

**BALTIMORE CITY PUBLIC SCHOOLS
OFFICE OF PUPIL SERVICES**



**STAFF TRAINING MANUAL ON
CHILD ABUSE AND NEGLECT**

(To Accompany the Video-Tape)

**SUPPORTING REPORTING: A TRAINING TAPE ON THE
IDENTIFICATION AND REPORTING OF CHILD ABUSE AND NEGLECT
AND TREATMENT RESOURCES**

*These Materials Were Funded By
A Grant From The
Maryland State Department Of Education*

**SUPPORTING REPORTING: A TRAINING SEMINAR ON THE IDENTIFICATION,
REPORTING AND RESOURCES FOR THE TREATMENT OF CHILD ABUSE AND NEGLECT**

PURPOSE

1. To train all school personnel in the City of Baltimore to **recognize, respond, and report** suspicion of child abuse and neglect.
2. To increase the awareness of the legal consequences of failure to report suspicion of abuse and neglect of students to the Department of Social Services.

OBJECTIVES

- To inform staff of state child abuse and neglect reporting laws
- To inform staff of the consequences of failure to report
- To increase awareness of the need to take steps to decrease incidences

BALTIMORE CITY PUBLIC SCHOOLS
BUREAU OF INSTRUCTION
OFFICE OF PUPIL SERVICES
SCHOOL SOCIAL WORK SERVICE

"SETTING THE TONE"

PRESENTATION GUIDELINES FOR A TRAINING SEMINAR

- Set a positive, optimistic tone!
Consider this activity as a part of a series of efforts to improve your school's educational climate.
Incorporate this effort into your short and long-range plans for your school.
- Recognize that abuse and neglect of children is a sensitive issue which may elicit conflictual feelings and strong emotional reactions.
- Be prepared to acknowledge feelings, and allow discussion within the time allotted. If appropriate, indicate that opportunity will be available for further discussion in planning sessions which you are considering.
- Do not get side tracked. Should a related, but irrelevant topic surface, acknowledge the concerns, but try not to get off on a tangent. That subject can be the topic for another meeting, if necessary.
- Feel comfortable in admitting your lack of expertise in this area. The important points for all to know are that abuse and neglect are not sanctioned behaviors, and cannot be tolerated.



BALTIMORE CITY PUBLIC SCHOOLS
BUREAU OF INSTRUCTION
OFFICE OF PUPIL SERVICES
SCHOOL SOCIAL WORK SERVICE

TRAINING PACKET ON REPORTING ABUSE AND NEGLECT OF CHILDREN

PRE-TEST ON REPORTING

Instructions: Read each statement carefully. Underline the correct response T (True) or F (False)

- | | | |
|---|---|---|
| 1. Before making a report to the Department of Social Services (DSS) of suspected abuse or neglect, the school administrator shall conduct an investigation. | T | F |
| 2. School staff shall receive permission from the principal before making a report to DSS. | T | F |
| 3. All school system employees and volunteers must report suspicions of abuse and neglect. | T | F |
| 4. School system professionals may be suspended or dismissed for knowingly failing to report suspicions of child abuse. | T | F |
| 5. The Maryland State Department of Education may suspend or revoke the license of a certificate holder convicted of a crime involving child abuse or neglect. | T | F |
| 6. Persons who report suspected child abuse or neglect in good faith are immune from civil or criminal liability. | T | F |
| 7. Professionals must report orally as soon as reasonably possible and in writing within 48 hours of the suspicion of neglect or abuse. | T | F |
| 8. Educators and other school employees and volunteers may not be deemed possible abusers of school children. | T | F |
| 9. Anyone who has the permanent or temporary care or custody or responsibility for supervision of a child during the school day may also be deemed abusers under the law. | T | F |
| 10. The person who has reason to believe that abuse or neglect has occurred must report the suspicion immediately to DSS. | T | F |
| 11. School personnel having knowledge of staff abuse or neglect of a child must report this to DSS. | T | F |
| 12. Protective Services staff shall not reveal the identity of the person reporting suspected abuse and neglect unless required by court order. | T | F |

ANSWER KEY TO PRE-TEST ON REPORTING

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|----------|----------|
| 1. FALSE | 7. TRUE |
| 2. FALSE | 8. FALSE |
| 3. TRUE | 9. TRUE |
| 4. TRUE | 10. TRUE |
| 5. TRUE | 11. TRUE |
| 6. TRUE | 12. TRUE |

A. TRAINING FORMAT (1 hour)

1. Show video tape - approximately 30 minutes
2. Have participants complete PRE-TEST On Reporting.
3. Elicit reactions to the video tape.
4. Follow this suggested outline.

B. DEFINITION OF TERMS (Trainers will want to familiarize themselves with these terms).

--CHILD: means any individual under the age of 18 years.

--FAMILY MEMBER: means a relative of a child by blood, adoption, or marriage.

--HOUSEHOLD: means the location in which the child resides, where the abuse or neglect is alleged to have taken place, or where the person suspected of abuse or neglect resides.

--HOUSEHOLD MEMBER - means a person who lives with or is a regular presence in the home of a child at the time of the alleged abuse or neglect.

--ABUSE: (1) the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child or by any household or family member under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed.

(2) sexual abuse of a child, whether physical injuries are sustained or not.

--SEXUAL ABUSE: Any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, or sexual offense in any degree, sodomy, or unnatural or perverted sexual practices, on a child by any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for the supervision of a minor child. Sexual molestation or exploitation includes, but is not limited to contact or conduct with a child for the purpose of sexual gratification, and may range from sexual advances, kissing or fondling to sexual crime in any degree, rape, sodomy, prostitution, or allowing, permitting, encouraging, or engaging in the obscene or pornographic display, photographing, filming or depiction of a child as prohibited by law.

--NEGLECT: Child neglect means the leaving of a child unattended or other failure to give proper care and attention to a child by the child's parents, guardian, or custodian under circumstances that indicate that the child's health or welfare is significantly harmed or placed at risk of significant harm. However, a child may not be considered to be neglected solely because the child is receiving non-medical religious remedial care and treatment recognized by the State law.

C. REPORTING PROCEDURES FOR SCHOOL STAFF

1. All individuals are legally and morally responsible for reporting suspected child abuse and neglect. **PERMISSION IS NOT REQUIRED.**
2. Principal needs to be notified regarding the report.
3. Prior to contacting the Department of Social Services, obtain all identification--refer to the reporting form.
4. Written report to be submitted by professionals to the Department of Social Services within 48 hours.
5. Records and reports concerning child abuse and neglect are confidential, and unauthorized disclosure is a criminal offense. Therefore, discussion related to complaints and investigations must be completed with the utmost discretion.

This is controversial since individuals may wish to retain a copy to protect themselves against accusations of failure to report.

WHEN SCHOOL PERSONNEL OR VOLUNTEERS ARE UNSURE WHETHER ABUSE OR NEGLECT HAS TAKEN PLACE, THE SITUATION SHOULD BE DISCUSSED WITH THE LOCAL DEPARTMENT OF SOCIAL SERVICES.

D. SANCTIONS FOR FAILURE TO REPORT

1. Educators may be suspended or dismissed for knowingly failing to report suspected child abuse.
2. Educators certificate may be suspended or revoked under two circumstances:

--if dismissed by a local Board of Education for knowingly failing to report a suspicion of child abuse.

--is convicted of a crime involving:

- a. child abuse or neglect
- b. contributing to delinquency of a minor or,
- c. moral turpitude, if the offense bears directly on an individual's fitness to teach.

E. DEPARTMENT OF SOCIAL SERVICE RESPONSIBILITY

1. Refer to DSS Flow Chart included in Training Manual.
2. DSS social worker or police officer will respond to investigate a report of child abuse. In neglect cases only a DSS Protective Service worker responds.
3. If there are any questions or problems consult with your school social worker or call Educational Specialist, School Social Work Services at 396-8642.

F. PARENTAL AWARENESS

1. Inform participants of parental notification regulation: Although the regulations express a preference for parental notification, the school principal or the principal's designee is not required to notify the parents or guardians of investigation on school premises involving suspected child abuse or neglect. The principal, in consultation with the protective service caseworker, may decide whether the parents should be informed of the investigative questioning. It may

be determined, for example, that disclosure to the parents would create a threat to the well being of the child (COMAR 13A.08.01.04B).

2. Parents need to be informed of the legal responsibilities of school staff to report suspected cases of abuse and neglect. In order to facilitate positive interactions between the school and home/community it is often helpful to inform parents of this before a problem arises. It is recommended that a formal communication be sent to parents at the beginning of the school year. Refer to sample letter in training manual.

G. WRAP-UP

1. Give answers to pre-test.
2. If you need help contact:
 - your school social worker
 - BCPS educational specialist, School Social Work Service at 396-8642
 - Speakers Bureau--Department of Social Services (DSS) 361-2731

REMEMBER

THE 3 R's OF CHILD ABUSE AND/OR NEGLECT

RECOGNIZE...

RESPOND...

REPORT.

RESOURCES

Sexual Abuse - Once investigated by DSS protective Services Worker, all victims are referred for treatment. Group and/or individual therapy is optional for victim, perpetrator and caretaker.

Baltimore City Department of Social Service	396-2235	Reporting Child Abuse and Neglect
Parent Anonymous	243-7337	24 hour Hotline

STATE LISTING

Governor's Council on Child Abuse and Neglect
Governor's Office for Children and Youth
301 West Preston Street
Suite 1502
Baltimore, Maryland 21201
(301) 225-4160

Maryland State Department of Human Resources
Social Services Administration
Child Protective Services
311 West Saratoga Street - 5th Floor
Baltimore, Maryland 21201
(301) 333-0226

Maryland Action to Prevent Child Abuse
Parents Anonymous of Maryland
1123 North Eutaw Street - Suite 312
Baltimore, Maryland 21201
(301) 728-7021 (24 Hour Hotline) 243-7337
(Parents Anonymous operates in Baltimore City and 17 counties in Maryland). Call the hotline (collect calls accepted) for the phone numbers of local Parents Anonymous organizations).

Exchange Club/Child Abuse Prevention Center of Maryland
1310 South Charles Street
Baltimore, Maryland 21230
(301) 576-2414
(Statewide volunteer lay therapy services)

People Against Child Abuse, Inc.
3 Church Circle
Annapolis, Maryland 21401
(301) 269-7816
(Maryland Chapter for the National Committee for the
Prevention of Child Abuse--Chapters in 12 counties in
Maryland)

Friends of the Family, Inc.
2539 St. Paul Street
Baltimore, Maryland 21218
(301) 467-2556

BALTIMORE CITY

Baltimore Center for Victims of Sexual Assault
1010 St. Paul Street
Baltimore, Maryland 21202
(301) 685-0937 (24 Hour Hotline) 366-7273

CASA of Baltimore
University of Maryland
School Social Work and Community Planning
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Baltimore, Maryland 21201
(301) 328-7367

House of Ruth
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Baltimore, Maryland 21218
(301) 889-0840/Hotline 889-7884

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Baltimore, Maryland 21217
(301) 669-9000

Florence Crittenton Services of Baltimore, Inc.
3110 Crittenton Place
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HANDOUTS

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THE 3 R's OF CHILD ABUSE AND/OR NEGLECT

RECOGNIZE...

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RESOURCES

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Parent Anonymous	243-7337	24 hour Hotline
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Baltimore City Department
of Social Service

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~~396~~-2235

Reporting Child Abuse and
Neglect

Parent Anonymous

243-7337

24 hour Hotline

REMEMBER

THE 3 R's OF CHILD ABUSE AND/OR NEGLECT

RECOGNIZE...

RESPOND...

REPORT.

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF ABUSE	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
<p>PHYSICAL ABUSE</p>	<p>Unexplained Bruises and Welts: --on face, lips, mouth --on torso, back, buttocks, thighs --in various stages of healing --clustered, forming regular patterns --reflecting shape of article used to inflict (electric cord, belt buckle) --on several different surface areas --regularly appear after absence, week-end or vacation</p> <p>Unexplained Burns: --cigar, cigarette burns, especially on soles, palms, back or buttocks --immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia) --patterned like electric burner, iron, etc. --rope burns on arms, legs, neck or torso</p> <p>Unexplained Fractures: --to skull, nose, facial structure --in various stages of healing --multiple or spiral fractures</p> <p>Unexplained Lacerations or Abrasions --to mouth, lips, gums, eyes --to external genitalia --human bite marks</p>	<p>Wary of Adult Contacts</p> <p>Apprehensive When Other Children Cry</p> <p>Behavioral Extremes --aggressiveness, or --withdrawal (including excessive day-dreaming)</p> <p>Frightened of Parents</p> <p>Reports Injury by Parents</p> <p>Discrepancies in Reports of Causes of Injuries</p>
<p>PHYSICAL NEGLECT</p>	<p>Consistent Hunger, Poor Hygiene, Inappropriate Dress</p> <p>Consistent Lack of Supervision, Especially in Dangerous Activities or Long Periods</p> <p>Unattended Physical Problems or Medical Needs</p> <p>Abandonment</p>	<p>Begging, Stealing Food</p> <p>Extended Stays at School (early arrival and late departure)</p> <p>Constant Fatigue, Listlessness or Falling Asleep in Class</p> <p>Alcohol or Drug Abuse</p> <p>Delinquency (e.g. thefts)</p> <p>States There is No Caretaker</p>

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF ABUSE	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
SEXUAL ABUSE	<p>Difficulty in Walking or Sitting</p> <p>Torn, Stained, or Bloody Underclothing</p> <p>Pain or Itching in Genital Area</p> <p>Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas</p> <p>Venereal Disease, Especially in Very Young</p> <p>Pregnancy, Especially in Early Adolescence</p>	<p>Unwilling to Change for Gym or Participate in Physical Education Class</p> <p>Withdrawal, Fantasy or Infantile Behavior</p> <p>Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge</p> <p>Poor Peer Relationships</p> <p>Delinquent or Run Away</p> <p>Reports Sexual Assault by Caretaker</p>
EMOTIONAL MALTREATMENT	<p>Speech Disorders</p> <p>Lags in Physical Development</p> <p>Failure-to thrive</p>	<p>Habit Disorders (sucking, biting, rocking, etc.)</p> <p>Conduct Disorders (antisocial, destructive, etc.)</p> <p>Neurotic Traits (sleep disorders, inhibition of play)</p> <p>Psychoneurotic Reactions (hysteria, obsession, compulsion, phobias, hypochondria)</p> <p>Behavior Extremes: --compliant, passive --aggressive, demanding</p> <p>Overly Adaptive Behavior: --inappropriately adult --inappropriately infant</p> <p>Developmental Lags (mental, emotional)</p> <p>Reports Being Overworked, Exploited</p> <p>Attempted Suicide</p>

THE THREE ELEMENTS IN ABUSE

Abuse most often occurs in the home. Three elements are usually involved and create the environment for an incident of abuse to occur:

1) the abuser 2) the abused 3) A CRISIS

1) The Abuser (usually the parent or caretaker)

Although all parents have the potential to be abusive, the chronic abusive parent has certain characteristics and a behavior pattern not representative of good parenting. Many abusers have a history of having been abused themselves or at least brought up in very strict families. Abusive parents keep to themselves, move from place to place, and usually are young. They pick a mate who is of little help to them, who is rather passive. The mate almost always knows about the abuse, ignores it, even may participate in it.

