

Recognizing and Reporting Child Abuse and Neglect

Checklist of Practice

Always	Sometimes	Not Yet	Caregiver Strategies: What they look like in practice
			1. Discuss developmental milestones with parents: skills observed, what to expect next, and concerns.
			2. Through a strength-based lens, share observations of child's temperament with parents.
			3. Evidence based practices for guiding children's behavior are consistently followed.
			4. Share with parents, strategies for guiding children's behavior that work for individual children.
			5. Materials are available for checkout through a lending library that reflect current, research based, best practice parenting strategies.
			6. Providers document and communicate with parents any injuries that may have occurred over the course of the day, at home or at child care.
			7. Program has a protocol for reporting suspected child abuse or neglect.
			8. Each staff member is trained on the protocol for reporting suspected abuse or neglect.
			9. Staff receive training on prohibited child care provider behaviors.
			10. The Idaho CareLine (211 or 800-926-2588) is posted where staff and parents can see it.
			11. Staff is immune from retaliation for making a report in good faith.
			12. Providers implement intentional strategies to establish relationships with children, follow predictable routines and schedules, and ensure materials and activities are developmentally appropriate.
			13. Provider self-care is supported among staff and leadership (sick leave, moral support, wellness benefits, consistent break schedule, etc).
			14. The layout of the facility and materials are arranged so there is high visibility in all areas used by children.

Child Abuse and Neglect Form

FILE ORIGINAL IN CHILD'S FILE

Reporter(s): _____

Child's Name: _____ DOB: _____

Parent(s) Name(s): _____

Address: _____ Phone: _____

Check appropriate box indicting the type of suspected abuse:

Physical Abuse Emotional Abuse Sexual Abuse Physical Neglect

Other (please specify): _____

Objective Information: _____ *Date & time information was observed:* _____

- What did you see?
- Physical marks or injuries?

Subjective Information: _____ *Date & time information was received:* _____

- What were you told? (Direct quotes when possible)
- What other pertinent information do you know?

Reported to Supervisor on (date and time): _____

Reported to _____ **at** _____ **on** _____

Full name of CPS/Law Enforcement Official Agency Name Date & Time

Suggestions or Guidance (for working with this child or family from CPS/Law Enforcement): _____

Reporter Signature

Date

Supervisor Signature

Date

“There is a cost to caring.” - Charles Figley

Trauma takes a toll on children, families, schools, and communities. Trauma can also take a toll on school professionals. **Any educator who works directly with traumatized children and adolescents is vulnerable to the effects of trauma**—referred to as *compassion fatigue* or *secondary traumatic stress*—being physically, mentally, or emotionally worn out, or feeling overwhelmed by students’ traumas. The best way to deal with compassion fatigue is early recognition.

TIPS FOR EDUCATORS:

- 1. Be aware of the signs.** Educators with compassion fatigue may exhibit some of the following signs:
 - Increased irritability or impatience with students
 - Difficulty planning classroom activities and lessons
 - Decreased concentration
 - Denying that traumatic events impact students or feeling numb or detached
 - Intense feelings and intrusive thoughts, that don’t lessen over time, about a student’s trauma
 - Dreams about students’ traumas

- 2. Don’t go it alone.** Anyone who knows about stories of trauma needs to guard against isolation. While respecting the confidentiality of your students, get support by working in teams, talking to others in your school, and asking for support from administrators or colleagues.

- 3. Recognize compassion fatigue as an occupational hazard.** When an educator approaches students with an open heart and a listening ear, *compassion fatigue* can develop. All too often educators judge themselves as weak or incompetent for having strong reactions to a student’s trauma. Compassion fatigue is not a sign of weakness or incompetence; rather, it is the cost of caring.

- 4. Seek help with your own traumas.** Any adult helping children with trauma, who also has his or her own unresolved traumatic experiences, is more at risk for compassion fatigue.

- 5. If you see signs in yourself, talk to a professional.** If you are experiencing signs of compassion fatigue for more than two to three weeks, seek counseling with a professional who is knowledgeable about trauma.

- 6. Attend to self care.** Guard against your work becoming the only activity that defines who you are. Keep perspective by spending time with children and adolescents who are not experiencing traumatic stress. Take care of yourself by eating well and exercising, engaging in fun activities, taking a break during the workday, finding time to self-reflect, allowing yourself to cry, and finding things to laugh about.

Resource: Figley, C.R. (1995). *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. New York: Brunner/Mazel, Inc.

This project was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS). The views, policies, and opinions expressed are those of the authors and do not necessarily reflect those of SAMHSA or HHS.



How do you get more information?

Call the Idaho CareLine at 211 or 1-800-926-2588

CareLine will connect you with someone who can document your concerns.

Visit the Governor's Task Force on Children at Risk for additional copies of this brochure and a training DVD at

www.idcartf.org



Developed by the Governor's Task Force on Children at Risk

Paid for by Children's Justice Act Federal Grant

CARE ENOUGH TO CALL

Report Child Abuse and Neglect

Children have the right to be safe and have their basic needs met.

Yet, thousands of Idaho children suffer from abuse or neglect each year.

