 - c. The Missing and Exploited Children Hotline
 - d. The Child Sexual and Physical Abuse Hotline
4. Which is **not** a risk factor mentioned in the lesson that increases a person's risk to sexually abuse a child?
 - a. The person is addicted to pornographic material**
 - b. The person has a history of being sexually abused as a child
 - c. The person has a mental health issue
 - d. The person has anger issues
5. Which are the top two methods of preventing child sexual assault?
 - a. Skills training in children, report predators
 - b. Adult education and training, community awareness programs
 - c. Community awareness programs, report predators
 - d. Adult education and training, skills training in children**

Child Sexual Abuse Scenarios and Answer Key

Case Study #1:

You are working as a school nurse at an elementary school. You receive a call from a teacher who says he is sending a student named Brittany to your office. He says Brittany is unusually quiet today, complaining of pain in her stomach and saying she needs to vomit. You meet Brittany in the hallway and escort her to your office.

Just then, Brittany starts vomiting into a trashcan you handed her, and you notice what appears to be dried blood on the back of her pants, near her buttocks. You ask Brittany if she has started her menstrual cycle, and she says she has never had one before. Brittany looks sheepishly to the ground and tells you that her stomach and bottom hurt, and she wants her mom to pick her up.

What are the warning signs for this scenario?

The warning signs are unexplained dried blood on Brittany's pants, complaints of abdominal and bottom pain, throwing up, and acting sheepish and unusually quiet.

How would you report this suspected abuse?

I would report this suspected abuse to my principal and document my findings. If the principal decides not to take action, I would report my observations to law enforcement or child protective services based on the school's protocols.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of child sexual abuse, putting policies in place on reporting this type of abuse, and student and parental training on recognizing, preventing, and reporting child sexual abuse.

Case Study #2:

You are working as a medical assistant in a pediatric office and have a nine-year-old patient brought in by his grandmother. You enter the exam room to assess the patient and ask the grandmother why she brought him in today. His grandmother, Nadine, says she made an appointment for Timmy today because she is watching him for the week while his mother and her boyfriend are on vacation.

She says Timmy complained of testicular pain and a burning sensation when he urinates. He has also been sucking his thumb since he's been at her house. Nadine said that Timmy is not acting normal, and she knows something is wrong. You take Timmy's vital signs and ask Nadine if she can take him to the restroom to help him urinate into a cup.

When the urinalysis comes back from the lab, it shows that Timmy has chlamydia, a sexually transmitted infection (STI).

What are the warning signs for this scenario?

The warning signs are the positive chlamydia test, burning sensation when Timmy urinates, testicular pain, and regressive behavior (thumb sucking).

How would you report this suspected abuse?

I would report this suspected abuse to my immediate supervisor and the pediatrician. If my supervisor or the physician does not call law enforcement, I would call 911 to investigate and document my findings in the patient's chart.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the office staff on the warning signs of child sexual abuse, offering enhanced primary care, and offering educational parenting classes to the community.

Case Study #3:

You are working as an EMT and are called to the scene of a domestic dispute for an injured four-year-old female. Law enforcement has detained both parties involved and says it's clear to enter. Upon arrival, an officer meets you at the ambulance holding a young girl named Emily. The officer says Emily might have been injured when her mother and father were fighting, and he would like her evaluated at the emergency department.

After giving Emily a stuffed animal in the back of the ambulance, you start performing your patient assessment and ask Emily what hurts. She does not say anything but points to her stuffed animal's private area. You ask Emily if anything else hurts, and she shows you her wrists, which have bruises that appear to be restraint marks.

What are the warning signs for this scenario?

The warning signs are Emily's complaint of pain in her private area and wrists, which show bruising and restraint marks.

How would you report this suspected abuse?

I would report this suspected abuse to the receiving hospital staff and ask if they want me to tell law enforcement when they arrive or if they will. Either way, law enforcement needs to be notified immediately as this child is in immediate danger. I would then carefully document my findings in my patient care report.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the hospital staff and emergency services personnel on the warning signs of child sexual abuse, offering community awareness programs aimed at teaching children skills training, and presenting educational parenting classes to the community.

Case Study #4:

You are working as a child welfare social worker for Child Protective Services and receive a call from a person named John, who suspects his children are being abused by his ex-wife's new boyfriend. John reports that he had his children over the weekend when he overheard them talking in an overly sexual manner and pretending to take naked pictures of each other.

John says his daughter is 10, and his son is 8. He says his children have never talked about sex or taking naked pictures before, and he is very concerned now that they are back with their mother and her boyfriend. When John asked them what they were doing and why they were talking that way, they both became quiet and

would not answer any of John's questions. John called you to report the possible abuse before "taking matters into his own hands."

What are the warning signs for this scenario?

The warning signs are the children talking in an overly sexual manner, pretending to take nude photos of each other, and being quiet when asked why they were doing and saying what they did (keeping secrets).

How would you report this suspected abuse?

I would call law enforcement and notify them of the possible child sexual abuse and ask if they could meet me at the mother's house to investigate. I would then report the suspected abuse to my immediate supervisor and write a detailed report with my findings.

What are some preventative measures that can be taken?

Preventative measures that can be taken are offering community awareness programs on child sexual abuse, presenting educational parenting classes to the community, and offering skills training on preventing child sexual abuse to schools and their participants.

Case Study #5:

You are working as a registered nurse in the emergency department when an ambulance arrives with Nicky, a 13-year-old female complaining of pain to her genitals and her neck. She said she was at the beach with a girlfriend when Jim, one of her dad's friends, approached Nicky and told her he was there to pick her up and take her home.

Nicky said she was confused because her dad was supposed to pick her up, but Jim assured her that her dad had asked him to take her home. Nicky tells you that Jim offered her a soda, and she does not remember anything after that. Nicky says she woke up on a blanket back at the beach with pain in her neck and genitals. Nicky called 911 since she could not reach her parents by phone.

During your assessment, you notice swelling, bleeding, and bruising to Nicky's genitals, with dried blood on the inside of both legs. You also discover bruising to her neck that is consistent with manual strangulation.

What are the warning signs for this scenario?