2) The Abused (the child victim)

Usually only one child in the family is abused. Some children are more vulnerable to abuse than others. Children under six are considered a high risk population. Children with handicaps have a higher incidence of abuse than children who do not have any physical or mental handicaps. Adopted children also have a higher incidence of abuse, as do hyperactive and emotionally disturbed children.

Some children are difficult to care for, so difficult that they irritate the parent to the point of losing control. A child may even provoke abuse in attempting to get attention. Some children are seen by the parents as stubborn and deliberately annoying.

3) A CRISIS

A crisis is the precipitating factor that sets the abusive parent in motion. The parent overreacts as the result of other stresses that have become too numerous or too complex to cope with. The abuse is the result of this frustration and anxiety. Many things can precipitate a crisis. Loss of a job, divorce, illness, death in the family. The child refuses to eat, he wets his pants again, he won't stop crying. As a result, the parent suddenly loses control, and the child is abused.

CITY OF BALTIMORE
DEPARTMENT OF EDUCATION
OFFICE OF EMPLOYMENT DEVELOPMENT



ALICE D. M. COLE
MANAGEMENT SPECIALIST
COMMONWEALTH YOUTH EMPLOYMENT SERVICES
EMPLOYABILITY DEVELOPMENT DIVISION

(301) 396-7526

6726

Suite 400 A
101 W. 24th Street
Baltimore, Maryland 21218

FICTION: As child neglect worsens, it becomes child abuse.

FACT: Child neglect and child abuse are not on the same continuum. A person who neglects a child does not necessarily move on to abusive behavior. A simple rule of thumb may be helpful. Child abuse generally involves an act of commission (striking, threatening, name calling) while child neglect generally involves an act of omission (withholding, abandonment). It is true, however, that both abuse and neglect may be present in the same household.

FICTION: Child abuse and neglect occur only in the home.

FACT: Child maltreatment can affect children in a number of settings. Children in day care homes and centers, schools, foster and group homes, as well as residential facilities are protected under the law in the same way that children in their own homes are protected.

As increasing numbers of parents are dependent on out-of-home care, it becomes imperative for them to screen potential providers before placing their children.

FICTION: Maltreatment is a private family matter and no one should try to interfere.

FACT: While parents do have the right to discipline their children as they see fit, they do not have the right to discipline or punish them in an abusive manner. Everyone is legally and morally obligated to protect children and to report any suspected incident of abuse or neglect to the local department of social services or to the police.

Maltreatment is a social as well as family problem. The consequences are too far reaching for it to be considered strictly a private family matter. Research has shown that children who have been maltreated are at high risk for developing learning or behavior disorders. Severe abuse may also lead to permanent brain damage and mental and/or physical retardation. Another sobering fact is that large numbers of our prison population were abused and/or grossly neglected as children.

For some adults, acting out their abusive tendencies is their way of asking for help. They may recognize that they have a serious problem but, at the same time, feel powerless to change their behavior. Only through outside intervention can these individuals receive the help they need. Your call could connect them with the resources they require to assist them.

FICTION: Nothing can be done to help parents who maltreat their children.

FACT: Many abusing and neglecting parents are under the misconception that being a good parent comes as naturally as becoming one. They do not realize that effective parenting is learned behavior and that they can learn to alter their pattern of negative behavior with skilled, professional help. Services such as family planning, marriage counseling, parent effectiveness training and individual and group therapy can be beneficial in assisting the parents with their difficult role.

For those seeking alternatives to professional assistance, volunteer parent aides, and Parents Anonymous — a self-help group modeled after the successful Alcoholics Anonymous program — are also available. Local departments of social services can provide additional information on these and other available resources.

FICTION: When an individual makes a report, their name is given to the family.

FACT: The names of persons making referrals concerning maltreatment are kept in the strictest confidence. Individuals who make reports are encouraged to give their names and telephone numbers to the person taking the referral so that additional information may be obtained from them at a later date, if necessary. If someone does not wish to reveal their name, the report may still be made anonymously.

LOCAL DEPARTMENT OF SOCIAL SERVICES (Office Hours — 8:30 a.m. to 4:30 p.m.)

ALLEGANY COUNTY
777-5592
(After hours dial 911)

ANNE ARUNDEL COUNTY
974-8700 (all hours)

BALTIMORE CITY
361-2235 (all hours)

BALTIMORE COUNTY
887-2800
(After hours 832-7263)

CALVERT COUNTY
535-4700
(After hours 535-1400)

CAROLINE COUNTY
479-4628
(After hours 479-2515
or dial 911)

CARROLL COUNTY
848-8880
(After hours 848-8778)

CECIL COUNTY
398-1414
(After hours 398-3815)

CHARLES COUNTY
934-2700
(After hours 934-2222)

DORCHESTER COUNTY
228-5100
(After hours 543-7894)

FREDERICK COUNTY
694-2464
(After hours 694-2100)

GARRETT COUNTY
334-9461
(After hours 334-1911)

HARFORD COUNTY
836-4920
(After hours 838-6600)

HOWARD COUNTY
461-0268
(After hours 992-2200 or
dial 911)

KENT COUNTY
778-0820
(After hours 778-2277
or 911)

MONTGOMERY COUNTY
217-4417 (all hours)

**PRINCE GEORGE'S
COUNTY**
422-5336
(After hours 699-8605)

QUEEN ANNE'S COUNTY
758-0440
(After hours 758-1101)

ST. MARY'S COUNTY
475-3051
(After hours 475-8016)

SOMERSET COUNTY
651-0311
(After hours 546-8948)

TALBOT COUNTY
822-1617
(After hours dial 911)

WASHINGTON COUNTY
791-4044
(After hours 791-4045)

WICOMICO COUNTY
543-6900
(After hours 543-7894)

WORCHESTER COUNTY
632-2705
(After hours 911)

STATEWIDE
(Toll Free)
1-800-332-6347

Social Services Administration
Child Protective Services
333-0226



DEPARTMENT OF HUMAN RESOURCES

Carolyn W. Colvin, Secretary

State of Maryland

William Donald Schaefer, Governor

CHILD ABUSE and NEGLECT

Fiction and Fact

MARYLAND'S LAW

(Subtitle 7 of the Maryland
Family Law Code Annotated)

The abuse and neglect of children is a serious problem which requires the involvement of all private citizens and professionals in the community for the purpose of prevention, identification, and treatment. In Maryland, the child abuse and neglect law requires that all persons, including all professionals, are mandated to make a report as soon as possible to the department of social services, when they SUSPECT a child has been or is being mistreated. (In cases of child abuse, a report may be made to Social Services or the police department.)

Any professional who knowingly fails to make a required report of child abuse may be subjected to certain professional sanctions. The professionals identified in Maryland law include: health practitioners, police officers, educators, and human service workers. Telephone numbers for reporting child abuse or neglect are listed on the back of this brochure.

Child Abuse is defined as the physical injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is significantly harmed or at risk of being significantly harmed; or sexual abuse of a child whether physical injuries are sustained or not. Sexual abuse means any act that involves sexual molestation or exploitation of a child, and includes: fondling, incest, rape, or sexual offense in any degree, sodomy, and unnatural or perverted sexual practices.

Child Neglect is defined as the failure to give proper care and attention to a child including the leaving of a child unattended, by the child's parents, guardian, or custodian under circumstances that indicate that the child's health or welfare is significantly harmed or placed at risk of significant harm.

The law provides immunity from any civil liability or criminal penalty when a report is made in good faith. The law also provides immunity for persons who participate in an investigation or a resulting judicial proceeding.

FICTION: Child abuse occurs so infrequently that it is not a serious problem.

FACT: State laws are not uniform throughout the country, so the total number of child abuse incidents is difficult to measure accurately. It is estimated, however, that during 1988 approximately 2.2 million children, nationwide, were reported to have been abused or neglected.

Yet this figure takes into account only reported incidents. No one can determine how many times a child suffers maltreatment before receiving help, or the number of victims who never come to the attention of the proper authorities.

In addition, national figures indicate that reported cases of child death resulting from maltreatment remain high — totalling over 1,200 annually. This alarming statistic indicates that an average of more than three children die each day as the result of abuse or neglect.

FICTION: Abusive parents are "sick."

FACT: Recent research has shown that only a small percentage (approximately 10 percent) of adult perpetrators of reported incidents of child abuse can be categorized as mentally ill.

People who mistreat their children usually have low self-esteem and poorly-controlled hostility. Frequently, they are immature, self-centered, impulsive and hypersensitive, often displaying a low tolerance for stress or crisis situations. Unable to identify solutions to their difficulties, they often strike out. Sadly, a child may be the target of their anger.

FICTION: Child abuse is a willful act committed by "bad" parents.

FACT: Rarely is child abuse pre-meditated or intentional. Instead, a crisis or failed expectation can trigger a violent, uncontrollable reaction in some people. The vast majority of abusing parents want to be able to restrain their violent behavior. However, this may be a very difficult task for many.

Child maltreatment is often a by-product of a parent's emotional instability and inadequate preparation for parenthood. To some extent, people bring up their children as they themselves were raised. Many abusive parents report that they were abused as children. It is not uncommon, therefore, for abusive tendencies to be passed on from one generation to the next. A pattern develops that is hard to break unless those individuals receive proper guidance in channelling their reactions to stressful situations.

FICTION: Child abuse occurs mainly in low income and socially disadvantaged families.

FACT: Abuse is not confined to any one group. Parents who mistreat their children come from every economic, religious and ethnic background. They may have little schooling or advanced degrees; they may live in large metropolitan areas, small towns or in rural communities.

Undoubtedly, economic and social difficulties do create tremendous stress and contribute to behavior that otherwise might not surface. However, these external factors only serve to intensify an already existing potential for abuse. They are not, in themselves, the cause of abusive actions.

FICTION: Severe bruises and broken bones are the usual signs of child abuse.

FACT: Fractures and visible bruises are familiar types of abuse. Taken together, they represent the phenomenon known as the "battered child syndrome." But other forms of maltreatment are occurring with alarming frequency. Children may be burned with cigarettes or electric irons, scalded by hot liquids, strangled, suffocated, shaken violently or locked in a confining space such as a closet. Some suffer repeated verbal assaults which, over a period of time, greatly reduce their self-esteem.

Sexual abuse is also occurring at a startling rate. At one time, sexual abuse was a "taboo" subject. Authorities are now discovering the sexual abuse of children, committed most often by members of the child's immediate family or by someone known to the family, may be the single most common form of abuse.

FICTION: Older children are rarely the target of maltreatment.

FACT: Statistics indicate that approximately one third of abuse reports involve children between the ages of 12 and 18. Statistics also suggest that 75 percent of all teenage runaways have been victims of maltreatment. Abuse often begins when a child is young and continues into adolescence. Abuse of teens often escalates as parents grow more frustrated in their efforts to alter teenage behaviors. Corporal punishment, once effective to discipline their small child, becomes less effective as the child grows up. The continued use of inappropriate discipline, coupled with the parents' sense of powerlessness, often leads to chronic abuse situations.

For some children the onset of abuse does not occur until they have reached adolescence. Most people perceive teenagers as individuals capable of taking care of themselves. However, abuse during the teen years can be just as devastating and traumatic as it is for a younger child. Abuse can affect self-esteem and the ability to develop emotionally, regardless of age.

FICTION: The effects of neglect on a child are temporary and usually minimal.

FACT: Child neglect is a major problem. Although not always as physically apparent or dramatic as abuse, neglect occurs more frequently. National statistics have indicated that fatalities resulting from child neglect were as frequent as those resulting from child abuse. Rejection by parents, various stages of starvation, lack of medical care, improper clothing and unsanitary living conditions are some of the ways children are neglected. Left to fend for themselves and lacking the necessary parental guidance and supervision, children may suffer long-lasting physical, mental and emotional deficiencies. We have seen that neglected children are more likely to be below average in height and weight, have substandard performance in school and become delinquent. They are also more prone to be angry and hostile and to manifest these feelings in antisocial or self-destructive behaviors.

- ☐ Make sure that your child knows that if someone does something confusing to them, like touching or taking a naked picture or giving them gifts, that you want to be told about it. Reassure the child and explain that he or she will not be blamed for whatever an adult does with the child.

Observe Physical and Behavioral Signs

Children who may be too frightened to talk about sexual molestation may exhibit a variety of physical and behavioral signals. Any or several of these signs may be significant. Parents should assume responsibility for noticing such symptoms including:

- ☐ Extreme changes in behavior such as loss of appetite.
- ☐ Recurrent nightmares or disturbed sleep patterns and fear of the dark.
- ☐ Regression to more infantile behavior such as bedwetting, thumb sucking, or excessive crying.
- ☐ Torn or stained underclothing.
- ☐ Vaginal or rectal bleeding, pain, itching, swollen genitals, and vaginal discharge.
- ☐ Vaginal infections or venereal disease.
- ☐ Unusual interest in or knowledge of sexual matters, expressing affection in ways inappropriate for a child of that age.
- ☐ Fear of a person or an intense dislike at being left somewhere or with someone.
- ☐ Other behavioral signals such as aggressive or disruptive behavior, withdrawal, running away or delinquent behavior, failing in school.



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HEALTH AND HUMAN SERVICES
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Office of Human Development Services
Administration for Children,
Youth and Families
National Center on Child Abuse and Neglect

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development
services

Child Sexual Abuse Prevention

Tips to Parents



Listen and Talk With Your Children

Perhaps the most critical child sexual prevention strategy for parents is good communication with your children. This is not only challenging to every parent but also can be difficult, especially for working parents and parents of adolescents.

