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INSTRUCTOR'S GUIDE

# Child Abuse Prevention, Identification and Reporting



First Edition, 2006



California Childcare Health Program  
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This *Instructor's Guide* is a supplement for trainers of the California Training Institute's curriculum for Child Care Health Advocates.

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# INTRODUCTION TO THE CHILD ABUSE PREVENTION, IDENTIFICATION AND REPORTING MODULE

This *Instructor's Guide* provides trainers with an outline for the teaching of the *Child Abuse Prevention, Identification and Reporting* module. Participants will learn about what child abuse prevention, identification and reporting are and about the importance of prevention, identification and reporting in protecting the welfare of young children. Participants will be instructed on when and how to report, as well as on how to deal with the sensitive issues that arise when dealing with possible child abuse in families they serve.

## Learning Objectives:

1. To recognize signs and symptoms of child abuse and neglect.
2. To describe the implications of being a mandated reporter.
3. To clarify child abuse reporting requirements.
4. To list three ways a Child Care Health Advocate (CCHA) can assist early care and education (ECE) programs in meeting their child abuse prevention, identification and reporting needs.
5. To identify child abuse resources to assist and support ECE providers and families.

## Primary Messages:

1. Health care and ECE professionals are mandated child abuse reporters under the California Child Abuse Reporting Law.
2. Mandated reporters have to report when they suspect abuse or neglect, but it is not their job to investigate the suspicions.
3. Reporting suspected abuse is difficult and sensitive. However, children trust that ECE professionals, health care professionals and other adults who care for them will protect them from people who might hurt them.
4. If ECE professionals observe signs of physical abuse, sexual abuse, emotional abuse and neglect that cause a reasonable suspicion of abuse, these observations must be reported.
5. ECE programs are a source of support to families and children under stress.

## Materials and Equipment Needed:

1. Copy of module: *Child Abuse Prevention, Identification and Reporting*
2. Copy of *Instructor's Guide: Child Abuse Prevention, Identification and Reporting*
3. TV and VCR player
4. Video *In Harm's Way* (currently out of print, but can be borrowed from local resource and referral agencies)
5. Flip chart/whiteboard and markers, or chalkboard and chalk
6. Masking tape for posting flip chart paper
7. LCD projector or overhead projector
8. Computer for PowerPoint slides
9. CDs of slides or transparencies
10. Handouts
  - a. Handouts in the *Child Abuse Prevention, Identification and Reporting* module
    - i. Handouts from California Childcare Health Program (CCHP), Oakland, CA

Handout Title	Page Number in Module
<i>Fact Sheets for Families: Never Shake a Baby!</i>	17
<i>Health and Safety Notes: Child Abuse Prevention</i>	19
<i>Health and Safety Notes: Supporting Families Experiencing Domestic Violence</i>	23

- ii. Handouts from other sources

Handout Title	Page Number in Module
<i>First 5 California: Child Abuse Prevention Tips</i>	25
<i>First 5 California: Domestic Violence Tips</i>	26
<i>Sample Policies Related to Child Abuse</i>	27

- b. Handouts in the *Instructor's Guide*

Appendix Title	Appendix Number
<i>Using the Child Abuse Prevention, Identification and Reporting Module</i>	11A

## SUGGESTED TRAINING OUTLINE

Outline	Method	Time (Minutes)
I. Introduction to the Child Abuse Prevention, Identification and Reporting Module	—	5
A. Assessment of Group Knowledge	Questioning	2
B. Introduction/Rationale to Child Abuse Prevention, Identification and Reporting	Lecture	3
II. The Role of the CCHA in Child Abuse Prevention, Identification and Reporting	—	50
A. The Role of the CCHA	Lecture and Discussion	10
B. What Are Child Abuse and Neglect	Discussion and Handout Review	10
C. Reporting Child Abuse and Neglect	Lecture and Discussion	30
III. Summary and Closure	—	10–20
A. <i>Optional: Using the Child Abuse Prevention, Identification and Reporting Module</i>	<i>Small Group Activity</i>	<i>10</i>
B. Next Steps for the CCHA	Large Group Discussion	5
C. Summary and Closure	Brief Closing Activity	5

Total time: 65–75minutes

# OUTLINE AND INSTRUCTIONS

## Child Abuse Prevention, Identification and Reporting

### I. Introduction to the Child Abuse Prevention, Identification and Reporting Module

#### A. **Topic:** Assessment of Group Knowledge

**Method:** Questioning

**Instructions:**

1. Ask participants several of the following questions, choosing questions most appropriate for your participants. Ask them to raise their hand if they:
  - Know the signs and symptoms of child abuse and neglect.
  - Have ever made a child abuse report.
  - Have had experience talking with parents about abuse reports.
  - Have been aware of families in their programs experiencing domestic violence.
2. Ask participants:
  - a. What concerns do they have about reporting child abuse?
  - b. Who has reported abuse and were there any circumstances that made it difficult?