The warning signs are the swelling, bleeding, and bruising to Nicky's genitals; the dried blood on the inside of both legs; and strangulation marks and bruising to her neck.

How would you report this suspected abuse?

I would report this suspected abuse to my supervisor and call for law enforcement to respond to the hospital. I would then carefully document my findings on the patient's chart.

What are some preventative measures that can be taken?

Preventative measures include training the entire hospital staff on the warning signs of child sexual abuse, putting policies in place on reporting this type of abuse, and community awareness programs on recognizing, preventing, and reporting child sexual abuse.

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Lesson Three – Introduction to Child Psychological and Emotional Abuse

Lesson Overview

In this lesson, participants will learn to recognize the signs of child psychological/emotional abuse, the risk factors, screening tools, how to report the abuse, and prevention measures.

Lesson Objectives

After completing this lesson, participants will be able to:

- Recognize child psychological/emotional abuse
- Look for warning signs of emotional abuse
- Identify screening tools used
- Understand the risk factors
- Understand how to report child psychological/emotional abuse
- Know the mandated reporting for healthcare and human services workers
- Recognize how to prevent child psychological/emotional abuse
- Role-play using the child psychological/emotional abuse scenario cards

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Introduction to Child Psychological and Emotional Abuse (Focus on Empathy)</i> worksheet • <i>Introduction to Child Psychological and Emotional Abuse (Focus on Empathy) Instructor Resource</i> • <i>Introduction to Child Psychological and Emotional Abuse Quiz</i>	1. Print/photocopy <i>Introduction to Child Psychological and Emotional Abuse (Focus on Empathy)</i> worksheet (one per participant) 2. Print the <i>Introduction to Child Psychological and Emotional Abuse Quiz</i> (two per participant)	10 minutes
LEARN	• <i>Introduction to Child Psychological and Emotional Abuse</i> slide presentation • <i>Child Psychological and Emotional Abuse Notes Page</i> • <i>Child Psychological and Emotional Abuse Notes Page – Answer Key</i>	1. Prepare <i>Introduction to Child Psychological/Emotional Abuse</i> slide presentation for viewing 2. Print/photocopy <i>Child Psychological and Emotional Abuse Notes Page</i> (one per participant)	20 minutes
REVIEW	• Child Abuse Scenario Cards • Child Abuse Workbooks • <i>Introduction to Child Psychological and Emotional Abuse Quiz</i> • <i>Introduction to Child Psychological and Emotional Abuse Quiz – Answer Key</i>	1. Distribute Child Abuse Scenario Cards (one per group) 2. Access the <i>Introduction to Child Psychological and Emotional Abuse Quiz</i>	15-60 minutes

Instructor Note: Focus activities may also be completed prior to class.

Lesson Three – Introduction to Child Psychological and Emotional Abuse

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care.

Materials:

- *Introduction to Child Psychological and Emotional Abuse (Focus on Empathy) worksheet*
- *Introduction to Child Psychological and Emotional Abuse (Focus on Empathy) Instructor Resource*
- *Introduction to Child Psychological and Emotional Abuse Quiz*

Facilitation Steps:

1. Distribute the *Introduction to Child Psychological and Emotional Abuse (Focus on Empathy)* before or at the beginning of class and have participants read through the scenario and answer the questions.
2. Have the *Introduction to Child Psychological and Emotional Abuse (Focus on Empathy) Instructor Resource* available for class discussion.
3. Distribute two copies of the *Introduction to Child Psychological and Emotional Abuse Quiz* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.
4. Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

Name: _____ Date: _____

Introduction to Child Psychological and Emotional Abuse

(Focus on Empathy)

Skill: To foster empathy and sensitivity

READ the following:

You are in the pickup line at school, waiting for your 10-year-old son Dave to come to the car. You see Dave approaching, with two older-looking boys walking behind him. As they get closer to the vehicle, you hear the boys taunting Dave, saying in a sing-song voice, "fatty, fatty two by four, can't fit through the kitchen door!"

Then, you hear one of the boys say, "Dave obviously doesn't miss many meals. He would be better off dead, leaving more food for the rest of us." Dave has his head down towards the ground as he approaches the car and looks like he is on the verge of tears.

REFLECT on the situation:

What emotions do you think Dave is feeling?

What emotions do you think you would feel in this situation?

Do you think Dave was being emotionally abused?

How would you react to this situation?

SHARE your thoughts with a peer when it's discussion time.

Introduction to Child Psychological and Emotional Abuse (Focus on Empathy) Instructor Resource

Skill: To foster empathy and sensitivity

READ the following:

You are in the pickup line at school, waiting for your ten-year-old son Dave to come to the car. You see Dave approaching, with two older-looking boys walking behind him. As they get closer to the vehicle, you hear the boys taunting Dave, saying in a sing-song voice, "fatty, fatty two by four, can't fit through the kitchen door!"

Then, you hear one of the boys say, "Dave obviously doesn't miss many meals. He would be better off dead, leaving more food for the rest of us." Dave has his head down towards the ground as he approaches the car and looks like he is on the verge of tears.

REFLECT on the situation:

What emotions do you think Dave is feeling?

I think Dave feels angry, embarrassed, sad, and humiliated.

What emotions do you think you would feel in this situation?

I would feel anger towards the two bullies as well as compassion and sadness for Dave.

Do you think Dave was being emotionally abused?

Yes, Dave was being emotionally abused by the two older boys. They said hurtful things about his weight and said that Dave should die.

How would you react to this situation?