☐ Talk to your child every day and take time to really listen and observe. Learn as many details as you can about your child's activities and feelings. Encourage him or her to share concerns and problems with you.

☐ Explain that his or her body belongs only to them alone and that he or she has the right to say no to anyone who might try to touch them.

☐ Tell your child that some adults may try to hurt children and make them do things the child doesn't feel comfortable doing. Often these grownups call what they're doing a secret between themselves and the child.

☐ Explain that some adults may even threaten children by saying that their parents may be hurt or killed if the child ever shares the secret. Emphasize that an adult who does something like this is doing something that is wrong.

☐ Tell your child that adults whom they know, trust and love or someone who might be in a position of authority (like a babysitter, an uncle, a teacher or even a policeman) might try to do something like this. Try not to scare your children—emphasize that the vast majority of grownups never do this and that most adults are deeply concerned about protecting children from harm.



Choosing a Preschool or Child Care Center

Although the vast majority of this nation's preschools and child care centers are perfectly safe places, recent reports of child sexual abuse in these settings are a source of great concern to parents.

☐ Check to make sure that the program is reputable. State or local licensing agencies, child care information and referral services, and other child care community agencies may be helpful sources of information. Find out whether there have been any past complaints.

☐ Find out as much as you can about the teachers and caregivers. Talk with other parents who have used the program.

☐ Learn about the school or center's hiring policies and practices. Ask how the organization recruits and selects staff. Find out whether they examine references, background checks, and previous employment history before hiring decisions are made.

☐ Ask whether and how parents are involved during the day. Learn whether the center or school welcomes and supports participation. Be sensitive to the attitude and degree of openness about parental participation.

☐ Ensure that you have the right to drop in and visit the program at any time.

☐ Make sure you are informed about every planned outing. Never give the organization blanket permission to take your child off the premises.

☐ Prohibit in writing the release of your child to anyone without your explicit authorization. Make sure that the program knows who will pick up your child on any given day.

If You Think That Your Child Has Been Abused...

☐ Believe the child. Children rarely lie about sexual abuse.

☐ Commend the child for telling you about the experience.



☐ Convey your support for the child. A child's greatest fear is that he or she is at fault and responsible for the incident. Alleviating this self-blame is of paramount importance.

☐ Temper your own reaction, recognizing that your perspective and acceptance are critical signals to the child. Your greatest challenge may be to not convey your own horror about the abuse.

☐ Do not go to the school or program to talk about your concern. Instead, report the suspected molestation to a social services agency or the police.

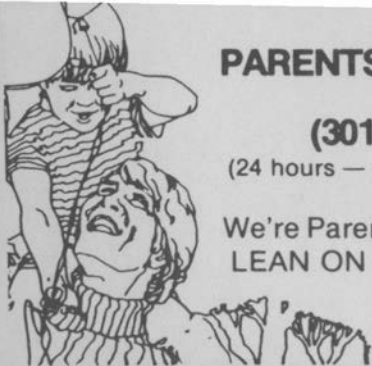
☐ Find a specialized agency that evaluates sexual abuse victims—a hospital or a child welfare agency or a community mental health therapy group. Keep asking until you find a group or an individual with appropriate expertise.

☐ Search for a physician with the experience and training to detect and recognize sexual abuse when you seek a special medical examination for your child. Community sexual abuse treatment programs, children's hospitals and medical societies may be sources for referrals.

☐ Talk with other parents to ascertain whether there are unusual behavior or physical symptoms in their children.

☐ Remember that taking action is critical because if nothing is done, other children will continue to be at risk. Child sexual abuse is a community interest and concern.

Finally, do not blame yourself. Sexual abuse is a fact in our society. Many individuals who molest children find work through employment and community activities which give them access to children. The vast majority of abuse occurs in situations where the child knows and trusts the adult. Do your homework well, but remember a community and national consciousness is needed before we can stamp out sexual molestation in our society.



PARENTS ANONYMOUS

(301) 243-7337

(24 hours — collect calls accepted)

We're Parents Helping Parents
LEAN ON US FOR A WHILE

NO FEES

PARENTS ANONYMOUS
is a
Volunteer Organization
which helps parents
improve their relationships
with their children.

- Weekly Meetings
- Professional Facilitation
- Confidential
- No Fees or Dues

ALL PARENTS ARE WELCOME

*FOR MORE INFORMATION
CALL OR WRITE*

PARENTS ANONYMOUS OF MD.
1123 N. EUTAW STREET
SUITE 312
BALTIMORE, MD 21201
(301) 728-7021

The social worker does not want to remove children from their parents, and will try to keep them with you whenever that is possible. If the children do have to live elsewhere for a while, you will be told why and what you have to do to get them back.

What will happen if I receive a check, food stamps, or medical assistance?

Protective Services workers are not the same workers who decide whether you can get AFDC, food stamps or a medical card. However, if a child is taken out of your home as a result of an investigation, your eligibility for food stamps, AFDC or medical card for the child can be affected. You and the Protective Services worker are required to report changes in your family unit to your eligibility worker.

What do Protective Services social workers do?

Protective Services workers do many things. First, they investigate all newly reported cases of child abuse and neglect by visiting each family to help identify the problems leading and/or contributing to the neglect or abuse, if present. They help the family develop plans to cope with their problems and assist parents to get help in dealing with their children.

What happens if I do not want a social worker?

If you are unable to reach a mutual agreement about issues to be resolved, the worker will make a decision about referring your situation to a judge to decide what

should be done. Your worker will explain the agency's position and you will have the opportunity to explain your situation to the judge. The court may, then, order you to work with the agency to remedy the identified problems.

Ongoing services will not be offered if the worker assesses that there is little risk that your children will be abused or neglected and that their basic needs are being met.

What can I do if I have a complaint?

1. Speak to your Social Worker

Whenever you have a complaint or a problem, the first person to talk to is your social worker. An open discussion will often settle the matter. If you and your social worker can not settle the problem, ask to speak to your worker's supervisor.

2. Appeal to the State Department of Human Resources

You may appeal to the State Department of Human Resources for a fair hearing if:

- you disagree with the decision to close your case;
- the local department has denied you services, has not acted quickly on an application for service or has either suspended, or reduced or terminated a service or given notice of the intent to do so;

- you disagree with the local department's plan for services;
- based on a protective services finding, you are denied employment or denied a benefit such as approval or license to operate a child care facility or a foster home, and you appeal that denial, then you may contest whether the local department correctly applied the Child Protective Services regulations in making its finding.

Both you and a representative from your local department of social services appear at the fair hearing. You may be represented by a lawyer, a relative or a friend or you may represent yourself. The social worker can help you get in touch with legal services groups. The hearing officer will question both sides in order to get a full idea of the situation. Both you and the local department of social services must follow the decisions the hearing officer makes. To request a fair hearing, obtain the appropriate form from your local department and send it as soon as possible, but not later than ninety days after the situation occurred, to:

Maryland Department of Human Resources
Fair Hearings Division (IMA)
311 W. Saratoga Street
Baltimore, Maryland 21201

DEPARTMENT OF HUMAN RESOURCES
Carolyn W. Colvin, Secretary
State of Maryland
William Donald Schaefer, Governor

PROTECTIVE SERVICES FOR CHILDREN –

A Parent's Guide

This guide has been written for people who have been told that they have to talk to a social worker about how they are caring for their children. This is a confusing time for most parents, and often questions arise that are very important. Some of the answers are here.

This pamphlet is not meant to have answers to every question you may have. It is only a starting point. If you have questions that are not answered here, please ask your social worker. The number where your social worker can be reached is below.

Social Worker

Telephone #

Agency

What is Child Protective Services?

Child Protective Services is a statewide program designed to protect children while helping parents become better parents. Each local department of social services has the legal responsibility to investigate all reports of child abuse and neglect, where the health and welfare of children may be endangered by the actions or inactions of parents or other adults responsible for the children's care or by any household or family member.

How does my name become known to protective services?

In Maryland, the Child Abuse and Neglect Law requires that any health practi-

tioner (doctor, nurse, etc.), police officer, educator or human service worker who has reason to believe that a child has been subjected to abuse or neglect, shall report such cases to the local department or appropriate law enforcement agency. All other citizens who have reason to believe that a child has been subjected to abuse or neglect are also required to make reports.

Can I find out who reported me?

The local departments of social services do not release the names of persons who make reports without a court order directing them to do so. In most cases reports are made by persons and professionals who believe the child and family are truly in need of help.

What right does a social worker have to come to my home?

The Child Abuse and Neglect Law (§5-701 to 5-715 of the Maryland Family Law Code Annotated) requires that a social worker make prompt investigations of alleged child abuse or child neglect situations.

The Law says: Promptly after receiving a report of suspected abuse or neglect, the local department or the appropriate law enforcement agency as appropriate, or both, if jointly agreed on, shall make a thorough investigation to protect the welfare of the children. Within 24 hours of suspected abuse and within 5 days after receiving a report of suspected neglect, the local department or appropriate law enforcement agency shall: see the child; attempt to have an on sight interview with the child's care-

takers; decide on the safety of the child, wherever the child is, and of other children in the household; and decide on the safety of other children in the care or custody of the alleged abuser.

According to the law, the investigation shall include: a determination of the nature, extent and cause of the abuse or neglect, if any, and if the suspected abuse or neglect is verified - a determination of the identity of the person or persons responsible for the abuse or neglect; a determination of the name, age, and condition of any other child in the household; an evaluation of the parents and the home environment; a determination of any other pertinent facts or matters; and a determination of any needed services.

What will the social worker do?

The social worker and/or law enforcement officer will visit your home to find out whether or not children in your care are being mistreated and how to help your family.

Sometimes children will be examined to see if the report is true or false. You and your family members will be asked questions. What you say is very important, because it helps in making a fair decision. If court action is needed, your statements will be included in the presentation to the judge.

What happens if the report is untrue?

If no neglect or abuse is found, the case is closed with Protective Services. If you want help with other problems, you will be referred to another service.

What happens if the report is true?

If, based on the investigation, it is decided that abuse or neglect of your children has occurred, or that your children are at risk of future harm, then your family will be given a social worker to help you solve the problems that place your children at risk of harm.

If emergency medical treatment is necessary, the worker can take your children to a doctor, hospital or clinic for examination and treatment without your permission.

Worker(s) and families should cooperate to develop a treatment plan together to solve the problems. This may include referring you and your family for specialized counseling, homemaker services, day care and a variety of other resources you may not know about.

Will the social worker take my children?

The social worker and/or law enforcement officer must make a decision about the safety of your children. If there is a threat of immediate danger or problems that are too serious to solve with the children in the home, the worker can take the children in to his/her custody to have them stay in an emergency shelter home. If the worker removes your child without your written permission, there will be a court hearing. You have the right to have your lawyer at all court hearings and you should tell the judge why you think your children should not have been taken from you. Your children will have their own lawyer present at all hearings.



Parents Anonymous is a program of MARYLAND ACTION TO PREVENT CHILD ABUSE, INC., a private, non-profit agency. Your contribution is tax deductible.

Call or write for:

- someone to talk to,
- finding your closest chapter,
- getting a speaker for your group,
- discovering ways to volunteer, or
- information on setting up a chapter.

**Parents Anonymous of Maryland
1123 North Eutaw St.
Suite 312
Baltimore, Md. 21201**

**OFFICE: 728-7021
24 HOUR HOTLINE: 243-7337**

**Being
a parent is
one of the
toughest
jobs
in the
world!**



We're here to help.

1. Are you a troubled or nervous parent who has no place to get help?
2. When you are ready to blow up is it you and the children who bear the brunt of it?
3. Do you feel confused, guilty and frightened about your parental behavior and feelings?
4. Do you believe that you were treated indifferently or cruelly as a child and that now you're repeating some of the 'past'?
5. Do you want your relationship with your children to be different ... your family life more fulfilling ... less explosive and tense ... more loving?

Did you answer yes to one or more of the above questions? We did. We are a group of parents called **PARENTS ANONYMOUS**. We came for help because we were having a difficult time coping with our children. We wanted to enjoy being parents, but were unprepared for the responsibilities of parenthood. When we "lost our cool" with our kids, the whole family suffered...

Before we came to **PARENTS ANONYMOUS**, most of us felt we were the only ones having these problems... We no longer feel so alone. Through P.A. we work at changing our attitudes and learn new ways to tackle old problems. We are learning how to enjoy ourselves and our children.

We meet once a week at **PARENTS ANONYMOUS CHAPTERS** to talk about our common problems. We meet in a safe place... away from other agencies. Only first names are necessary. Complete confidentiality is maintained.

Don't wait to see if all your problems will just up and disappear. Remember, your problems didn't go away yesterday when you wished they would.

PARENTS ANONYMOUS has no magic cures or answers, nor do we believe there are any magic answers available. We do have a common purpose, a unity of goals, and a sincere interest in helping each other. We are parents who want to improve our relationship with our children, and thus provide a better life for our families.

Why don't you join **PARENTS ANONYMOUS**? It has worked for us. We are here waiting to help... **THE REST IS UP TO YOU.**

Parents Anonymous chapters are located throughout Maryland.

24 HOUR HOTLINE: 243-7337

CHILD ABUSE AND NEGLECT

KNOW YOUR RESPONSIBILITY

Child abuse and neglect is a serious problem which requires the involvement of all private citizens and professionals in the community for the purposes of prevention, identification, and treatment. In Maryland, the child abuse and neglect law requires that anyone who SUSPECTS a child has been or is being mistreated must report the matter to the Department of Social Services. (In cases of child abuse a report may be made to Social Services or the Police.) Any professional who knowingly fails to make a required report of child abuse may be subjected to certain professional sanctions. The professionals identified in Maryland Law include: health practitioners, police officers, educators, and social workers. And, any person who, in good faith, makes a report of abuse or neglect is IMMUNE from any civil liability or criminal penalty.

The following information is provided so that you will be familiar with the physical and behavioral indicators of child abuse and neglect. Please note that the presence of any of these indicators does not necessarily mean a child is being abused or neglected. They may, however, lead you to suspect abuse or neglect and therefore to report it.

PHYSICAL ABUSE

Physical Indicators

Bruises: on any infant; facial bruises; in unusual patterns; clustered in one area of the body; in various stages of healing; both eyes "blackened" with no injury to the nose.