Care enough to keep children safe. Call and report your concerns.



Idaho CareLine • IDHW

2-1-1
Get Connected. Get Answers.

Dial 2-1-1 or 1-800-926-2588

WHEN DO YOU CALL?

Idaho law requires you to call whenever you have reason to believe that a child under the age of 18 has been abused, neglected, or abandoned.

Idaho Code Sec. 16-1605

Physical Abuse means harming a child in a way that leaves physical marks or injuries.

Call When You See A Child With...

- Injuries such as bruises, welts, cuts, bite marks, or broken bones with no appropriate explanation.
- Burns or bruises that look like the object with which they may have been inflicted.
- Clothing too warm for the season which may hide injuries to arms or legs.
- A pattern of repeated injuries.
- A disclosure that he or she was hurt by an adult.

Sexual Abuse is the use of a child in a sexual way. It may be sexual touching, molestation, incest, rape, or taking pictures of a child for obscene or pornographic purposes.

Call When a Child Has Told You...

- They have been touched in a private place.
- About having to play "games" the child doesn't like.
- They have to keep something a secret.
- That someone will be hurt if they tell the secret.

Neglect is when children are not getting the care and protection they need.

Call When a Child...

- Is young and is left alone.
- Lives in a house where health or safety hazards are present.
- Has no home or emergency shelter.
- Has nothing to eat and the child appears hungry and underweight.
- Is without education .



How much do you care?



F.A.Q.

Frequently Asked Questions

Who is required to call?

Everyone. This includes doctors, hospital residents, therapists, interns, nurses,



Please call

coroners, school teachers, daycare providers, social workers, relatives, friends, and private citizens.

Who do you call?

A report must be made to your local law enforcement agency such as the police or sheriff's office or to the

What if you are not sure it's abuse?

Department of Health and Welfare, Children and Family Services (CFS).

Call and let the Department of Health and Welfare or law enforcement decide if they have enough information to respond. You need not be prepared to prove that abuse or neglect has occurred before making a report.

How soon do you call?

You must call and report within 24 hours of becoming aware of the abuse or neglect.

Will the family find out you called?

Every reasonable effort is made to maintain confidentiality of an individual who reports child abuse or neglect. However, sometimes the family can figure out who called.

What happens after you call?

- Someone from CFS or the police, or both, will evaluate the situation to determine if there are current and ongoing safety issues for the child.
- CFS will work with the family to try to create a plan so the child can stay safely in his/her home.
- If a child's safety cannot be ensured with a safety plan, the child may be removed from his/her home by law enforcement or the court.
- If a child is removed from their home, CFS is required to work with the child and family toward the child's safe return home.



Don't be afraid to call.

When you call, what information will be helpful?

- Child and family's names, address, and phone number.
- Current location of the child and if they are in immediate danger.
- Description of any injury to the child and when and where the incident occurred.



Will you call?

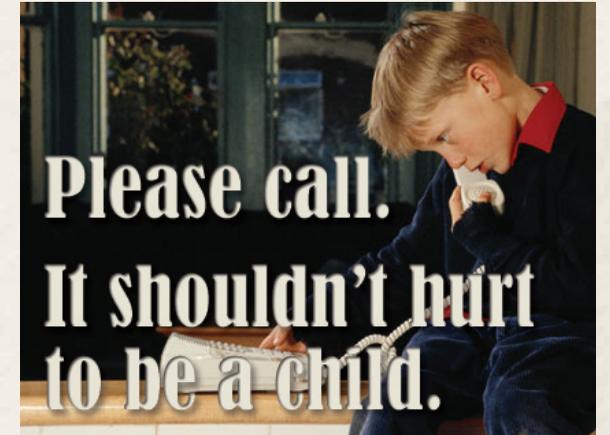
- Names of people who may also have information.
- Explanation of your concerns regarding the child's safety.
- Any additional information you have about the child, family, or caregivers that may be helpful.
- Your name, address, phone number, and relationship to the child. You can choose to make an anonymous report.

What if you don't call?

Failure to call may mean that a child is hurt. In Idaho, it is a misdemeanor if you fail to report child abuse, neglect, or abandonment.

Can you get in legal trouble for calling?

Reports of child abuse or neglect made in "good faith" and without "malice" are immune from civil liability. It is a crime to intentionally make a false report. Idaho Code Sec. 16-1606



The Importance of Early Detection

If children are identified when they show the earliest sign of abuse or neglect, help can be made available when problems can be more readily resolved. Too often referrals to protective services are not made until the conditions of abuse or neglect become severe or life-threatening.