I would ask Dave if he knew the two boys' names and report them to the school principal. Dave would probably not want me to make a scene or report the boys, but I would do it discreetly. Bullying should not be tolerated, and Dave is being harmed emotionally.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Date: _____

Introduction to Child Psychological and Emotional Abuse Quiz

Select the best answer to the following multiple-choice questions:

1. Which is **not** considered child psychological abuse?
 - a. Name-calling
 - b. Insulting and shaming
 - c. Hitting
 - d. Withholding love
2. How is child psychological abuse different than child emotional abuse?
 - a. Psychological abuse is worse
 - b. They are both the same
 - c. Emotional abuse is worse
 - d. Psychological abuse leads to mental issues
3. Which of the following is a screening tool for child emotional abuse?
 - a. National Psychological Assault Questionnaire
 - b. Child Emotional Abuse Checklist
 - c. Missing and Exploited Children Assessment
 - d. Childhood Trauma Questionnaire
4. What website has reporting requirements for healthcare and human services workers in every state?
 - a. The Association of Human Services Workers
 - b. The Mandated Requirements Information
 - c. The Child Welfare Information Gateway
 - d. The Child Protective Services
5. Which method of preventing child emotional abuse was not mentioned in the lesson?
 - a. Skills training in adults
 - b. Adult education and training
 - c. Report abuse
 - d. Community awareness programs

Lesson Three – Introduction to Child Psychological and Emotional Abuse

LEARN: Child Psychological and Emotional Abuse Lecture

20 minutes

Purpose:

Participants will receive a thorough introduction to what constitutes child psychological/emotional abuse, recognizing the abuse, the risk factors of child psychological/emotional abuse, screening tools, how to report the abuse, and prevention measures.

Materials:

- *Introduction to Child Psychological and Emotional Abuse* slide presentation
- *Child Psychological and Emotional Abuse Notes Page*
- *Child Psychological and Emotional Abuse Notes Page – Answer Key*

Facilitation Steps:

Share the following information as you show the slide presentation.

Slides 1-2: Introduction slide.

Slide 3: What is Child Psychological/Emotional Abuse?

According to the U.S. government, "emotional abuse (or psychological abuse) is a pattern of behavior that impairs a child's emotional development or sense of self-worth."

Psychological and emotional abuse will be used interchangeably during the lesson.

Children can be emotionally abused by parents, caregivers, family members, other adults, and other children.

Examples include:

- Name calling
- Threatening violence, even if the threat is not carried out
- Insulting and shaming
- Withholding love, guidance, and support
- Allowing children to witness the physical or emotional abuse of others (domestic violence)

Engage: Ask the participants for three more child psychological/emotional abuse examples.

Examples: Internet bullying, locking a child in a closet or bedroom, not allowing a child to have friends, ignoring the child, constantly yelling, or screaming at a child, blaming the child for things they did not do, and threatening harm or abuse to a child's loved ones or pets.

Slide 4: Child Psychological/Emotional Abuse Warning Signs

- Delayed emotional development
- Depression
- Desperately seeks affection
- Loss of self-esteem
- Decrease in school performance
- Loss of previously acquired developmental skills
- Social withdrawal
- Avoidance of certain situations, such as going to school or riding the bus
- Loss of self-confidence

Engage: Ask participants for five more warning signs of child emotional abuse.

Examples: Having nightmares or sleep problems, changes in eating habits, sudden

mood swings, body shaming issues, self-injury, drug and alcohol abuse, and running away from home.

Slide 5: Screening Tools

There are several psychological/emotional abuse assessment tools. The most common are:

- **Child/Adolescent Assessments**
 - Administered to or self-administered by a child or adolescent to identify the risk of emotional abuse or if abuse has occurred or is occurring.
- **Clinician Assessments**
 - A clinician completes this assessment to identify if either parents or children are possibly being emotionally abused.
- **Childhood Trauma Questionnaire**
 - Completed by the child ages 12 to 17 to identify if psychological abuse has or is occurring.

Slide 6: Risk Factors of Child Psychological/Emotional Abuse

Factors that may increase a person's risk of being psychologically abusive to a child include:

- A history of being abused or neglected as a child
- Financial stress, poverty, or unemployment
- Drug or alcohol abuse
- Physical or mental illness
- Family and relationship violence
- Single parenting

Engage: Ask the participants for three to five additional child psychological/emotional abuse risk factors.

Examples: Homelessness, stressful school environment, a parent who is incarcerated, unmonitored access to technology, parental involvement in criminal behavior, large family size, and blended families.

Slide 7: How to Report Child Psychological/Emotional Abuse

- **Call the police or 911 immediately if someone is in immediate, life-threatening danger.**
- Do NOT confront the alleged abuser.
- If the danger is not immediate, but you suspect that emotional abuse has occurred or is occurring, please tell someone:
 - Law enforcement
 - Child Protective Services
 - Receiving staff at a hospital
 - National Child Abuse Hotline
 - 1-800-4-A-Child

Engage: Ask participants to name three additional people or organizations they could report suspected child psychological abuse to.

Examples: Parent, sibling, teacher, clergy, a friend's parent, other family members, school principal, or a school nurse or counselor.

Slide 8: Reporting Mandates for Healthcare and Human Services Workers

Every state has different mandatory reporting requirements for healthcare providers and human services workers.

It's the responsibility of the healthcare provider or human services worker to know their state's requirements.

The Child Welfare Information Gateway website has information for the reporting requirements for every state at <https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/mandate/>

Slide 9: Prevention Measures

Prevention measures for child emotional abuse include:

- Adult education and training
 - Teach parents the developmental stages of children and how they need to be loved and nurtured
- Skills training in children
 - Teach children what to do if they are emotionally abused or bullied
- Community awareness programs

Introduction to Child Abuse Curriculum

- Raise awareness so the public recognizes the seriousness and signs of child emotional abuse
- Report abuse
 - If emotional abuse is not reported, it will continue

Name: _____ Date: _____

Child Psychological and Emotional Abuse Notes Page

Take notes in the space provided during the slide presentation and lecture on this topic.

Question	Notes
What is child psychological and emotional abuse? Define and give examples.	
List a minimum of four warning signs of child psychological or emotional abuse.	
What screening tools can you use to discover child psychological or emotional abuse?	
Identify six risk factors for child psychological or emotional abuse.	
What should you do to report suspected psychological or emotional abuse?	
Name four things you can do to help prevent this type of child abuse.	

Name: _____ Date: _____

Child Psychological and Emotional Abuse Notes Page

Take notes in the space provided during the slide presentation and lecture on this topic.