Burns: caused by immersion in hot liquid; cigarette burns usually on palms of hands (leaving "crater" shaped burns); caused by a hot implement, such as an electric curling iron (leaving burn marks in the shape of the implement); or caused by ropes that indicate confinement.

Welts, cuts, abrasions, fractures, and internal injuries may also indicate abuse. Since these injuries may occur through normal childhood experiences, they should only cause concern when coupled with some other physical or behavioral

indicator. You should also be concerned if the injury does not seem likely to have resulted from normal activity, given the child's age and physical development.

Behavioral Indicators

Child: overly compliant, shy, or aggressive behavior; avoids parents; inhibited crying; hyperactive; avoids physical contact; low tolerance for frustration; distrustful.

Parent: holds unrealistic expectations for the child's physical or emotional development; "immature"; dependent; aggressive; low sense of self-esteem; sees the child as "bad", "different", or "evil"; low tolerance for frustration; inappropriate coping skills.

NEGLECT

Physical Indicators

Child: extremely dirty and unkempt; clothes inadequate for the weather; serious medical problems left untreated; inadequately supervised; undernourished.

Behavioral Indicators

Child: withdrawn; shy; passive; always tired; developmentally slow.

Parent: apathetic; shows little concern or awareness of the child's needs; shows anger when questioned about child's care; impulsive in making decisions; inconsistent disciplinary practices; overwhelming personal needs.

SEXUAL ABUSE

Physical Indicators

Child : difficulty in sitting or walking; repeated symptoms of medical problems with the genitals or digestive system; presence of sexually transmitted diseases; pregnancy.

Behavioral Indicators

Child: unusual sexual behavior or knowledge; nightmares; poor peer relationships; few social skills, extremely isolated; repeated "runaways."

Parent: extremely overprotective; overly interested in child's social and sexual life; sees child as highly sexualized; jealous.



DEPARTMENT OF HUMAN RESOURCES

Social Services Administration 311 West Saratoga Street Baltimore, Maryland 21201

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
SEXUAL ABUSE	<p>Difficulty in Walking or Sitting</p> <p>Torn, Stained or Bloody Underclothing</p> <p>Pain or Itching in Genital Area</p> <p>Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas</p> <p>Venereal Disease, Especially in Very Young Pregnancy, Especially in Early Adolescence</p>	<p>Unwilling to Change for Gym or Participate in Physical Education Class</p> <p>Withdrawal, Fantasy or Infantile Behavior</p> <p>Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge</p> <p>Poor Peer Relationships</p> <p>Delinquent or Run Away</p> <p>Reports Sexual Assault by Caretaker</p>
EMOTIONAL MALTREATMENT	<p>Speech Disorders</p> <p>Lags in Physical Development</p> <p>Failure-to-thrive</p>	<p>Habit Disorders (sucking, biting, rocking, etc.)</p> <p>Conduct Disorders (antisocial destructive, etc.)</p> <p>Neurotic Traits (sleep disorders, inhibition of play)</p> <p>Psychoneurotic Reactions (hysteria, obsession, compulsion, phobias, hypochondria)</p> <p>Behavior Extremes:</p> <ul style="list-style-type: none"> -compliant, passive -aggressive, demanding <p>Overly Adaptive Behavior:</p> <ul style="list-style-type: none"> -inappropriately adult -inappropriately infant <p>Developmental Lags (mental, emotional)</p> <p>Reports being overworked, exploited</p> <p>Attempted suicide</p>

SOME PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE	<p>Unexplained Bruises and Welts:</p> <ul style="list-style-type: none"> - on face, lips, mouth - on torso, back, buttocks, thighs - in various stages of healing - clustered, forming regular patterns - reflecting shape of article used to inflict (electric cord, belt buckle) - on several different surface areas - regularly appear after absence, week-end or vacation <p>Unexplained Burns:</p> <ul style="list-style-type: none"> - cigar, cigarette burns, especially on soles, palms, back or buttocks - immersion burns (sock-like, glove-like, doughnut shaped on buttocks or genitalia) - patterned like electric burner, iron, etc. - rope burns on arms, legs, neck or torso <p>Unexplained Fractures:</p> <ul style="list-style-type: none"> - to skull, nose, facial structure - in various stages of healing - multiple or spiral fractures <p>Unexplained Lacerations or Abrasions:</p> <ul style="list-style-type: none"> - to mouth, lips, gums, eyes - to external genitalia - human bite marks 	<p>Wary of Adult Contacts</p> <p>Apprehensive When Other Children Cry</p> <p>Behavioral Extremes:</p> <ul style="list-style-type: none"> - aggressiveness, or - withdrawal (including excessive daydreaming) <p>Frightened of Parents</p> <p>Afraid to go Home</p> <p>Reports Injury by Parents</p> <p>Discrepancies in reports of causes of injuries</p>
PHYSICAL NEGLECT	<p>Consistent Hunger, Poor Hygiene, Inappropriate Dress</p> <p>Consistent Lack of Supervision, Especially in Dangerous Activities or Long Periods</p> <p>Unattended Physical Problems or Medical Needs</p> <p>Abandonment</p>	<p>Begging, Stealing Food</p> <p>Extended Stays at School (early arrival and late departure)</p> <p>Constant Fatigue, Listlessness or Falling Asleep in Class</p> <p>Alcohol or Drug Abuse</p> <p>Delinquency (e.g. thefts)</p> <p>States There Is No Caretaker</p>

Supporting Reporting: A Training Video-Tape and Manual on
Child Abuse and Neglect Reporting

This production was funded by an \$8,000 grant awarded in October, ¹⁹⁸⁹ 1990 by the Maryland State Department of Education to the School Social Work Service in the Office of Pupil Services, Baltimore City Public Schools (BCPS). Concept development and implementation proceeded while the committee, technicians, and other contributing personnel performed their regular position responsibilities. In addition, the video and audio portions of the productions were executed without the benefit or advantages of technologically advanced equipment.

Abuse and neglect statistics provided were the latest available at production time. Current Maryland statistics (1989) are included in the training packet.

The 30 minute video-tape, Supporting Reporting: The Identification, Reporting and Treatment Resources for Child Abuse and Neglect, emphasizes the importance of responding to Maryland state laws regarding reporting suspected abuse and neglect. It includes vignettes depicting neglectful and abusive situations likely to be encountered by school personnel. BCPS students and teachers perform in these scenes. In addition, a survivor of a sexual assault as a child is silhouetted as she briefly recounts her trauma and the emotional support provided by her parents and school staff in its aftermath. The Educator's Three Rs appear throughout the production--**RECOGNIZE, RESPOND, AND REPORT.**

PRODUCED BY

**The Baltimore City Public Schools
Division of Instruction
Office of Pupil Services
School Social Work Service**

FUNDED BY

A Grant from the Maryland State Department of Education

CONCEPT DEVELOPMENT COMMITTEE

**Joan Y. Harris, ACSW, LCSW
Patricia W. Bandell, LCSW
Alfra M. Bell, LCSW
Betty E. Hines, LCSW
Sandra J. Knode, LCSW**

Special appreciation is extended to Louise L. Fink, Coordinator, Office of Pupil Services for her ideas, encouragement and support of this project. The continuing support of Jerrelle Francois, Assistant Superintendent is also greatly appreciated. We are sincerely indebted to Patricia Mullen-Gray, Secretary, Office of Pupil Services, whose talents and skills were essential to the development of this training package.

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For their invaluable support and expert technical assistance, we
thank the following persons:

King A. Bennett - Video Photographer and Technician
Teacher - Francis M. Wood Alternative High School, #178

Arthur Laupus - Facilitator
Office of Communications

James E. Smith - Media Technician (Audio)
Office of Communications

Arthur Pierce - Technical Advisor
Principal, Francis M. Wood Alternative High School, #178

SCRIPT WRITERS

Patricia W. Bandell
Betty E. Hines

Alfra M. Bell
Sandra J. Knode

Joan Harris

GRAPHICS

The Educator's Three R's
Theda M. Hythe - Chapter I Facilitator

NARRATORS

**Geraldine A. Eldridge - Facilitator
Instructional Leadership Team**

**Gordon H. Stills - Retired BCPS Principal
Owner - The Thank-You Shoppe**

We are deeply appreciative of the cooperation received from the BCPS school administrators, and staff who assisted with the participation of the students who performed in the vignettes.

"CHILD NEGLECT SCENARIO"

Drama Students from Chinquapin Middle School, #46

**Big Sister - Marian Collins-Wilson
Little Brother - Farajii Rasulallah
Best Friend - Shirell Thomas
Teacher - Mary L. Talarovich -
Mathematics Teacher and Drama Coach**

"CHILD SEXUAL ABUSE VIGNETTE"

**Teenager - Abby Warren - Sophomore
Baltimore School for the Arts
Educator - Derek Neal - Faculty - Theatre Department
Baltimore School for the Arts
Social Worker - Jacqueline Merchant - Media Specialist
Office of Staff Development**

"SEXUAL ASSAULT SURVIVOR"

We are grateful to the Sexual Assault Recovery Center for its assistance and to the volunteer who courageously shared her true story.

**This was a Production of the
Baltimore City Public Schools**

Dr. Richard C. Hunter
Superintendent of Public Instruction

Dr. J. Edward Andrews, Jr.
Deputy Superintendent

Board of School Commissioners

Mr. Joseph Lee Smith, President
Mr. Stelios Spiliadis, Vice President

Mr. James E. Cusak
Dr. Philip H. Farfel
Meldon S. Hollis, Jr., Esq.

Mrs. Linda C. Janey
Mrs. Doris M. Johnson
Mrs. Arnitha Hicks McArthur
Warren N. Weaver, Esq.

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Baltimore, MD 21218
2300 N. Charles Street
Baltimore City Public Schools
Ms. Joan V. Harris

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We Have Offices Near You

Executive Office	669-9000	Specialized Counseling Programs	
Operations/Financial Office	825-3700	Battered Spouse Program	
		Baltimore County	281-1334
		Baltimore County Hot Line	828-6390
		Carroll County	876-1233
		Carroll County Hot Line	857-0077
		Employee Counseling Program	669-9000
		Sexual Abuse Treatment Center	876-1233
		Project COPE/Outreach	461-1277
		Child Welfare Services	
		Adoption/Pregnancy Counseling	669-9000
		Jane Egerton House	669-9000
		Services to the Elderly	
		Foster Grandparent Program	669-2144
		Margaret Kelleher Adult	
		Day Care Center	838-3222
		Senior Aides	669-9000
		Sheltered Housing	
		Baltimore City (Kirkwood)	323-0774
		Baltimore County (Village Oaks)	788-6078
		Columbia (Longwood Apts.)	997-9152

Please clip the column on the left to have a list of office locations and the guidelines for what adults should know about sexual abuse of children.

204 West Lantvale Street
Baltimore, Maryland 21217

FAMILY & CHILDREN'S SERVICES
Of Central Maryland

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Henry Watson's Children's Aid Society of Baltimore, Inc.

N E W S L E T T E R

Volume 3 No. 2

Fall 1988

Letter from the President



Contemplating the assumption of the presidency of Family and Children's Services is an absolutely humbling experience, especially when one

considers the rich history of board leadership culminating with the reign of our immediate past president, Virginia M. O'Rourke. Appreciation of the agency is reinforced with the recognition of an outstanding board, which is complemented by our excellent administrator, Stan Levi, who has the good fortune of leading a staff which epitomizes commitment, professionalism, and dedication.

In spite of this confirmation, we are faced with challenges which may tax our will and strain our resources. In an era of reduced public funding, demands for services increase, thus intensifying the need to retain and recruit staff necessary to administer to these needs. In order to maintain our enviable level of professional service, we must aggressively seek the means by

which we can upgrade and stabilize staff salaries. We simply must expedite the completion of this important task.

The reduction in funds should serve as a catalyst to take a critical look at all of our programs; thus, the Agency Services Committee is being asked to complete a program audit by the end of March, 1989. The audit and subsequent findings and recommendations are necessary prerequisites to the Long-Range Planning Committee's completing its work and submitting its findings and recommendations by May, 1989. The completion of the assignments of these two closely related committees will serve as a basis for determining and refining the goals and focus of the agency, while, at the same time, not doing violence to our resources. Intimately tied to the efforts of these committees is our commensurate, ongoing responsibility to assure the most efficient and productive utilization of our funds, thus, we shall carefully review the use of our current build-ings with an eye toward possible further consolidation of administrative and program operations.

Baltimore and Central Maryland's standing in charitable giving will be seen as an opportunity to tap currently

unknown wells of potential giving. We shall build on and reinforce our development efforts and seek nontraditional sources of support. The results of the annual membership drive, board giving, and volunteer fundraising efforts are all extremely encouraging, but more must be accomplished.

Finally, we shall assertively pursue our advocacy and public relations activities to more effectively reach our constituency and provide continuous information to our elected officials to maintain and increase their support for child welfare and family and human services issues.

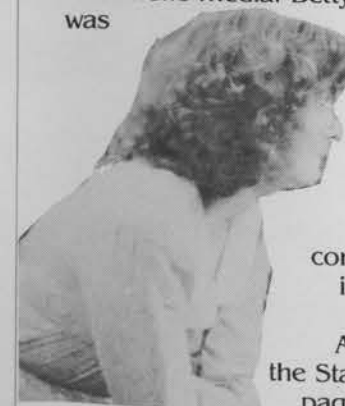
These efforts will be reinforced by calling upon the resources of the Child Welfare League of America, Family Service America, the United Way, and others.

These are exciting times. I am certain you share my enthusiastic appreciation of being granted the high privilege of serving our fellow human beings.

John B. Ferron
President

Ready for Prime Time!

Well, not quite. But the agency has recently received good attention from local news media. Betty Kavanagh was



interviewed on the five o'clock news by Channel Eleven's Rudy Miller in regard to concerns about independent adoptions.

And Betty and the Stansburys (see page 3) were the focus of a human interest story by Channel Two's Mary Beth Marsden as well as a front-page story in the *Evening Sun*. The agency has also received media attention from other sources:

- Two Harford County newspapers, the *Aegis* and the *Record*, carried stories on retiring board president Virginia M. O'Rourke, noting her contributions to the agency and to her home county.

- *Folks Magazine*, a monthly magazine distributed to over thirteen thousand Baltimore Gas and Electric employees, retirees, and other friends, is planning a feature on our adult day care services for the elderly. "Because the United Way campaign is about to kick off, we decided to devote the upcoming issue to United Way agencies and services that would be of interest to our readers," explained Nancy Hooper, the magazine's editor.