#### B. **Topic:** Introduction/Rationale to Child Abuse Prevention, Identification and Reporting

**Method:** Lecture

**Instructions:**

1. Begin by stating that an estimated 896,000 children were victims of child abuse or neglect in 2002 (National Clearinghouse on Child Abuse and Neglect Information, 2002). The highest rates of abuse and neglect were towards children from birth to 3 years old. There is no single cause of abuse, but there are risk factors, early warning signs and symptoms that can be identified. Child abuse happens in all socioeconomic, ethnic, cultural, occupational, religious and age groups (California Department of Social Services, 2004).
2. State that it is very important to help ECE programs prevent, identify and report cases of child abuse. Because ECE providers see young children day after day, and because they have direct information from families, they may be the first persons to suspect and report abuse or neglect, as well as the best source of support and information for the families they serve.
3. In addition to reviewing the requirements of reporting, it is important to acknowledge that the topic of child abuse is an emotional one, which stirs up complicated emotions and reactions among ECE providers. Participants may find themselves having strong emotions, and this is normal. Be prepared to offer support and resources to those with personal reactions. Trainers should tell participants that they are welcome to come talk to them during the break or after the training. Encourage participants to make themselves available (when they eventually become trainers themselves) to the participants of *their* trainings. However, it is important to limit the amount of time an individual can share his or her story during the training. When appropriate, state that you are sorry that you need to interrupt because of time limitations, but that you would really like to hear what the person has to say during a break or after class. Make sure to follow up with the distressed participant.

## II. The Role of the CCHA in Child Abuse Prevention, Identification and Reporting

### A. **Topic:** The Role of the CCHA

**Method:** Lecture and Discussion

**Instructions:**

1. Ask participants to review pages 7 to 8 of the module. State that the role of the CCHA is to:
  - a. Review policies and procedures. See *Handout: Sample Policies Related to Child Abuse* on page 27 of the module for more information.
  - b. Educate staff.
  - c. Provide educational materials.
  - d. Assist staff in educating children.
  - e. Provide resources for ECE providers and families.
  - f. Link programs with community services and health care professionals.
2. Ask participants if they are currently performing these functions and, if so, how.

### B. **Topic:** What Are Child Abuse and Neglect

**Method:** Discussion and Handout Review

**Instructions:**

1. State that it is important for ECE providers to know the signs and symptoms of child abuse and neglect.
2. Draw a chart on the flip chart in the form of Table 1 on page 3 of the module: three columns and five rows. Label the columns *Physical Signs* and *Behavioral Signs*. Label the rows *Physical Abuse*, *Neglect*, *Emotional Abuse* and *Sexual Abuse*. Ask participants to name the types of abuse and neglect and then supplement their answers with references to the definitions on page 2 of the module. Next, ask for physical and behavioral signs. Refer to Table 1 from page 3 of the module. After some discussion, ask participants to compare their answers to the ones in *Handout: Health and Safety Notes: Child Abuse Prevention* on page 19 of the module.
3. Direct participants to review the indicators of the three types of child abuse on page 21 of the module.
4. Direct participants to review *Handout: Never Shake a Baby!* on page 17 of the module.
5. Direct participants to review the risk factors and protective factors linked to child abuse listed in Table 2 on page 5 of the module.
6. Direct participants to review *Handout: Supporting Families Experiencing Domestic Violence* on page 23 of the module. Note that domestic violence is a significant risk factor for child abuse.
7. *Optional: Show video In Harm's Way, which is currently out of print, but which can be borrowed from local resource and referral agencies. Discuss the video.*