Question	Notes
What is child psychological and emotional abuse? Define and give examples.	According to the U.S. government, “emotional abuse (or psychological abuse) is a pattern of behavior that impairs a child’s emotional development or sense of self-worth.” • Name calling • Threatening violence, even if the threat is not carried out • Insulting and shaming • Withholding love, guidance, and support • Allowing children to witness the physical or emotional abuse of others (domestic violence)
List a minimum of four warning signs of child psychological or emotional abuse.	• Delayed emotional development • Depression • Desperately seeks affection • Loss of self-esteem • Decrease in school performance • Loss of previously acquired developmental skills • Social withdrawal • Avoidance of certain situations, such as going to school or riding the bus • Loss of self-confidence
What screening tools can you use to discover child psychological or emotional abuse?	• Child/Adolescent Assessments • Clinician Assessments • Childhood Trauma Questionnaire
Identify six risk factors for child psychological or emotional abuse.	• A history of being abused or neglected as a child • Financial stress, poverty, or unemployment • Drug or alcohol abuse • Physical or mental illness

	• Family and relationship violence • Single parenting
What should you do to report suspected psychological or emotional abuse?	• Call the police or 911 immediately if someone is in immediate, life-threatening danger. • Do NOT confront the alleged abuser. • If the danger is not immediate, but you suspect that emotional abuse has occurred or is occurring, please tell someone: – Law enforcement – Child Protective Services – Receiving staff at a hospital – National Child Abuse Hotline 1-800-4-A-Child
Name four things you can do to help prevent this type of child abuse.	• Adult education and training • Skills training in children • Community awareness programs • Report abuse

Lesson Three – Introduction to Child Psychological and Emotional Abuse

REVIEW: Practice and Assessment of Child Psychological and Emotional Abuse

15-60 minutes

Purpose:

Participants will apply the knowledge learned in the lecture. They will problem-solve a series of child psychological/emotional abuse scenarios.

Materials:

- Child Abuse Scenario Cards
- Child Abuse Workbooks
- *Introduction to Child Psychological and Emotional Abuse Quiz*
- *Introduction to Child Psychological and Emotional Abuse Quiz – Answer Key*

Facilitation Steps:

1. Using their notes, have the participants review the warning signs of psychological and emotional abuse in children.
2. Have participants get in groups and give each group a set of the Child Abuse Scenario Cards. Assign the five scenarios about psychological and emotional abuse.
3. Using the scenario cards, have the paired-up participants read a scenario and discuss the questions on the card. Alternatively, you could have participants read the scenario, and then each answer the questions in the participant workbook independently.

As an alternative, a different scenario could be assigned each day for a one-week unit on child psychological and emotional abuse, or all five could be assigned as an in-class activity for an hour.
4. Have participants complete the written activity in the workbook for each scenario as

well. This could be assigned as homework or as independent work in class.

5. Have participants complete all related activities in the workbook for this lesson.
6. When the participants are finished with the scenario activities and all other related activities, instruct them to take the second copy of the *Introduction to Child Psychological/Emotional Abuse Quiz*.
7. Have participants self-check their answers as you share from the answer key.

Introduction to Child Psychological and Emotional Abuse Quiz – Answer Key

1. Which is **not** considered child psychological abuse?
 - a. name-calling
 - b. insulting and shaming
 - c. hitting**
 - d. withholding love
2. How is child psychological abuse different than child emotional abuse?
 - a. psychological abuse is worse
 - b. they are both the same**
 - c. emotional abuse is worse
 - d. psychological abuse leads to mental issues
3. Which of the following is a screening tool for child emotional abuse?
 - a. National Psychological Assault Questionnaire
 - b. Child Emotional Abuse Checklist
 - c. Missing and Exploited Children Assessment
 - d. Childhood Trauma Questionnaire**
4. What website has reporting requirements for healthcare and human services workers in every state?
 - a. The Association of Human Services Workers
 - b. The Mandated Requirements Information
 - c. The Child Welfare Information Gateway**
 - d. The Child Protective Services
5. Which method of preventing child emotional abuse was not mentioned in the lesson?
 - a. Skills training in adults**
 - b. Adult education and training
 - c. Report abuse
 - d. Community awareness programs

Child Psychological and Emotional Abuse Scenarios and – Answer Key

Case Study #1:

You are working as an LVN in a rehabilitation clinic and have a patient named Mary, who is rehabilitating after breaking her hip in a car accident. Mary's husband, Dave, and their two children are in the room with Mary during regular visiting hours. You have just left the room after bringing Mary and her family some cold drinks. Then you hear a commotion from the room after you get to the nurse's station. You hear Mary's husband yelling as you head back towards Mary's room. He is swearing and threatening one of his children. He says, "I told you to be careful with that soda. You have spilled it all over the floor, you stupid brat. How can you be such an idiot? I can't take you anywhere. Just wait until we get home, you little piece of garbage."

What are the warning signs for this scenario?

The warning signs are how Dave speaks to his child while swearing and calling them names. He is also threatening some type of punishment when they get home.

How would you report this suspected abuse?

I would report this suspected abuse to my immediate supervisor and ask if they would notify law enforcement or if I should. I would follow the reporting mandates for the state where I work.

What are some preventative measures that can be taken?

Preventative measures include training the entire staff on the warning signs of child emotional abuse and putting policies in place on the mandatory reporting of this type of abuse.

Case Study #2:

You are working as a physician's assistant in a pediatrician's office and are seeing Jimmy, a 10-year-old patient brought in by his mother, Jane. You have known Jimmy and his mother for five years since they started seeing you. You ask Jane why they came in today, and she says she is concerned about Jimmy's weight. Jimmy seems a little heavier than usual, but he still looks like a healthy, 10-year-old boy. You notice Jimmy seems quieter than usual and keeps looking towards the floor when his mother speaks. You continue asking Jane questions about Jimmy's eating and exercise habits, his sleep patterns, and how he is doing in school. With every question you ask, Jane becomes ruder and more inappropriate. She calls Jimmy fatso, says he is too lazy to get off his fat butt to play outside, and calls him a crybaby because kids make fun of him at school.

What are the warning signs for this scenario?

The warning signs are how Jimmy has become quieter than usual and looks at the floor when his mother speaks, how she is insulting him and calling him names, and how he is being bullied at school.

How would you report this suspected abuse?