- Beginning in August, local stations have been airing the 30-second

public service announcements created by Family Service America. The spots dramatize situations in which people might need help and give the agency's phone number at the end. "This is a real coup," says Bonnie Y. Stecker, Public Relations Officer, "because stations are inundated with public service announcements and the competition for air time is intense. We're delighted with the cooperation we've received."

- Also in August, our transitional housing project was the subject of a news story on Channel Eleven.



From the Director

Family and Children's Services has been most fortunate to have the volunteer leadership typified by Virginia O'Rourke and John Ferron. Virginia, as inaugural president of the newly merged agency, spent countless hours translating the board's vision of expanded services for Central Marylanders into reality. She led the board through decisions about personnel practices, finances, benefit packages, and many other details without which the agency could not conduct business.

Now John Ferron assumes the role of president at a time when the agency needs his passion. He will be our chief advocate as we look ahead and carve a niche for the future. He will have a number of significant issues to address.

Through his years of service to the Baltimore area, John has become intimately familiar with the social service needs of the region. Long a supporter of the agency's programs in counseling, services for the aging, and child welfare, John has championed the importance of the agency's doing the right things and doing things right. This year, John will lead us in examining our current programs to make sure our services

are most efficiently delivered at locations that provide the most effective vehicle for client access. Through board and staff discussion, we will identify the agency's program priorities and develop marketing strategies around those decisions. The agency's Long-Range Planning Committee already has begun to gather background material so that we can integrate our program priorities with the needs of the Central Maryland region.

In addition to program review, part of the hard look at the agency will involve a focus on its financial stability. The United Way has been a major supporter for many years. We will continue to rely heavily on the United Way, but also must develop unrestricted funds that we can devote to emerging needs.

As needs change and grow, the agency no doubt will continue to grow in size and complexity in response. Just as we need the financial base to support our services, so too will we need the technical support of computers for accounting, services statistics, and marketing functions. This is an area for which the agency must draw heavily upon outside experts as our computer experience is limited.

We also need to take a long look at the way the agency's administrative staff is housed: Being in three locations, two of which operate inefficiently, causes us to lose a lot of time traveling to meet with one another. A single central administrative office would greatly enhance our efficiency.

As you can see, John will have his hands full. He has assumed the presidency at a time when the agency and the Central Maryland region are in transition. We are honored to have his leadership as he lays the groundwork for the agency's future.



Stanley A. Levi,
Executive Director

Special Occasion Giving

Special occasion contributions to Family and Children's Services are a thoughtful way to celebrate a birthday or anniversary, commemorate an important event, or remember a friend or family member. On receipt of your contribution, we will notify the person or family and acknowledge your gift, not the amount, in the newsletter.

In memory of Esther Lazarus
From Albert Goldman

In memory of Shirley Sacker
From David, Barbara, Jon,
and Jacob Freedlander

In memory of Shirley Sacker
From Mary Freedlander

In memory of Grace Brady
From Elizabeth & Carl Covin
Dean & Florence Tidd
Mr. & Mrs. Larry Daubert
Mrs. Virginia Kurek

Birthday Wishes to Eathell
Lewis

From the Marketing Dept.

Congratulations to Elizabeth
Fee on twenty years in
America

From Patti Lowery

Happy anniversary to Bonnie
and Rick Stecker

From Julie Marie Stecker

Outstanding Foster Grandparents Honored

On July 8, 61 Foster Grandparent Volunteers were presented with a certificate recognizing their participation in the program at a luncheon in the Grandstand Room at Pimlico Racecourse.

In spite of the three-digit temperatures, the "grandparents" were in fine spirits, enjoying the ceremony and a leisurely buffet. Their applause was long when Clarice Brooks, FGP project director, presented Mrs. Betty Asplund with a special award for invaluable services to the Foster Grandparent Program. Mrs. Asplund, for 14 years a resident of the Rosewood Center, joined the program over a year ago, admittedly, says Mrs. Brooks, "with some reservations on my part. But she has proved a loving, generous, and tireless member of the team. In May, she had a stroke, and we are all amazed and delighted to see how quickly she has bounced back. We're very proud to have her."



Betty Asplund beams as Clarice Brooks, Director of the Foster Grandparent Program, presents her with a special award.

Abuse of Children: How Are We Helping?

the victim; 18 perpetrators were step-fathers; 5 were mothers; 24 were adult relatives. "Telling on an authority figure is incredibly difficult; and these children often think that somehow the abuse is their fault. They feel guilty," says Ms. Russell.

The prevention program, now in its third year of operation with a grant from the Maryland Department of Human Resources, operates in elementary and middle schools and so far has served about 7,000 students. "For younger children, we teach them names for parts of their bodies that no one should be allowed to touch in certain ways and without the child's permission. We use terms like 'chest' and 'bottom' instead of more sophisticated terms. We emphasize that if the child is feeling violated, he or she has a right to say no and to try to get away. We repeatedly point out that this is not the child's fault, and that the child should tell a trusted adult about the incident. Interestingly, national figures show that in 99 percent of cases reported by children, the children have been found to have told the truth."

Family and Children's Services staff make one visit to each classroom, but they also leave teachers and parents with printed materials that provide information and sources of additional reading. A four-page bibliography is divided according to books for preschool and elementary children, for young adults, for parents, and for professionals. After each presentation in the schools, the children are given bookmarks that list several phone numbers that they might call and their "body safety rights":

"You have the right to:

1. Say no
2. Get away
3. Tell someone--and
4. Be believed"

"It is very important that parents be involved in this program," says Ms. Russell. "We must get them to be partners because we need them to understand what their children are learning and because we can only make one presentation in each class. Parents must be able to reinforce what we've taught."

"For that reason," Ms. Russell says, "planning these programs with full



community support is essential. We will start training guidance counselors in four-day workshops so that they can present this information to children when our grant expires, which it will at the end of the 1988-89 school year. We have established the model and seen that it works, and now the program will come under the aegis of school personnel. Family and Children's Services will be available for consultation, and we hope we can find other ways to help, both here and in the rest of our service area, reduce this problem."

Treatment for both children and adults who were abused is available in all the agency's districts, and our social work staff has received training specific to this problem. In some areas, special groups have been set up for adults who were abused as children.

Anyone wanting more information is encouraged to contact the nearest district office or call 669-9000.

Because this is such an important issue, and one that damages many thousands of lives, we are publishing guidelines for parents. We hope you will post them and share them with your friends.

What Every Adult Should Know About Sexual Abuse of Children

- It takes courage for a child to report sexual abuse. Make it easy for your child by believing him or her.
- In 99 percent of cases where children report abuse, they are telling the truth.
- In 90 percent of the cases reported nationally, the abuser was someone known to the child.
- Warn children about strangers, but help them understand that even friends and neighbors are not supposed to touch them in certain ways.
- Let children know that they have a right to get away from anyone who is trying to touch them in ways that are not appropriate. Make it clear to them that it is the adult who is in the wrong, not the child.
- If a child indicates abuse, report it to your local department of social services or police department.
- Seek professional help.
- The adult abuser needs help, too. There are programs available to help the abuser.
- Sexual abuse is a problem to be solved, not avoided.

Annette Spear Wins Humanitarian Award

Annette J. Spear, Anne Arundel County District Director, was awarded that county's Brenda C. Kopro Humanitarian Award in recognition of outstanding volunteer service beyond the requirements of her profession. The award is made by the Anne Arundel Council of Community Service.

During the presentation ceremony, Ms. Spear was applauded for volunteer work "for more than 13 years with the Child Abuse Committee; for more than five years with the county Sexual Abuse Committee; for over 10 years with the county Commission on Aging; and over eight years with the county Civilian-Military Task Force."

Ms. Spear joined the agency in 1960. "We were a one-person office then, but we've grown to having three other sites in this county in addition to the Annapolis office. The need for our services grows constantly, especially as the population of the county continues to mushroom."



Ms. Spear, who holds a Masters in Social Work from the University of Denver's School of Social Work, is originally from Chicago. But she's found her east coast home "very appealing. This county is small enough that you can get to know all your colleagues and really make a difference. I'm especially proud of the work we did with a coalition of senior citizens that has resulted in the creation of a county Office on Aging. I think it is very fortunate that Family and Children's Services encourages and supports staff in their volunteer work."

In the Spotlight

Continued from Page 4

medical community had some urgent issues that they had to address at the level of legislation. Social service agencies don't face quite such dramatic legislative concerns, but I do think it's important that we find ways to make our voices heard when there is a need; when legislation is pending. We have many very knowledgeable people here who can make a real contribution to the community's understanding of the need for our services."

After a full and busy career, which included one term as President of the American Society of Nursing Educators, Mrs. Tompkins recently retired. "But I somehow manage to keep busy constantly," she says. "Between my work on this board, which is going to demand more of my time now, and my four grandchildren, I don't seem to be taking it easy, but I'm enjoying everything I do."

Phonathon Rings In Donations

Bells were ringing on May 24 as board members, their spouses, and friends took up their posts for the annual phonathon. "A total of \$1,950 was pledged," reported Michael Cenci, Director of Marketing.

The three-hour phonathon was held at Legg-Mason's new offices at the inner harbor. Ned Grassi, of Legg-Mason's staff, helped with the planning, but then was so affected by the enthusiasm of the board that he asked to help make the phone calls. "It seemed that everyone was having such a good time, I couldn't resist getting in on the act," he said, "especially for such a good group."

The Newsletter is published four times a year by Family and Children's Services of Central Maryland, 204 West Lanvale Street, Baltimore, Maryland 21217 (301) 669-9000.

Patti Lowery, Editor
John B. Ferron, President
Stanley A. Levi, Executive Director

Serving Baltimore City, Anne Arundel, Baltimore, Carroll, Harford, and Howard Counties.

Family and Children's Services of Central Maryland is a member agency of the United Way of Central Maryland.

Preventing Sexual

"In 1980, nine women, all of them over 35, all of them with advanced academic degrees, all of them from 'average' families, were sitting in my living room. The subject of sexual abuse came up. Five of us recounted stories of attempted or achieved sexual contact by male family members when we were young. Two others told of being approached by close family friends, the kind of friends who were called 'Uncle' as an honor. None of us ever sought help, few of us ever even mentioned this to our mothers. This all happened in the late 1940s or early '50s. It's good that things have begun to change--at least there isn't the feeling of victim blaming that went on when my friends and I were young. But what is astonishing, and frightening, is that if this story is in any way typical, there may be a vast number of children who are never helped, and a vast number of adults who need help and never seek it."

The speaker is an anonymous professional woman who, like her friends, sees herself as having come from a more-or-less "normal" family that lived in a quiet neighborhood. What is remarkable about this story is that it is typical, as figures from the national center on child abuse reflect: that agency estimates that one in four girls and one in seven boys will be the victims of some form of sexual abuse before age eighteen.

What can be done to reduce the incidence of child sexual abuse? "Two things seem especially important," says Louise Russell, director of the prevention program operated by Family and Children's Services in Harford County. "The first is that children must be taught that they have a right to say no to physical contact. The second is that they must be helped to find the courage to tell when such contact has happened. What abuse is reported early, worse abuses can often be prevented--abuse often escalates over time--and the family can be treated. But I cannot overstate how difficult it is for children to find the courage they need to report this."

One reason making such a report is difficult is that in 90 percent of nationally reported abuse cases, the abuser was someone known to the child. A study of 146 victims in Harford County mirrored this finding: 35 of the perpetrators were the father of

New Programs Help Agency's Services Keep Pace with Community's Needs

Five new programs have been announced already this fiscal year. Four help to expand and increase the services offered to both the elderly who want to live independently and younger people with an acute need for temporary home-based help. The fifth is an exciting new venture for the counseling department: reaching out to school-aged, single, adolescent fathers.

- A joint venture with the Waxter Center and the Baltimore City Commission on Aging to provide assessment and continuing services to the homebound living in a high-rise building for the elderly in Baltimore City. This three-month project will be staffed by a social worker, nurse, and in-home aide.
- With a grant from the Howard County Government, the program will be able to offer homemaker and personal care services to young families and the elderly when the primary caretaker requires temporary assistance because of such circumstances as childbirth, illness of another family member who requires the caretaker's attention, or illness of the caretaker.
- A grant from the Oscar Murray Fund, administered by the Community Foundation, will allow the agency to provide in-home aide and related services to orphans and widows who live within the beltway.
- Statewide training for in-home aides will be provided through a grant from the State Department of Human Resources and State Office on Aging.
- The counseling department has developed an outreach and service program for young, unwed fathers. The aim is to help these young men bond with their children. Supported by a grant from Associated Black Charities, the program will operate in two Baltimore City high schools and provide counseling, support groups, parenting education, and advocacy.

Adoption Department Makes A Reunion Possible

Betty Kavanagh, Director of Adoption Services, doesn't think it's quite as coincidental as it might appear. The fact that after literally decades of no contact, Mary English called Family and Children's Services to get some help in providing information to the Social Security Administration. Mary knew that the agency had records on many of her siblings, most of whom had been placed in foster care in the 1920s. Ms. Kavanagh isn't at all surprised that several months after Mary English called, and her phone number and address had been added to our files, William Stansbury called Family and Children's Services to see whether we might know anything about his brothers and sisters whose placement was handled by the agency in 1921. One of those sisters was Mary Stansbury English.

"I don't know that anyone has done scientific research on this," says Kavanagh, "but I believe that there must be some deep biological connection between relatives who have been separated early in their lives--something that compels them to try to find each other. This is not the first such 'coincidence' I've known about."

After a round of phone calls between Baltimore and California, where William now lives with his wife, a reunion was set for early June. William and his wife flew east to spend several days with Mary. They hadn't seen each other in 67 years.

"When Betty Kavanagh called and

told me she had found my brother, I just hung up the phone and cried," said Mary. "I had been praying for years that some day some of us could see each other again."

Amidst the flash bulbs of a *Sun* photographer and the bright lights of Channel Two's television news team, the brother and sister shared jokes and hugs, telling their story several times with no loss of enthusiasm for the "miracle" wrought by Ms. Kavanagh's sleuthing in the files. Although they know most of their other siblings have died, they still hold hope for finding Frank, the youngest member of the family, who was adopted by a woman who took him to New England and New York.