Idaho CareLine • IDHW ★

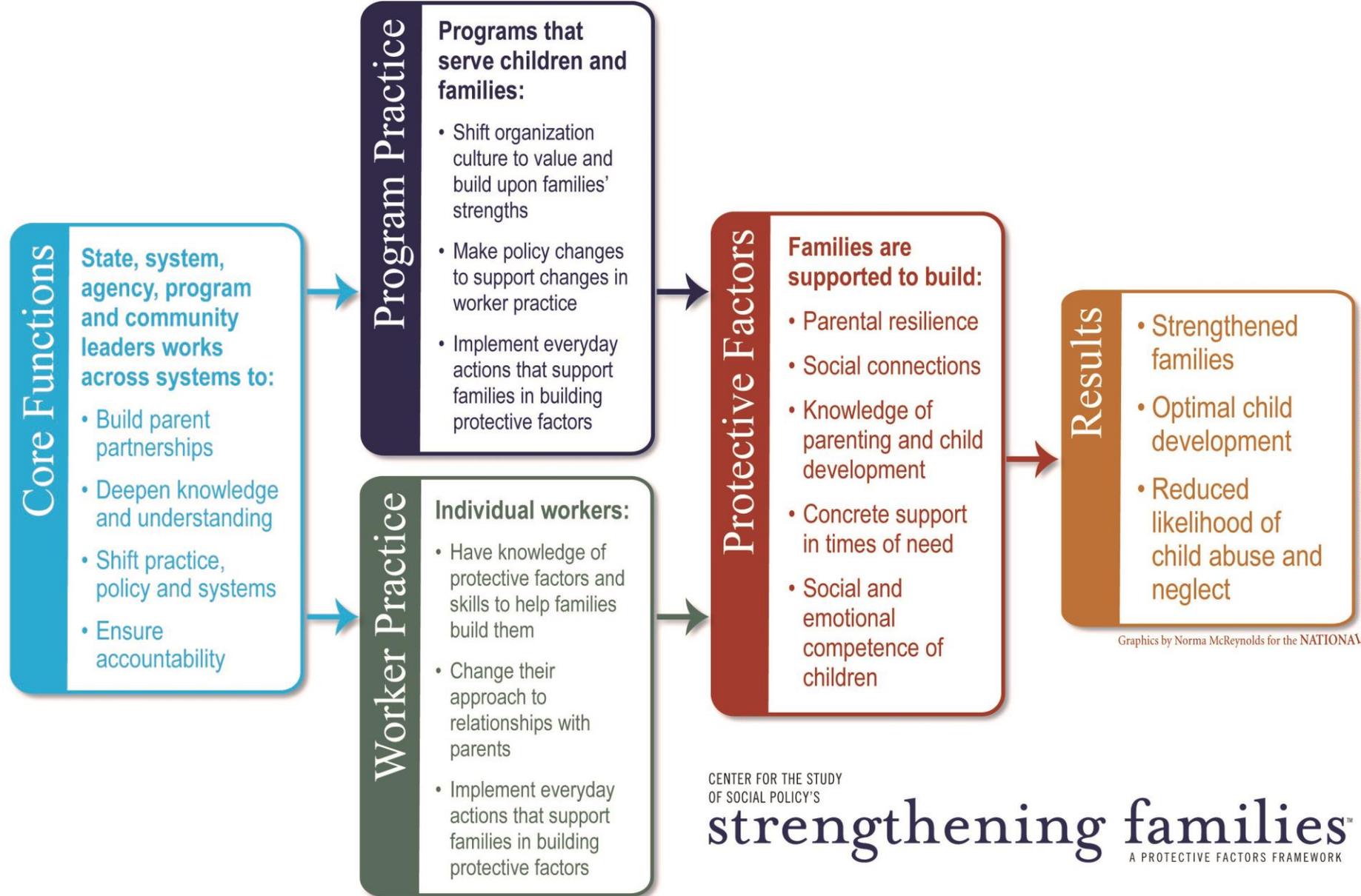
2-1-1™
Get Connected. Get Answers.

Dial 2-1-1 or 1-800-926-2588



The Pathway to Improved Outcomes for Children and Families

Strengthening Families™ Protective Factors Framework Logic Model



The Pathway to Improved Outcomes for Children and Families

Everyday Actions That Help Build Protective Factors

Everyday Actions

- Demonstrate in multiple ways that parents are valued
- Honor each family's race, language, culture, history and approach to parenting
- Encourage parents to manage stress effectively
- Support parents as decision-makers and help build decision-making and leadership skills
- Help parents understand how to buffer their child during stressful times

- Help families value, build, sustain and use social connections
- Create an inclusive environment
- Facilitate mutual support around parenting and other issues
- Promote engagement in the community and participation in community activities

- Model developmentally appropriate interactions with children
- Provide information and resources on parenting and child development
- Encourage exploration of parenting issues or concerns
- Provide opportunities to try out new parenting strategies
- Address parenting issues from a strength-based perspective

- Respond immediately when families are in crisis
- Provide information and connections to other services in the community
- Help families to develop skills and tools they need to identify their needs and connect to supports

- Help parents foster their child's social emotional development
- Model nurturing support to children
- Include children's social and emotional development activities in programming
- Help children develop a positive cultural identity and interact in a diverse society
- Respond proactively when social or emotional development seems to need support

Protective Factors

Parental Resilience

Social Connections

Knowledge of Parenting and Child Development

Concrete Support in Times of Need

Social and Emotional Competence of Children

Results

Strengthened Families

Optimal Child Development

Reduced Likelihood of Child Abuse and Neglect