I would report this suspected abuse to the pediatrician. If my supervisor or the physician does not call law enforcement, I would call 911 to investigate and document my findings in the patient's chart.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the office staff on the warning signs of child emotional abuse, reporting the suspected emotional abuse, and offering educational parenting classes to the community.

Case Study #3:

You are a paramedic. Your unit is dispatched to a private residence for a 40-year-old female who is having difficulty breathing. Upon arrival, you enter the house and find your patient sitting on a couch, smoking a cigarette. Next to her is a man watching TV, with approximately 20 empty beer cans and overflowing ashtrays surrounding them.

Your patient says her name is Becky, and she wants to go to the hospital to refill her inhaler. While you are assessing Becky, you hear pounding on a door leading to what appears to be a basement and a child crying that they want to come out. Becky and the man ignore the pounding and the child's cries. You ask Becky if that is her child pounding on the door, but she ignores you and says she is ready to go to the hospital.

The man mumbles something incomprehensible as the child's cries and pounding get louder.

What are the warning signs for this scenario?

The warning signs are the child locked behind the door to the basement, their cries for help, and Becky and the man ignoring the child.

How would you report this suspected abuse?

I would immediately step outside and call for law enforcement to respond. I would stay on the scene until they arrived to ensure the child was safe and unharmed. I would then carefully document my findings in my patient care report.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training emergency services personnel on the warning signs of child psychological abuse, offering community awareness programs to teach the warning signs of emotional abuse and how to report it, and presenting educational parenting classes to the community.

Case Study #4:

You are working as a child welfare social worker for Child Protective Services and receive a call from a person named Alexa, who is a babysitter for a family of five. Alexa reports that she thinks one of the children she watches is being emotionally abused by the mother's new boyfriend, who was recently released from prison. Alexa says she is a psychology major and recognizes the signs of possible abuse.

The child she watches, Colby, is 11 years old and usually is very outgoing, talkative, and always surrounded by friends. Lately, Colby has been withdrawn and locks himself in his room. Colby's younger brother told Alexa that their mother's new boyfriend said Colby could not have his friends come over anymore, and that he calls Colby bad names.

Alexa asked if the boyfriend was being mean to any of the other kids, but the younger brother acted like he got caught doing something wrong and stopped answering questions.

What are the warning signs for this scenario?

The warning signs are how Colby has withdrawn since his mother's boyfriend was released from prison and how the boyfriend says Colby cannot have friends and calls him bad names. Another warning sign is how the younger brother stopped talking and acted like he had said something wrong when Alexa started asking questions.

How would you report this suspected abuse?

I would call law enforcement and notify them of the possible child emotional abuse and ask if they could meet me at the mother's house to investigate. I would then report the suspected abuse to my immediate supervisor and write a detailed report with my findings.

What are some preventative measures that can be taken?

Preventative measures that can be taken are offering community awareness programs on child emotional abuse, presenting educational parenting classes to the community, and offering training on preventing child emotional abuse to schools and their participants.

Case Study #5:

You are working as a school nurse at a local high school when Tamara, a 15-year-old student, walks into your office. You ask her what is bothering her, and she says she has a headache and feels a migraine might be coming on. Tamara asks if she could lie down in your office for the last hour of school. While getting a sheet for the cot in your office, you ask Tamara questions about school and her home life.

Tamara said her parents are getting a divorce because they fight all the time, and they are asking her to choose who to live with. She said it's too much drama, and it's giving her a headache. As Tamara lies down, you notice cut marks on her wrist and forearm. You ask Tamara about the marks, and she says she does that when bored or angry but assures you she is not trying to kill herself.

While Tamara rests, you call her mother and explain the marks you found and what Tamara told you. Tamara's mother dismisses your concerns. She says Tamara is trying to get attention and everyone should ignore it.

What are the warning signs for this scenario?

The warning signs are the marks on Tamara's arms and wrists, the story about Tamara's parents fighting all the time, and Tamara's mother ignoring the situation.

How would you report this suspected abuse?

I would report this suspected psychological abuse to the principal and follow the mandated reporting requirements for the state where I work. I would also document what I have found and what Tamara said in my report.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of child psychological/emotional abuse, putting policies in place on reporting this type of abuse, and school awareness programs on recognizing, preventing, and reporting child emotional abuse.

Sources

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Lesson Four – Introduction to Child Neglect

Lesson Overview

In this lesson, participants will learn to recognize the signs of child neglect, the risk factors, screening tools, how to report the abuse, and prevention measures.

Lesson Objectives

After completing this lesson, participants will be able to:

- Recognize child neglect
- Look for warning signs of child neglect
- Identify screening tools used
- Understand the risk factors
- Understand how to report child neglect
- Know the mandated reporting for healthcare and human services workers
- Recognize how to prevent child neglect
- Role-play using the child neglect scenario cards

Lesson at a Glance

Activity	Materials	Preparation	Approximate class time
FOCUS	• <i>Introduction to Child Neglect (Focus on Empathy)</i> worksheet • <i>Introduction to Child Neglect (Focus on Empathy) Instructor Resource</i> • <i>Introduction to Child Neglect Quiz</i>	1. Print/photocopy <i>Introduction to Child Neglect (Focus on Empathy)</i> worksheet (one per participant) 2. Print/photocopy <i>Introduction to Child Neglect Quiz</i> (two per participant)	10 minutes
LEARN	• <i>Introduction to Child Neglect</i> slide presentation • <i>Child Neglect Notes Page</i> • <i>Child Neglect Notes Page – Answer Key</i>	1. Prepare <i>Introduction to Child</i> slide presentation for viewing 2. Print/photocopy <i>Introduction to Child Neglect Notes Page</i> (one per participant)	30 minutes
REVIEW	• Child Abuse Moulage Kit • Child Abuse Scenario Cards • Child Abuse Workbooks • <i>Introduction to Child Neglect Quiz</i> • <i>Introduction to Child Neglect Quiz – Answer Key</i>	1. Distribute Abuse Moulage Kit 2. Distribute the Child Abuse Scenario Cards (one per group) 3. Access the <i>Introduction to Child Neglect Quiz</i> (one per participant)	15-60 minutes

Instructor Note: Focus activities may also be completed prior to class.