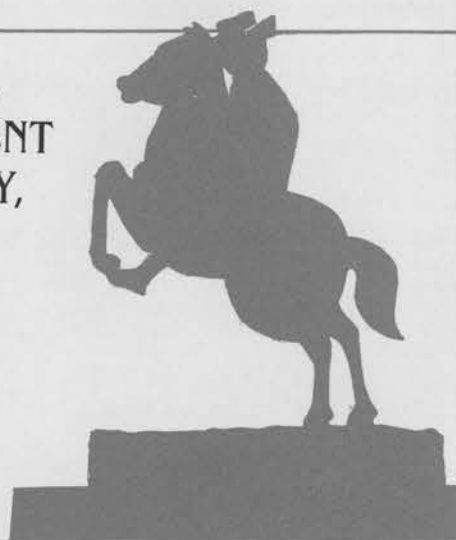
The Stansbury family--eleven children in all--was broken up after their father died and their mother found herself unable to care for the children, even though most of them were in their teens. "Reading through the file is an incredible history lesson," says Kavanagh. "We've certainly come a long way since the beginning of this century in how we deal with foster and adoptive children. We are very fortunate that the state of the art has advanced as quickly as it has and that practitioners have been willing to learn and change. I think it would be fascinating for someone to read through the hundreds of files stored at the agency and compile a history of our work and the way the field has evolved. This is just one story; there are literally thousands of them."



Channel Two's Mary Beth Marsden interviews William Stansbury and his sister, Mary English, at their reunion after over sixty years of separation.

F

EW OF US WILL
GET A MONUMENT
IN OUR MEMORY,
BUT MANY
CAN LEAVE
A LEGACY.



For more information on how you can name Family and Children's Services as beneficiary in your will, please contact our Marketing Department.

David Student Memorial Lecture Established

In March, 1988, Dr. David Student died of heart disease. Dr. Student had long been associated with Family and Children's Services as psychiatric consultant to the counseling department and the group home for adolescent girls, the Jane Egenton House.

This past spring, the board of the Jane Egenton House approved the establishment of an annual lecture in his memory.

Alison Walker, Director of Egenton House, said of the lecture, "We hope to hold the first lecture in the spring of 1989 with a nationally recognized expert in the field of adolescent psychiatry as the featured speaker. The agency is delighted to join with the Egenton Foundation in honoring David's memory by providing this high quality training. The cost to participants will be as low as possible so we can offer this seminar to a broad range of interested people."



This past summer, we sadly bade farewell to two old friends who have served us for many years, Princess Brown who was with the agency for 19 years, and Swaran Dhawan, who joined the agency 25 years ago.

In the Spotlight: Mrs. Frances D. Tompkins



Mrs. Frances D. Tompkins began her tenure as Second Vice President of the Board of Directors this past July. Mrs. Tompkins, a member of the board for the past three years, was for two and one-half decades the administrative head of nursing at Union Memorial Hospital.

"When I retired, Dick Steiner, who was on our board at the hospital, asked me to join Family and Children's Services. It seemed like an interesting organization and a related field-while I was at the hospital, I of course had to work closely with social workers."

"It's interesting for me to be on the board of an organization after having spent twenty-five years on the other side of the desk. The role of a board, and of board members, is quite different from that of staff. That is as it should be, of course; we can't concern ourselves with the daily details of the organization.

"One thing that really impresses me with this agency is that it serves all people in so many different geographic areas; I've been amazed at the spread. When we--the board--went on site visits, we found that the staff is always very highly thought of in the community. There is a great need for what we do; people in the communities always said they could use more of our services."

Mrs. Tompkins, who studied nursing at the hospital where she was to later become an administrator, has always seen herself as an educator. "After getting my BA from Western Maryland College, I studied at Hopkins for a masters in education and then taught there for many years--principles of administration and methods of teaching; most of my students were nurses."

She became a believer in community outreach and making the political process work in her many years with Union Memorial. She's firmly committed to spreading the message of an organization. "We learned a lot about advocacy at the hospital, about meeting our local and county government representatives, becoming the people who were called to give expert opinions at the State House. The

(Continued on Page 6)

ALL BALTIMORE CONCERT

THE JOSEPH MEYERHOFF SYMPHONY HALL

Friday, November 18, 1988
8:15 P.M.

Chosei Komatsu
conducting
Baltimore Symphony Orchestra

SERGEI RACHMANINOFF
Rhapsody on a Theme by Paganini
Symphony No. 2 in E minor

Sponsored by Baltimore Gas and Electric Company

All Tickets \$5.00
proceeds will benefit

FAMILY AND CHILDREN'S SERVICES OF CENTRAL MARYLAND



Please reserve _____ tickets for me at \$5 each for a total of \$_____. Make checks payable to the Baltimore Symphony Orchestra. Return to Family and Children's Services 204 W. Lanvale St., Baltimore, MD 21217.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Child sexual abuse nearly destroys a family

NIGHTMARE FOR FAMILIES

A SPECIAL REPORT

First of two articles

in. The system includes the police, prosecutors, the courts and local social-services departments.

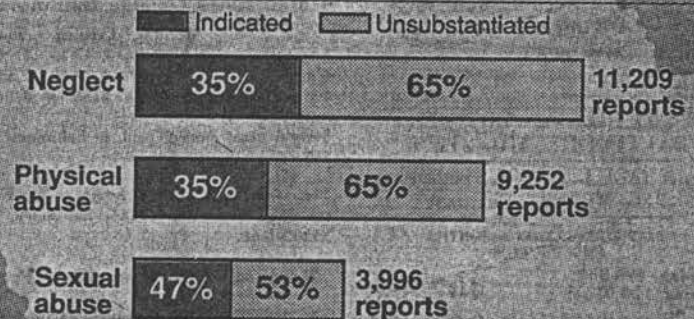
A criminal court would hear the charge against Johnny. In addition, a juvenile court hearing — a civil proceeding concerned with child welfare — would determine if the two daughters were at risk of abuse and whether immediate action was required.

Often the immediate action in such cases is placement in foster care, and this is what happened to Johnny's children, even though two doctors had different findings on whether the older girl had physical signs of sexual abuse.

See ABUSE, A10, Col. 1

State's 1989 abuse reports

A majority of the reports in each category of child abuse turned out to be unsubstantiated. The rest were classified as "Indicated," meaning a strong indication of actual abuse.



Source: Maryland Department of Human Resources

COMMITTEE
for CHILDREN



EDUCATION IN PERSONAL AND PUBLIC SAFETY

Our most basic democratic right is literally not to be molested. Our most fundamental democratic responsibility is literally not to molest.

Multi-Media Materials

Committee for Children uses a variety of multi-media teaching tools for a truly integrated learning experience.

Developmentally Appropriate

Children's social learning is constrained by developmental factors. Committee for Children prevention programs match materials and learning objectives to children's social capabilities.

Multi-Racial and Multi-Cultural

All Committee for Children materials, illustrations, and scenarios are multi-racial and multi-cultural. They present children with a realistic and broad vision of their world. Children can identify with people like themselves, and empathize with those who are different.

Comfortable, Familiar Learning Atmosphere

Some prevention programs rely on outside agencies for limited classroom presentations. With the Committee for Children curricula, teachers are given the tools for use in the classroom. Children learn personal and public safety on a daily basis, with the instructor most familiar to them.

You Need to Trust Your Prevention Program

Recent reports have raised valid concerns over the effectiveness of child safety programs. No one wants to take unnecessary risks in an already sensitive area. The best programs work on behalf of children, teaching them confidence and safety-oriented assertiveness, and building on local resources. Committee for Children is internationally recognized for its responsible presentation of information and skills to combat child exploitation.

Preventing Child Exploitation Through Education: Curricula • Video • Training



A System with a Democratic Approach

Parents are sometimes concerned that schools will transmit social values that undermine the family's value system. Committee for Children does not promote any religious traditions or private values - except the values of democracy. In fact, Committee for Children programs teach children how to uphold their family rules, even in the face of pressure. In addition, children learn about the rights and responsibilities that are a part of democracy.

Committee for Children's personal and public safety training remains consistent with this democratic tradition.

A System That Works with the Whole Community

By providing material for parents, teachers, children, and the media, Committee for Children helps to build a child safety campaign that can really work. The most successful prevention efforts are those that are truly "owned" by the community. Committee for Children provides training and technical assistance which strengthens existing community structures, rather than competes with them.

A System That Works for You

Committee for Children programs are built for teacher presentation - everything has been done to ease your workload. Ready-to-use, completely self-contained lessons require minimum preparation time. And lessons are academically strong enough to be used as part of a language arts or social studies program, as well as in health education. Your school controls the program. You own it.

Table of Contents

Committee for Children Means Excellence

Committee for Children is a non-profit organization providing training, educational materials, community education, and original research in the prevention of child exploitation.

The Committee has been recognized with numerous awards for social leadership, artistic achievement, and organizational excellence, including:

- Humanitarian awards for child abuse efforts.
- Management Awards.
- National film and video awards, including 8 Regional EMMYs.

When considering a child safety program for your community, ask yourself these questions:

- Is it easy to use?
- Is it a comprehensive program, transferring information and building skills?
- Can it be integrated into children's own classroom curricula and taught by their own teachers, or is it a "one shot" presentation, taught by an outsider?
- Does it involve the family in the training at each step of the way?
- Is it culturally sensitive?
- Does it handle social topics as skill and safety issues, not issues of private values?
- Does it meet the requirement of new legislation mandating prevention programs?
- Finally, is it guaranteed?

The Committee for Children has the answers and meets the needs of children, parents and teachers.

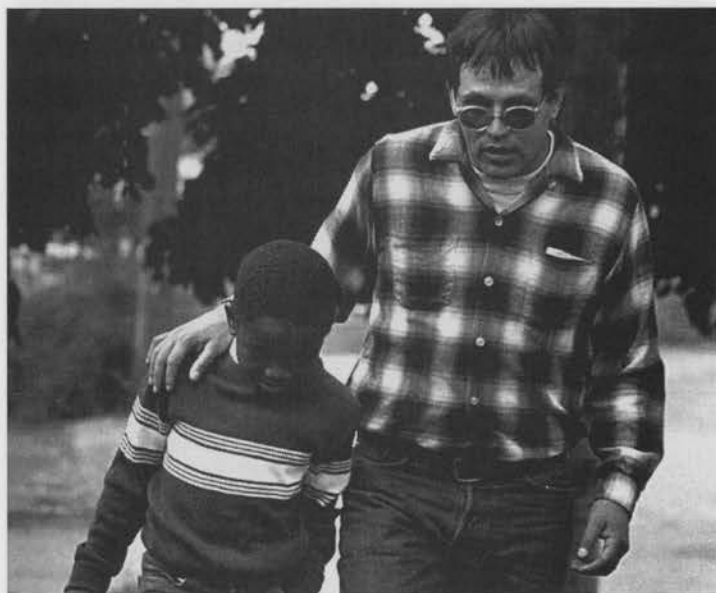
Personal Safety Curricula: <i>Talking About Touching 1-8</i>	4
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Public Safety Curricula - <i>Second Step</i>	11

Implement Talking About Touching in your classroom, and take the first step toward preventing child exploitation.

You Can Help Children Avoid Victimization

Talking About Touching teaches children how to avoid becoming victims of exploitation and abuse. The curricula consist of stories and photographs, with teacher notes, as a basis for discussion about personal safety. Children focus on assertiveness, decision-making skills, and effective use of community resources. The teacher's guide presents information to help teachers recognize indicators of abuse, handle disclosures that the lessons might precipitate and, when necessary, make a report of suspected abuse.

Personal Safety Curricula: Talking About Touching 1-8



Child Safety Won't Happen By Itself

Learning a new 3 Rs:

Recognize.

Children learn to distinguish between appropriate and inappropriate touch. Older children learn to tell the difference between affection and exploitation. They learn to identify their own feelings and to engage in conscious decision-making when they're confused.

Resist.

Children learn the difference between passive, assertive, and aggressive behavior. They're taught assertiveness skills, including both verbal and non-verbal communication. They learn that in certain situations it's all right to say "No!" - even to an adult - and that saying "No!" can be an important safety skill.

Report.

Children learn who to tell, how to tell, and when to tell about a touching problem. They learn that they're not alone, that their courage in telling is supported by a whole community.

Personal Safety Curricula

Why Talking About Touching?

- Evaluation studies show that *Talking About Touching* works. It provides children with knowledge and skills necessary to protect themselves against exploitation. It prompts disclosure of abuse. (Full research summary available upon request.)
- Teachers can be more effective in helping their students learn how to avoid abuse. *Talking About Touching* allows teachers to respond to specific developmental needs in their students.
- *Talking About Touching* uses a comprehensive approach, including lessons on physical abuse and neglect, along with sexual abuse lessons.
- *Talking About Touching* comes laminated for durability—made to withstand years of classroom use, or unlaminated for cost savings.

Elementary

Talking About Touching Grades 1-3, 4-5

Uses photos to elicit classroom discussion of safety issues, with discussion guide, lesson objectives, and notes to the teacher on the back. Covers physical abuse and neglect as well as sexual abuse prevention.

Grades 1-3. Order No. 120L (laminated).
Order No. 120 (unlaminated).

Grades 4-5. Order No. 220L (laminated).
Order No. 220 (unlaminated).

P.E. Supplement Grades K-6

Outlines age-appropriate training in balance, coordination, assertiveness, and escape techniques. Illustrated; teacher's guide included.

Grades K-6. Order No. 401.

Junior High

Personal Safety and Decision-Making Grades 6-8

Teaches young people assertiveness and decision-making techniques necessary to resist peer pressure and sexual exploitation. Group discussion, role play, and the analysis of story scenarios help the older child understand the dimensions of sexual abuse. Includes reproducible homework sheets and teacher's guide. Covers physical abuse and neglect as well as sexual abuse prevention.

Grades 6-8. Order No. 320L (laminated).
Order No. 320 (unlaminated).

Early Childhood

See page 8 for Preschool and Kindergarten resources.

Film and Video Resources

See page 7 to complete your Personal Safety Program.



Award-Winning Film and Video Resources to Prevent Child Exploitation

Yes You Can Say No

For grades 2-6

Winner-9 major awards including EMMY

"The Tape is full of solid, progressive role modeling in far more ways than just how to say 'no'."

Cordelia Anderson Kent
Sexual Abuse Prevention Director
Illusion Theatre, Minneapolis

"A sensitive, intelligent presentation."