## C. **Topic:** Reporting Child Abuse and Neglect

**Method:** Lecture and Discussion

### **Instructions:**

1. Begin by stating that ECE professionals, including CCHAs, are mandated reporters. Ask participants what that means. Then state that mandated reporters have a legal duty to report if they have a reasonable suspicion of abuse or neglect. Emphasize that they are not required to collect evidence. Child Protective Services (CPS) will collect the necessary information since they have the authority to investigate child abuse cases. Participants are not required to report if they are not serving in their professional role as a CCHA or ECE provider. Although they may not know the outcome of their reporting, they should keep in mind that it will start a “paper trail” so that the appropriate agencies are aware of a potential problem. Mandated reporters will not have any civil or criminal liability, meaning that they will be protected from lawsuits or arrests if they make a report based on information gained during their work as a CCHA. However, this protection does not prevent lawsuits.
2. Ask participants why ECE professionals are mandated reporters. Then state that this is because ECE providers are in a position of important responsibility and oftentimes are the first or only ones to know about the abuse or neglect. Explain that many children are abused or neglected before they can talk and are therefore unable to tell an adult about their abuse or neglect. Children who are older may perceive their caretaker’s abusive behavior as normal or may feel too scared or ashamed to disclose that they are being abused.
3. State that the group is going to discuss how to make reports and the issues that come up surrounding reports. What are mandated reporters mandated to do? Refer to pages 4 and 24 of the module. Make sure that the group covers both the requirements of calling immediately and of making a written report within 36 hours.
4. State that ECE providers may be anxious about making a report because they do not want to jeopardize the relationship with the parent or they do not want the child to be removed from the family or the ECE program. They may also worry that the family may retaliate or that their suspicions of abuse may be wrong. These concerns may always be shared with CPS at the time of reporting. An ECE professional may also share his or her impressions of what would help the family and child, as well as state whether or not he or she believes the child should remain in the ECE program. Ask participants how they handle making reports, and how they decide when to tell parents when they have made a report and when not to tell them.
5. Discuss how to tell parents a report has been made. State that the ECE provider needs to emphasize to parents that the provider cares about them and their children and knows they are doing their best for their children, but that they need some support. Give parents as many options as possible regarding the report (e.g., have them be in the room, have them speak with CPS directly).
6. Ask participants to discuss the barriers to reporting. Begin by stating that many ECE providers find it very difficult to report. Ask participants about the barriers to reporting that they experience. Refer to page 6 of the module. Make sure to acknowledge that it is very easy to come up with justifications not to report, but the law still requires that they report any suspected abuse or neglect.
7. Direct participants to *Activity: Deciding to Report* on page 9 of the module. Instruct participants to discuss whether the ECE provider in the scenarios should report. Ask participants what their concerns are about reporting and how they handle them.



8. Ask participants how they can support children and families experiencing abuse. Refer to pages 7 to 8 of the module.

**If you have experienced CCHAs in the room, do one or more of the following:**

1. Group them in separate groups and ask them to share difficult situations they have encountered related to child abuse and neglect, to discuss how they handled the situations and to discuss what they recommend doing differently in the future.
2. Ask them to describe how they talk with parents about suspected child abuse or neglect.
3. Ask them to describe how they support parents to prevent child abuse or neglect.
4. Pair them up with nonexperienced participants and instruct the nonexperienced to ask questions of the experienced CCHAs about child abuse prevention, identification and reporting.

### III. Summary and Closure

#### A. **Optional Topic:** *Using the Child Abuse Prevention, Identification and Reporting Module*

**Method:** *Small Group Activity*

**Instructions:**

1. *Explain to the participants that the curriculum is a rich resource for them and encourage them to become familiar with it. Towards this end, spend a few minutes looking through it together. Explain that participants will work in pairs to go through the module to find the answers to these questions.*
2. *Hand out Appendix 11A. Tell the participants they have 5 to 10 minutes to locate the answers.*
3. *Note to Trainer: Participants may feel that this is “busy work.” Let them know that our goal is to use our time today to give them new tools and resources, and the curriculum is one such resource. Explain that becoming familiar with the curriculum is one way to help them determine how they will improve quality in their setting.*

#### B. **Topic:** Next Steps for the CCHA

**Method:** Large Group Discussion

**Instructions:**

1. Ask participants to share the ways that they can support families at risk for child abuse.
2. Ask participants to share the ways that they can improve the reporting of suspected child abuse and neglect in their ECE program.
3. Ask participants to identify what the hardest part is for them personally in addressing possible child abuse and neglect.

#### C. **Topic:** Summary and Closure

**Method:** Brief Closing Activity

**Instructions:**

1. Summarize the key points shared by participants. Review by stating that it is the role of the CCHA to know the signs and symptoms of abuse and neglect, the requirements of the mandated reporter, how to make a child abuse or neglect report, how to overcome barriers to reporting and how to support families.
2. Next Steps: Direct participants to write down one next step they will take as a result of this training. Ask participants to share these with the group.

# APPENDIX 11A

## Using the Child Abuse Prevention, Identification and Reporting Module

**Topic:** Using the Child Abuse Prevention, Identification and Reporting Module

**Method:** Small Group Activity

**Instructions:** Review the module and find the answers to the following questions.

According to the module:

1. What is the impact of domestic violence on children?
2. What can you do to prevent shaken baby syndrome?
3. What can you do to prevent child abuse?
4. What are three resources you can use to support your work in preventing and responding to child abuse?