Lesson Four – Introduction to Child Neglect

FOCUS: Developing Awareness of Patient-Focused Care

10 minutes

Purpose:

To help participants develop an awareness of patient-focused care.

Materials:

- *Introduction to Child Neglect (Focus on Empathy) worksheet*
- *Introduction to Child Neglect (Focus on Empathy) Instructor Resource*
- *Introduction to Child Neglect Quiz*

Facilitation Steps:

1. Distribute the *Introduction to Child Neglect (Focus on Empathy)* before or at the beginning of class and have participants read through the scenario and answer the questions.
2. Have the *Introduction to Child Neglect (Focus on Empathy) Instructor Resource* available for class discussion.
3. Distribute two copies of the *Introduction to Child Neglect Quiz* and explain to the participants that upon your instruction, one is to be taken at the start of the lesson and one at the end.
4. Information from the pre-test can be compared with information from the post-test, which participants will take upon completion of the lesson to measure changes in their knowledge.

Name: _____ Date: _____

Introduction to Child Neglect

(Focus on Empathy)

Skill: To foster empathy and sensitivity

READ the following:

You and your friend are walking home from high school after attending soccer practice. It's just starting to get dark, and you hear a child crying. You look towards the park and see two children. A young boy looks to be about four years old and is being consoled by the older girl, who appears to be seven-years old.

You and your friend walk towards the children, looking for a parent as you approach. You see no one else at the park except for a teenage couple kissing on a park bench and a person who appears to be drinking something from a paper bag as they lean against a tree. You cautiously approach the children, who are dirty and barefoot. You ask the young girl if they have a parent at the park with them. She shakes her head, puts her arm around the boy, and starts walking away. Neither child will answer your questions as they hurriedly move away from you and your friend.

REFLECT on the situation:

What emotions do you think the young children are feeling?

What emotions do you think you would feel in this situation?

Do you think the children are being neglected?

How would you react to this situation?

SHARE your thoughts with a peer when it's discussion time.

Introduction to Child Neglect (Focus on Empathy) Instructor Resource

Skill: To foster empathy and sensitivity

READ the following:

You and your friend are walking home from high school after attending soccer practice. It's just starting to get dark, and you hear a child crying. You look towards the park and see two children. A young boy looks to be about four-years old and is being consoled by the older girl, who appears to be seven-years old.

You and your friend walk towards the children, looking for a parent as you approach. You see no one else at the park except for a teenage couple kissing on a park bench and a person who appears to be drinking something from a paper bag as they lean against a tree. You cautiously approach the children, who are dirty and barefoot. You ask the young girl if they have a parent at the park with them. She shakes her head, puts her arm around the boy, and starts walking away. Neither child will answer your questions as they hurriedly move away from you and your friend.

REFLECT on the situation:

What emotions do you think the young children are feeling?

I think the children would feel afraid, vulnerable, sad, and scared.

What emotions do you think you would feel in this situation?

I would feel sad for the children, confused about where their parents were, and afraid that something terrible would happen to them.

Do you think the children are being neglected?

Yes. The children are unattended at the park, barefoot, and dirty.

How would you react to this situation?

I would follow the children at a distance to not scare them and call 911.

SHARE your thoughts with a peer when it's discussion time.

Name: _____ Date: _____

Introduction to Child Neglect Quiz

Select the best answer to the following multiple-choice questions:

1. Of the four types of child abuse, which is the most common?
 - a. Sexual abuse
 - b. Physical abuse
 - c. Neglect
 - d. Psychological abuse
2. Which of the following is **not** one of the four types of child neglect?
 - a. Physical neglect
 - b. Educational neglect
 - c. Foster care neglect
 - d. Emotional neglect
3. Which of the following is a screening tool for child neglect?
 - a. National Psychological Assault Questionnaire
 - b. Child Emotional Abuse Checklist
 - c. Missing and Exploited Children Assessment
 - d. Clinician Assessments
4. As a healthcare provider or human services worker, whose responsibility is it to know the mandatory reporting requirements for child abuse and neglect?
 - a. The healthcare provider or human services worker
 - b. The employer of the healthcare provider or human services worker
 - c. The victim
 - d. Law enforcement
5. Which method of preventing child neglect was mentioned in the lesson?
 - a. Skills training in adults
 - b. Strengthen household financial security
 - c. Educating children
 - d. Posting flyers around town

Lesson Four – Introduction to Child Neglect

LEARN: Child Neglect

30 minutes

Purpose:

Participants will receive a thorough introduction to child neglect, recognizing the abuse, the risk factors of child neglect, screening tools, how to report the abuse, and prevention measures.

Materials:

- *Introduction to Child Neglect* slide presentation
- *Child Neglect Notes Page*
- *Child Neglect Notes Page – Answer Key*

Facilitation Steps:

Share the following information as you show the slide presentation. Participants should record information on the notes page as they listen.

Slide 1-2: Introduction slides.

Slide 3: What is Child Neglect?

According to the Centers for Disease Control (CDC), "Neglect is the failure to meet a child's basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care."

Out of the four types of child abuse, neglect is the most common. There are four types of child neglect:

- Physical
 - A child's basic needs are not met, such as food, shelter, and clothing, or they are not properly supervised and kept safe.
- Educational
 - The caregiver does not provide the child with an education.
- Emotional
 - The child does not get the love and nurturing they need, or are humiliated, isolated, or intimidated (like emotional abuse).
- Medical

- The child is not provided proper health and dental care.

Slide 4: Child Neglect Warning Signs

- Having consistently bad hygiene
- Untreated injuries or illness
- Left unsupervised or left to play alone in unsafe situations
- Frequently late or absent from school
- Ill-fitting, dirty, or inappropriate clothing for the weather conditions
- Living in an unsuitable environment

Engage: Ask participants for three to five behavioral warning signs of child neglect. Have them think of someone they know who may be neglected by a caregiver or parent. Without giving names, the participants can answer with some behavioral changes they may have noticed in that person.

Examples: Having nightmares or sleep problems, changes in eating habits, sudden mood swings, body shaming issues, self-injury, drug and alcohol abuse, and running away from home.