Dorothy Singer, Ed.D.
Co-Director
Family Television Research
& Consultation Center
Yale University

"I have shown Yes You Can Say No to all elementary age levels, and there has been something for everyone in it. I was deeply moved by this film."

Margo Fitzgerald
Elementary Teacher, Seattle



Teaches assertiveness and reporting skills to prevent abuse.

David has a problem. But he's afraid to talk about it. David is being sexually exploited by a once-trusted adult. It takes the inspiration and guidance of his friends to draw ten-year-old David away from passivity to successful assertiveness. Viewers learn with David as his friends demonstrate the components of an effective, assertive response. Your students will share David's growing sense of confidence as he learns not only how to handle the situation that has troubled him, but how to deal with every-day challenges at home and at school.

19 minutes. Order No. 204,
1/2" VHS

Awards

National Academy of Television Arts & Sciences - Regional EMMY Award

CINDY Competition - Gold Award: Best In Its Class

Council on International Nontheatrical Events - Golden Eagle Award

Chicago International Film Festival - Silver Plaque

Northwest Film & Video Festival - Winning Work

National Educational Film & Video Festival - Subcategory 1st Place

American Film Festival - Honorable Mention

Birmingham International Film Festival - Finalist for Human Relations

National Council on Family Relations - Best of Category

Committee for Children Media Tools Reaching Over A Million Children Each Year

COMMITTEE
for **CHILDREN**



1988 Fall Catalog Order Form

Video Resources to Prevent Child Exploitation

ORDER FORM

Bill to: Name/Title _____
 Organization _____
 Address _____
 City _____ State _____ Zip _____
 Phone () _____

Ship to: Name/Title _____
 Organization _____
 Address _____
 City _____ State _____ Zip _____
 Phone () _____

Send orders to: Committee for Children, 172-20th Avenue,
 Seattle Washington 98122-5862

Training Yes! I, would like to attend a Committee for Children training. Please register me for the following training session(s):

Session	Price
<input type="checkbox"/> Committee for Children Quarterly Training An inservice for using the <i>Second Step</i> Curriculum. October 7, 1988 Seattle, Washington	\$85.00
<input type="checkbox"/> Committee for Children Two-Day Training An inservice for using <i>Talking About Touching</i> and <i>Second Step</i> Curricula January 26-27, 1989 Seattle, Washington	\$160.00
<input type="checkbox"/> Train-The-Trainer Conference A Personal Safety/Public Safety foundation for the Master Trainer. August 7-11, 1989 Seattle, Washington	*
<input type="checkbox"/> I would like to arrange a Committee for Children Training in my area. Please contact me.	
Training Sub-Total	

Curricula

Elementary

Talking About Touching A Personal Safety Curriculum 1-3 (Page 5)

Talking About Touching A Personal Safety Curriculum 4-5 (Page 5)

Talking About Touching Physical Education Supplement K-6 (Page 5)

Second Step A Violence Prevention Curriculum 1-3 (Page 11)

Second Step A Violence Prevention Curriculum 4-5 (Page 11)

Available Spring 1989.

Junior High

Personal Safety and Decision Making 6-8 (Page 5)

Early Childhood

The Talking About Touching Early Childhood Kit (Page 8)

Contains *Talking About Touching for Preschoolers and Kindergarteners* Curriculum with illustrated lessons and Teacher's Guide; Flannelboard Characters; *Sam's Story*, audio cassette and booklet; *Willy Learns the Touching Rule*, video story; *Talking About Touching for Parents and Kids*, 2 booklet set.

Talking About Touching for Parents and Kids (Page 8)

Additional sets of two, Parent Guide and Story Book.

Yes You Can Say No For grades 2-6. 19 minutes. (Page 6)

Choices For grades 7-12. 53 minutes. (Page 7)

Teacher Training Videotapes

Child Sexual Abuse Prevention: Socio-Cultural and Community Issues 30 minutes. (Page 7)

Identifying, Reporting and Handling Disclosure of the Sexually Abused Child 25 minutes. (Page 7)

Presenting a Personal Safety Curriculum 26 minutes. (Page 7)

Intersect: Of Theory and Practice in Preventing Child Exploitation by Alice Ray-Keil (Page 9)

Prevention Notes Quarterly newsletter (Page 9)

Free Training Available with Purchase

Free attendance at the Committee for Children Summer Train-the-Trainer Conference, with Curricula/Video purchases of \$5,000 or more. Call for details.

* Price undetermined at this time.

Finish	Size	Order No.	Quantity	Price	Extension
Laminated	(11" x 17")	120L		\$125.00	
Unlaminated	(11" x 17")	120		\$100.00	
Laminated	(11" x 17")	220L		\$110.00	
Unlaminated	(11" x 17")	220		\$85.00	
Unlaminated	(8-1/2" x 11")	401		\$20.00	
Laminated	(11" x 17")	130L		\$145.00	
Unlaminated	(11" x 17")	130		\$120.00	
Laminated	(11" x 17")	230L		*	
Unlaminated	(11" x 17")	230		*	
Pre-Pilot Review Copy	(8-1/2"x11")	230P		\$15.00	
Laminated	(8-1/2" x 11")	320L		\$90.00	
Unlaminated	(8-1/2" x 11")	320		\$70.00	
Laminated	(11" x 17")	100L		\$195.00	
		501	10-19 sets	\$6.95 each	
			20-99 sets	\$5.95 each	
			100+ sets	\$4.95 each	
VHS		204		\$195.00	
VHS		306		\$495.00	
16mm		307		\$595.00	
		602		\$145.00	
		603		\$145.00	
		604		\$95.00	
		901		\$8.95	
		450		\$15.00	

Prices subject to change after March 1, 1989.

Allow 4 - 6 weeks for delivery.

Shipping & Handling: Continental U.S. \$4.00 for first item and \$2.50 for each additional item.

☐ Check Enclosed: \$

☐ Bill Me

Merchandise Sub-Total

Training Sub-Total

Video Preview /Rental Sub-Total

Washington State residents, add 8.1% Sales tax

Shipping and Handling

Grand Total

Committee for Children Media Tools Reaching Over A Million Children Each Year

Choices

For grades 7-12

EMMY-Winning Docudrama

"Choices is intended not merely to entertain or win prizes but to serve as an example of how to help youngsters make the right choices. The good part about Choices is that it's fine enough to do all three."

John Voorhees
Seattle Times



Models decision-making and use of community resources to prevent child exploitation.

Laurie is 15. She's smart, pretty, well-off, and she's on the street. Running from sexual exploitation at home, she gets drawn into the manipulation and violence of the street. There she is befriended by Ricco, a 16-year-old prostitute, and by Bees, an aging alcoholic who offers her wisdom but delivers betrayal as well. Learning from her own experience and that of the young people around her, Laurie painfully develops the decision-making skills needed to interrupt her victimization. Realizing that life is a series of choices, she chooses herself.

Training Videotapes for Personal Safety Programs

Teachers, principals, school nurses, counselors, and other school personnel must respond to the problem of child sexual abuse. Professionals are required by law to report suspected cases of abuse; many are mandated to present personal safety programs in the classroom as well. Timely, thorough training is the key to fulfilling these increased responsibilities. Video training tapes allow you and your colleagues to be trained when and where you choose.

Child Sexual Abuse Prevention: Socio-Cultural & Community Issues

Presents basic facts, theory, and research on child abuse. Discusses the differences between a "safety" and a "sex education" program. Provides guidelines for dealing with questions of cultural relevance for minority populations. Addresses most common parent and school board concerns.

30 minutes. Order No. 602,
1/2" VHS

Identifying, Reporting and Handling Disclosure of the Sexually Abused Child

Shows examples of common behavioral indicators of child sexual abuse. Balances cautionary guidelines on overzealous reporting with a clear presentation of legal and ethical reporting responsibilities for mandated professionals. Models appropriate responses to a child's disclosure of sexual abuse.

25 minutes. Order No. 603,
1/2" VHS

Presenting a Personal Safety Curriculum

Offers guidelines for becoming comfortable with the subject. Models age-appropriate delivery of key messages. Shows alternatives for handling difficult situations.

26 minutes. Order No. 604,
1/2" VHS

Video Preview & Rental Policy

Video Preview:

To authorized purchasers in the U.S.: \$20 handling fee for one videotape, \$5 fee for each additional video preview within the same order. In Canada: \$25 for one video preview, \$7 for each additional preview within the same order. Video previews allow one week viewing period. Please send us your preferred viewing date (5 weeks advance notice) with your video preview order. Preview charge may be applied to purchase.

Video Rental:

Video rentals based on a two-week viewing period. Call or write for rental fees. Please send us your preferred viewing date (5 weeks advance notice) with your video rental order.

I would like to preview the following films:
(See preview policy above.)

Order #	Title	Fee
Order #	Title	Fee
Order #	Title	Fee
Preview Sub-Total		

☐ I am interested in licensing Committee for Children films, videos and public service announcements for broadcast in my area. Please send me more information.

Committee for Children Stands Behind Its Clients

The Committee for Children name has always meant a commitment to client service. We can work individually with you to custom design your large orders or training needs. Free phone consultation is available during business hours - if you have a problem, we will spend the time it takes to help you out.

Guaranteed All Committee for Children printed materials are unconditionally guaranteed. If you are not completely satisfied, simply return within 30 days, telling us why, for a complete refund. Video materials are guaranteed for technical quality only.

Place
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for CHILDREN
172 - 20th Avenue
Seattle, Washington 98122-5862

Personal Safety for Preschool and Kindergarten

NEW! The Talking About Touching Early Childhood Kit

Young children easily learn safety rules about water, fire, and traffic. Now they can learn rules that apply to people as well. Committee for Children Abuse Prevention materials for young children are straightforward, teaching basic rules and skills for protective action in all types of dangerous situations, not just those involving personal touch.

"The Committee for Children's Early Childhood materials are outstanding. The classroom-based curriculum offers children... solid rules on how to protect themselves. I was particularly impressed with the multiple opportunities provided for direct parent involvement. As usual, the Committee for Children is setting newer and higher standards of excellence for the child abuse prevention field."

Deborah Daro DSW
Director, Center on Child Abuse
Prevention Research
National Committee for Prevention
of Child Abuse, Chicago

"I think it's great! It pulls together many safety issues and easily fits into a preschool's regular curriculum."

Margo Siegenthaler
Early Childhood Program Director, Seattle

State of the Art in Abuse Prevention

Committee for Children has drawn on extensive research about what teaching methods work best with younger children. A comprehensive, multi-media program, the *Talking About Touching Early Childhood Kit* responds to concerns of educators, parents, and school administrators.

- Treats environmental safety (water, fire, cars) and personal safety (people), with a parallel logic.
- Emphasizes simple safety rules as the primary source of guidance in situations involving touch, identifying inner feelings as a secondary source of information.



Basic safety rules are presented in simple, easy to-understand lessons.

- Presents developmentally appropriate activities that address age and individual differences.
- Uses multi-racial and multi-cultural lessons to provide children with a realistic and broad view of the world.
- Involves parents in child safety training.
- Includes multi-sensory lessons, appealing to sight, sound, and touch.

Talking About Touching Early Childhood Kit Ages 3-6

Included in the Kit:

• Talking About Touching: Personal Safety for Preschoolers and Kindergarteners

Curricula

Illustrations have lesson plans with "script;" suggested teacher responses; instructions for affective, sensory, and motor activities; as well as ideas on how to integrate the lessons into overall safety training.

• Talking About Touching for Parents and Kids

Set of two, Parent Guide and Story Book

The parents' booklet motivates parents to take an active interest in their children's personal safety, and prepares them to present the read-along second booklet directly to their children. The kids' book reinforces the messages in the preschool curriculum.

Additional quantities of the parent-child books can be purchased separately. See Order Form: Order No. 501.

• Willy Learns the Touching Rule

Filmstrip-in-Video

Five-year-old Willy cheerfully learns the touching rule from his teacher, his mom, and his doctor, and then puts this new knowledge to the test. The tone is friendly and the colorful illustrations are appealing.

• Sam's Story

Booklet and Audio Tape

Sam is a girl who likes to sing. Her lively, original songs are woven through a story about positive responses in potentially unsafe situations.

• Flannelboard Characters

Multi-racial pellen characters with props and attachable clothes capture children's attention and keep it. Includes a variety of scenarios involving safety.

Order No. 101.



Flannelboard characters and other multi-media offer a variety of resources to meet young children's learning needs.

Training and Technical Assistance To Prevent Child Exploitation

New social skills or child abuse prevention programs require teacher, parent and community cooperation in order to succeed. Committee for Children training supports your efforts to implement safety programs with the best possible results.

Free Trainer Training Available With Purchase

FREE attendance at the annual Committee for Children Seattle Summer Train the Trainer Conference, with Curricula/Video purchases of \$5,000 or more. Call for details.

Don't get left behind in your field.

Committee for Children Training Supports You

- Teacher Training gives educators the skills and confidence needed to feel comfortable in presenting lessons in class.
- Trainer Training teaches skills for working with the community to prevent child exploitation. It provides school personnel and other professionals with the information and practical skills needed to train, motivate and support their colleagues.

Personal Safety/Public Safety Training

Teachers, principals, school nurses, counselors, and other school personnel must respond to the problem of child sexual abuse. Professionals are required by law to report suspected cases of abuse; many are mandated to present personal safety programs in the classroom as well. Committee for Children training can help you implement both *Talking About Touching - A Personal Safety Curriculum*, and *Second Step - A Violence Prevention Curriculum*. These programs work together to promote social competence. Training will help motivate parents and teachers to work hand-in-hand with the community to prevent child exploitation. Training sessions can be individually tailored to your needs.

Personal safety training will enable school personnel to respond quickly and effectively to child abuse situations, and to successfully present the *Talking About Touching* curriculum to students. Public safety training will give teachers the theories behind the innovative *Second Step - A Violence Prevention Curriculum*, enabling them to better present the program in class.



To arrange for training in your area or to attend a Committee for Children Training, call Jennifer Pecot, National Training Director at (206) 322-5050.

See **Teacher Training Videotapes**, page 7.

Committee for Children Publications

Intersect: Of Theory and Practice in Preventing Child Exploitation

By Alice Ray-Keil. A book that looks at the underlying concepts that form child abuse prevention theory, and applies basic business techniques to the operation of prevention programs.