Slide 5: Screening Tools

There are several child neglect assessment tools. The most common are:

- Child/Adolescent Assessments
 - Administered to or self-administered by a child or adolescent to identify the risk of child neglect occurring.
- Clinician Assessments
 - A clinician completes this assessment to identify if children are possibly being neglected.
- Childhood Trauma Questionnaire
 - Completed by children ages 12 to 17 to identify if child neglect has occurred or is occurring.

- The Graded Care Profile: Neglect Assessment Tool
 - A widely used assessment tool to help social workers identify when a child is at risk of neglect.

Slide 6: Risk Factors of Child Neglect

Factors that may increase a person's risk of neglecting a child include:

- A history of being abused or neglected as a child
- Financial stress, poverty, or unemployment
- Drug or alcohol abuse
- Lack of parenting skills
- Physical or mental illness
- Family and relationship violence
- Single parenting

Engage: Ask participants for three additional child neglect risk factors.

Examples: Homelessness, a parent who has a new partner, a parent who is incarcerated, parental involvement in criminal behavior, a child in the foster care system, or large family size.

Slide 7: How To Report Suspected Child Neglect

- Call the police or 911 immediately if someone is in immediate, life-threatening danger.
- Do NOT confront the alleged abuser.
- If the danger is not immediate, but you suspect that child neglect has occurred or is occurring, please tell someone:
 - Law enforcement
 - Child Protective Services
 - Receiving staff at a hospital
 - National Child Abuse Hotline 1-800-4-A-Child

Engage: Ask the participants to name three additional people or organizations they could report suspected child neglect.

Examples: Parent, sibling, teacher, clergy, a friend's parent, other family members, school principal, or a school nurse or counselor.

Slide 8: Reporting Mandates for Healthcare and Human Services Workers

Every state has different mandatory reporting requirements for healthcare providers and human services workers.

It's the responsibility of the healthcare provider or human services worker to know their state's requirements.

The Child Welfare Information Gateway website has information on the reporting requirements for every state at

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

Slide 9: Prevention Measures

Prevention measures for child neglect include:

- Adult education and training
 - Teach parents the developmental stages of children and how they need to be loved and nurtured
- Skills training in children
 - Teach children what to do if they are neglected
- Community awareness programs
 - Raise awareness, so the public recognizes the seriousness and signs of child neglect
- Report abuse
 - If child neglect is not reported, it will continue
- Strengthen household financial security
 - Parents who have economic support are less likely to neglect their children

Name: _____ Date: _____

Child Neglect Notes Page

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
Define neglect and identify warning signs.	
What are three screening tools that are used to determine neglect?	
What are the risk factors for child neglect?	
What are recommended reporting procedures for child neglect?	

Child Neglect Notes Page – Answer Key

Take notes in the space provided as information is shared in the slide presentation and lecture on this topic.

Question	Notes
Define neglect and identify warning signs.	According to the Centers for Disease Control (CDC), “Neglect is the failure to meet a child’s basic physical and emotional needs. These needs include housing, food, clothing, education, and access to medical care.” • Having consistently bad hygiene • Untreated injuries or illness • Left unsupervised or left to play alone in unsafe situations • Frequently late or absent from school • Ill-fitting, dirty, or inappropriate clothing for the weather conditions • Living in an unsuitable environment
What are three screening tools that are used to determine neglect?	• Child/Adolescent Assessments • Clinician Assessments • Childhood Trauma Questionnaire • The Graded Care Profile: Neglect Assessment Tool
What are the risk factors for child neglect?	• A history of being abused or neglected as a child • Financial stress, poverty, or unemployment • Drug or alcohol abuse • Lack of parenting skills • Physical or mental illness • Family and relationship violence • Single parenting

What are recommended reporting procedures for child neglect?	• Call the police or 911 immediately if someone is in immediate, life-threatening danger. • Do NOT confront the alleged abuser. • If the danger is not immediate, but you suspect that child neglect has occurred or is occurring, please tell someone: ○ Law enforcement ○ Child Protective Services ○ Receiving staff at a hospital ○ National Child Abuse Hotline ▪ 1-800-4-A-Child
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Lesson Four – Introduction to Child Neglect

REVIEW: Practice and Assessment of Child Neglect

15-60 minutes

Purpose:

Participants will apply the knowledge learned in the lecture. They will problem-solve a series of neglect abuse scenarios.

Materials:

- Child Abuse Moulage Kit
- Child Abuse Scenario Cards
- Child Abuse Workbooks
- *Introduction to Child Neglect Quiz*
- *Introduction to Child Neglect Quiz – Answer Key*

Facilitation Steps:

1. Using their notes, have the participants review the warning signs of neglect in children.
2. Have participants get in a group and give each group a set of the Child Abuse Scenario Cards. Assign the five scenarios about neglect.
3. Using the scenario cards, have groups read a scenario and discuss the questions on the card. Alternatively, you could have participants read the scenario and then each answer the questions in the participant workbook independently.

Alternatively, a different scenario could be assigned each day for a one-week unit on child neglect or all five could be assigned as an in-class activity for an hour.

4. Have participants complete the written activity in the workbook for each scenario as

well. This could be assigned as homework or independent work in class.

5. Have participants complete all other related activities in the workbook.
6. When participants are finished with the scenarios and all other related activities, instruct them to complete the second copy of the *Introduction to Child Neglect Quiz*.
7. Have participants self-check their answers as you share from the answer key.

Introduction to Child Neglect Quiz

– Answer Key

1. Of the four types of child abuse, which is the most common?
 - a. Sexual abuse
 - b. Physical abuse
 - c. Neglect**
 - d. Psychological abuse

2. Which of the following is **not** one of the four types of child neglect?
 - a. Physical neglect
 - b. Educational neglect
 - c. Foster care neglect**
 - d. Emotional neglect

3. Which of the following is a screening tool for child neglect?
 - a. National Psychological Assault Questionnaire
 - b. Child Emotional Abuse Checklist
 - c. Missing and Exploited Children Assessment
 - d. Clinician Assessments**

4. As a healthcare provider or human services worker, whose responsibility is it to know the mandatory reporting requirements for child abuse and neglect?
 - a. The healthcare provider or human services worker**
 - b. The employer of the healthcare provider or human services worker
 - c. The victim
 - d. Law enforcement

5. Which method of preventing child neglect was mentioned in the lesson?
 - a. Skills training in adults
 - b. Strengthen household financial security**
 - c. Educating children
 - d. Posting flyers around town

Child Neglect Scenarios and Answer Key

Case Study #1

You are working as a school nurse at an elementary school. The school sent a notice to parents at the beginning of the week, asking them to send their children in appropriate winter gear as there was snow on the ground and the temperatures were expected to be freezing all week. You receive a call from a teacher who says Jonathan, one of her students, has been coming to school the past two days without a winter jacket or snow boots and has been dirty and unkempt.

The teacher asks if you have an extra coat and boots that Jonathan could borrow, and if she can send Jonathan to your office to be cleaned up. You tell the teacher to send Jonathan to your office, and you will see what you can do. The teacher informs you that she was able to take care of Jonathan yesterday and thought it might be a fluke that his parents forgot to dress him appropriately, but today was the second day this happened.

What are the warning signs for this scenario?

The warning signs are Jonathan's dirty and unkempt appearance and not dressing appropriately for the weather two days in a row.

How would you report this suspected abuse?

I would report this suspected abuse to my principal and document my findings. If the principal does not act, I would report my observations to law enforcement or child protective services based on the school's protocols.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of child neglect, writing policies on reporting this type of abuse, and participant and parental training on recognizing, preventing, and reporting child neglect.

Case Study #2:

You work as a triage nurse in the emergency department and notice a young child wandering outside the entrance. You leave your station to investigate and approach the child, who appears to be four or five years old. The young girl is clutching a doll and has one shoe on. You ask the girl her name. She says her name is Molly and that she cannot find her shoe.

She starts crying and reaches for you to pick her up. As you pick her up, you discover she has wet herself and has green snot running from her nose. You walk inside the emergency department with Molly and ask her where her parents are. She shrugs her shoulders and says she does not know, but she thinks her daddy is visiting mommy in the hospital.

What are the warning signs for this scenario?

The warning signs are that Molly is unaccompanied by an adult and left wandering without a shoe in front of the emergency department. Other warning signs are Molly's soiled underwear and green, snotty nose.

How would you report this suspected abuse?

I would report this suspected abuse to my immediate supervisor. If my supervisor does not act, I would report the suspected abuse to local law enforcement since the child may be in imminent danger.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the hospital staff on the warning signs of child neglect, offering enhanced primary care, and offering educational parenting classes to the community.

Case Study #3:

You are working as a paramedic intern and are dispatched to a private residence for a 43-year-old unconscious female. Upon your arrival, a neighbor greets you at the driveway and says she was the one who called after she found the patient's two-year-old wandering in the cul-de-sac in only a diaper. She went to the neighbor's house with the child and found the patient unconscious and unresponsive.

The neighbor is holding the child, who is filthy but appears to be unharmed. You and your partner make your way toward the patient inside her living room. You see empty beer cans, dirty diapers, and empty food containers on the floor as you enter the residence. The coffee table is filled with cigarette butts and drug paraphernalia, and the unconscious female has a syringe hanging from her forearm.

What are the warning signs for this scenario?

The warning signs are the child wandering unsupervised in the street, the unconscious mother with a syringe hanging from her arm, the unkempt house, and the filthy child wearing only a diaper.

How would you report this suspected abuse?

I would report this suspected abuse to law enforcement and the receiving hospital staff. I would then carefully document my findings in my patient care report.

What are some preventative measures that can be taken?

Preventative measures that can be taken are training the hospital staff and emergency services personnel on the warning signs of child neglect, offering community awareness programs on preventing child neglect, and presenting educational parenting classes to the community.

Case Study #4:

You are working as an outreach social worker for a non-profit agency that works with the homeless population. One day, your supervisor assigns you and a partner to canvas a homeless encampment to determine what services the inhabitants need. As you canvas the camp, you and your partner find an unsupervised four-year-old boy playing in a tent, wearing dirty jeans and nothing else.

The young boy is very quiet as you try talking to him, cowering in the corner as if he is afraid. The child looks pale and skinny and does not seem to be in optimal health. Instead of frightening the child further, your partner asks the couple in the next tent if they know where the child's parents are. They say the child only has a mother, and she has not returned to the camp for four days. The couple says they have been giving the young boy whatever food and water they have, but it's not much. They also said they were afraid to go to the police because they did not want to get kicked out of their camping spot.

What are the warning signs for this scenario?

The warning signs are an abandoned young boy who is not fully clothed and does not appear in optimal health.

How would you report this suspected abuse?

I would immediately call 911 to have the child taken to the hospital for an examination and report the child's abandonment to law enforcement. I would then inform my immediate supervisor of the child neglect and write a detailed report with my findings.

What are some preventative measures that can be taken?

Preventative measures that can be taken are offering community awareness programs on child neglect, presenting educational parenting classes to the community, and offering economic support to families in need.

Case Study #5:

You are employed as a truancy officer at a public high school and receive a call from Mrs. Gracy, the principal, about one of the students. Don is a 15-year-old student who has been absent from school for five days. Mrs. Gracy said she had called the home several times every day but received a busy signal. She also said the student's and mother's cell phones appear to have been disconnected.

You agree to drive to Don's home to do a welfare check. When you arrive at his home, Don answers the door and agrees to let you in. You notice empty whiskey bottles on the kitchen counter and the floor in the living room and empty pizza boxes on the floor by the trash can. You ask Don where his mother is, and he says, "Probably at the bar. That's where she always is."

You ask Don why he hasn't been at school all week. He tells you that he has no one to take him and it's too far to walk.

What are the warning signs for this scenario?

The warning signs are truancy from school, an absentee mother, and an unkempt house.

How would you report this suspected abuse?

I would report this suspected child neglect to law enforcement, who can then act. I would also report what I found and my actions to Mrs. Gracy and document all findings in a detailed report.

What are some preventative measures that can be taken?

Preventative measures include training the entire school staff on the warning signs of child neglect, putting policies in place on reporting this type of abuse, and participant and parental training on recognizing, preventing, and reporting child neglect.

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