About the Author:

Nationally recognized authority on child abuse prevention, Alice Ray-Keil is the intellectual force behind major conceptual shifts in the child abuse prevention field, and an experienced and successful day-to-day manager. She has lectured widely on a variety of issues related to the prevention of child exploitation.

Order No. 901.

Prevention Notes Newsletter

Subscribe to Committee for Children's quarterly newsletter to keep up with the latest research on child exploitation. Learn about Committee for Children's new materials and training programs. Get "how to's" for funding and implementing child safety programs in your community.

One year subscription. Order No. 450.



We can enjoy prevention. Not only are Committee for Children safety materials effective in the classroom, they are also fun for students and easy for teachers to use.

More than a Cultural Fad

One year it's drug abuse, the next it's child abuse. Then it's racism... youth suicide... child alcoholism... bullying... You are constantly being bombarded with stories of 'human interest' which often end up going the way of all fads. But these problems don't just disappear. And with each new issue, increased responsibility falls to the educator. You are required to keep abreast of every issue, and often to incorporate new programs into an already full schedule. It may seem impossible to keep up with the ever-changing responsibilities these social problems create. A safety curriculum teaching skills that are applicable to many different social problems may be your answer. Committee for Children emphasizes basic skill development.

The Most Comprehensive Skill Training Program Available

The ABCs of learning approaches: Affective, Behavioral, and Cognitive

Committee for Children is unique in that it presents the only child safety program available that integrates three critical approaches to learning. Each of these approaches is effective, and each has its followers in the field. In order to achieve optimal results in violence and exploitation prevention, Committee for Children combines the three approaches, producing an innovative, successful program.

Thinking (Cognitive)

In both *Talking About Touching* and *Second Step*, children learn how to solve their own problems using skills in critical analysis.

An Approach That Makes Sense



Acting (Behavioral)

A lot of social and safety behavior is simply a matter of knowing how to do the right thing at the right time. In *Talking About Touching* children learn how to act in order to protect themselves in dangerous situations. In *Second Step* they learn basic behaviors for getting along with others in a variety of social situations.

Feeling (Affective)

Children learn, in both Personal and Public Safety lessons, to recognize their own and others' feelings, and to use this knowledge in achieving successful interpersonal relationships. In *Talking About Touching*, feelings are identified as a secondary source of guidance in personal safety for young children. In *Second Step*, children learn to respond emotionally to others, and to channel their feelings into socially acceptable directions.

A combination of these learning approaches teaches children to handle themselves in a variety of situations and environments. Potential harm coming from adults, other children, or even from themselves can be avoided. Children learn responsibility for themselves.

The specific skills to prevent youth violence and exploitation are: assertiveness, decision-making, use of community resources, empathy, impulse control, and anger management.

Prevention Makes Sense

Prevention is a lot less expensive than intervention or treatment. But it is too often seen as something we like, but don't need - like an extra television set - rather than something we need, but don't particularly like - like dental floss. But over the long term, prevention makes social and economic sense. Prevention is not an unnecessary luxury.

Second Step: A Skill Training Curriculum to Prevent Violence

Imagine teaching in a class where children practice empathy, where peers encourage one another to apply anger management strategies, where the goal is to become independent, creative problem-solvers...

"Children looked forward to the lessons... The classroom learning environment improved... Instead of the whining, tattling cries of 'He hit me, teacher!' I often heard: 'We had a problem together, we went through the steps, and they worked! We solved it!' or, 'We went through all the steps you taught us, but we're still mad at each other. Will you help us?'... The Curriculum exudes and promotes integrity... Suddenly, through Second Step, all students were applying problem-solving to real-life situations."

Lynn Pruzan
Elementary Teacher, Seattle

Take the Second Step

Similar in format to *Talking About Touching*, the *Second Step* program is built around photo lessons that form the basis for discussion, role play and behavior modeling. Lessons are reinforced with group poster-making activities. *Second Step* includes curriculum lessons, teachers' guide, homework assignments, parent activity sheets, a "brainstorming poster" and erasable pen, and two large-scale classroom posters. Since the curriculum is completely self-contained, a minimum of preparation time is required.

Why take it now?

Children are not only victims of crime; they are perpetrators as well:

- Over 1.7 million children a year are arrested for criminal activity.
- 1,396 children were arrested for murder in 1986.
- 4,798 children were arrested for rape in 1986.
- As of 1987, thirty-one juveniles faced death sentences for murder.
- Racial violence is a fact of life on playgrounds throughout the country.
- Gang violence by children has become a major public health concern.
- Many children's greatest fear at school is exploitation by other children.

Violence against others is correlated with social isolation and a lack of assertiveness in the offender, as well as a lack of specific personal skills: empathy, impulse control, anger management, and decision-making. These abilities can be learned through exercises in thinking, feeling and acting. *Second Step* is designed to reduce impulsive and aggressive behavior in children. And *Second Step* builds confidence.

Second Step Grades 1-3

Second Step Grades 4 & 5

Order No. 130L (laminated).
Order No. 130 (unlaminated).

Available Spring, 1989.
Order No. 230L (laminated).
Order No. 230 (unlaminated).
Pre-pilot review copy available
October, 1988. Order No. 230P.



Specific application areas of Second Step include bullying and racial aggression.

Funding for this catalog was provided in part through a grant from the **Burlington Northern Foundation**, representing the following companies:

- Burlington Northern Railroad Co.
- Glacier Peak Co.
- Meridian Minerals Co.
- Plum Creek Timber Co., Inc.



**Bullying and
racial violence
can start early.
They can also be
stopped early.
See Page 11 for a
new social literacy
curriculum.**

**COMMITTEE
for CHILDREN**

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Joan V. Harris
Baltimore City Public Schools
School Social Work Service
200 E North Avenue
Baltimore, MD 21202

172-20th Avenue
Seattle, Washington 98122
(206) 322-5050

Address Correction Requested

REQUEST

FOR

PROPOSAL:

Child Abuse and Neglect
Employee Training Program

COMPLETE AND RETURN BY SEPTEMBER 30, 1989 TO:

Min Leong
Pupil Personnel
Pupil Services Branch

Maryland State Department of Education
200 W. Baltimore Street
Baltimore, Maryland 21201

Please include all the information requested in each section.

Please make six (6) copies of proposal and return the
six with original.

CHILD ABUSE AND NEGLECT EMPLOYEE TRAINING PROGRAM

Introduction

Child abuse and neglect is a complex social problem that can result in permanent and serious damage to the physical, emotional and mental well being of the child. No one factor can explain the extent of the problem. It is caused by a variety of negative forces impacting the family collectively or individually. Each year over one and one-half million children are either abused or neglected nationally. In Maryland, the number of reported incidences of child abuse and neglect in 1987 was 21,420. This represents a marked increase from the 1983 total of 13,113 reported incidences.

In response to the problem, the State of Maryland has initiated a variety of activities to increase public awareness, promote prevention efforts, and provide better services to children and families. In 1986 the Maryland General Assembly passed legislation to fund the development and implementation of school programs for the prevention of child abuse and neglect. In fiscal year 1987, the Maryland State Department of Education was given an appropriation to support the implementation of school programs. Governor William Donald Schaefer has extended the appropriation into fiscal years 1988, 1989, 1990. A portion of these funds is now available to address another important need: training education employees in state laws and regulations, local school policy, indicators of abuse or neglect, and prevention efforts. For the past three years, educators have been the largest referral source of child abuse and neglect incidences. Because of the reporting requirements, it is imperative that education employees and volunteers have full and consistent knowledge of their legal rights and responsibilities.

The Maryland State Department of Education is requesting applications for grant awards to local school systems for employee training in the area of child abuse and neglect. Grants will be awarded on a competitive basis.

Goals

The goals for the Child Abuse and Neglect Employee Training Program are:

1. To have local school systems provide to all education employees and volunteers training on their legal responsibilities and rights under Maryland state laws and regulations to report suspected cases of child abuse and neglect.
2. To ensure that all local school system employees and volunteers are familiar with the local child abuse and neglect reporting policy and trained in other selected topic areas such as indicators of abuse or neglect and prevention efforts.

3. To develop and/or acquire appropriate instructional and support materials for use in training educational employees and volunteers.

Project Description

The grants project for the child abuse and neglect employee training program is designed to assist school systems in providing consistent and current training on the education employee's legal obligation and rights in terms of reporting incidences of child abuse and neglect. Local school systems choosing to apply for a grant must make provisions to involve nonpublic school employees on an equitable representative basis, including adequate notice of opportunity for participation.

Publications Produced with Child Abuse and Neglect Prevention Funds

Any publications or documents produced with Child Abuse and Neglect Employee Training funds, including audio-visual materials, must include the following credit: "Production of this document was funded by a grant from the Maryland State Department of Education." All such publications are produced with public funds and are in the public domain and must be made available to the public upon request. One copy of any publication including audio-visual materials, or any documents produced with funding must be submitted to the Maryland State Department of Education with the end of the year grant report.

Grant Awards

Three grants in the amount of \$8,000 will be awarded on a competitive basis to local school systems whose student population exceeds 20,000. Three grants in the amount of \$4,000 will be awarded on a competitive basis to local school systems whose student population is under 20,000. If funds are also being requested from the Division of Instruction the combined grants may not exceed a maximum of \$10,000.00. Funds may be utilized for but are not limited to the following purposes:

1. Consultants
2. Instructional materials
3. Facilities rental and meals
4. Substitute fees

Grant Period

Six copies and the original grant applications will be due by September 30, 1989. Grants will be awarded by October 15, 1989. The grant award period will be from October 15, 1989, through September 30, 1990. Grant applications should not exceed 5 pages.

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

CHILD ABUSE AND NEGLECT EMPLOYEE
TRAINING PROGRAM

Section A - Project Information

1. Project Title
2. Project Coordinator
Address
Telephone Number
3. Briefly summarize the purpose of the proposed project.
4. Name of County
5. Name of Local Superintendent
Address
Telephone Number
6. Signature of Local Superintendent
7. Date submitted

Section B - Proposal Design

1. Briefly summarize what initiatives your school system has already taken to address the issue of child abuse and neglect training of school employees and volunteers.
2. Statement of Need
 - a. Rationale

Explain the purpose of this project in relation to what already exists in your county for child abuse and neglect training of school employees.
 - b. Population

Give the estimated staff population to be served by this project.
3. Program Development
 - a. Goals

- b. Objectives
- c. Activities/Strategies: Include personnel and resources necessary to accomplish or implement each activity.
- d. Evaluation: Describe ways in which program objectives will be met.

Section C - Proposed Budget

Attach detailed budget form BAR 12500-00- 7/86.

MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF CESS
PUPIL SERVICES
BUDGET AMENDMENT

Recipient Agency Name _____

Grant Period _____

Revenue Source Name _____

Revenue Source Code _____

Fund	Class	Category	Program	Service Area	Category/Program/Service Area	Approved Budget	Requested Change	Net Change
1-2-01					Administration			
1-2-01-01					General Support Services			
1-2-01-01-01					Board of Education	\$ _____	\$ _____	\$ _____
1-2-01-02-99					Business Support Services	_____	_____	_____
1-2-01-03					Centralized Support Services	_____	_____	_____
1-2-01-04					School Instructional Support Services	_____	_____	_____
1-2-01-04-01					Instructional Direction Services	_____	_____	_____
1-2-01-04-02					Improvement of Instructional Services	_____	_____	_____
					Total Administration	=====	=====	=====
1-2-02					Instruction			
1-2-02-01					Regular Programs	_____	_____	_____
1-2-02-08					Other Services	_____	_____	_____
					Total Instruction	=====	=====	=====
1-2-08					Operation of Plant	_____	_____	_____
1-2-08					Fixed Charges	_____	_____	_____
					Grand Total*	\$ =====	\$ =====	\$ =====
Object	Subject							
1					Salaries and Wages			
1-01					Substitutes	\$ _____	\$ _____	\$ _____
1-99					Other	_____	_____	_____
					Total Salaries and Wages	=====	=====	=====
2					Contracted Services	_____	_____	_____
3					Supplies and Materials	_____	_____	_____
4					Other Charges	_____	_____	_____
4-02					Employee Retirement	_____	_____	_____
4-03					Social Security	_____	_____	_____
4-04					Other Employee Benefits	_____	_____	_____
					Total Other Charges	=====	=====	=====
5					Equipment	_____	_____	_____
					Grand Total*	\$ =====	\$ =====	\$ =====

*Grand Totals must be equal

NOTE: Refer to Financial Reporting Manual for Maryland Public Schools, 1983 for descriptions of accounts.

Grant Number _____

Grant Name _____

BALTIMORE CITY PUBLIC SCHOOLS
CHILD ABUSE/NEGLECT EMPLOYEE TRAINING PROGRAM PROPOSAL

Attachment I

Supporting Reporting

<u>Goals</u>	<u>Objectives</u>	<u>Activities/Strategies</u>	<u>Evaluation</u>
1. To train all BCPS staff and volunteers in the identification, reporting and resources for treatment of child abuse and neglect	<p>1a. To develop a video-tape dealing with the identified issues of physical abuse, sexual abuse, neglect and emotional mal-treatment of children</p> <p>1b. To develop a training packet of resources and guidelines to accompany the video tape</p> <p>1c. To prepare a video tape and packet for all BCPS (180+)</p> <p>1d. To provide training by school social workers representatives from each school in the use of the packet and video tape</p> <p>1e. To involve each school representative as the trainer for all classified and non-classified staff in each building.</p>	<p>1. Involve the appropriate media specialist and other consultants for technical assistance and support</p> <p>2. Recruit school social work staff to develop the format and write the script for the video tape</p> <p>3. Contract with individuals to assist with aspects of the production, such as background music, graphics, acting, narration, etc.</p> <p>4. Compile resource packet and guidelines</p> <p>5. Develop procedures for dissemination of information and materials</p> <p>6. Develop a brief survey form to elicit reactions and suggestions from users of the video tape and resource materials</p>	<p>1. 400 training packets will be available for use of schools</p> <p>2. 200 video tapes will be available, one for each school and others to be borrowed by non-public schools</p> <p>3. Dates of schools' in-service training will be requested and monitored</p> <p>4. An evaluation/survey form will be completed by participants in the training</p> <p>5. Attendance logs will specify names and positions, by category of each participant.</p>
2. To offer training to non-public schools in Baltimore city in the identification, reporting and resources for treatment of child abuse and neglect	<p>2a. To inform non-public school systems of the training packets availability</p>	<p>1. Plan a demonstration training session for non-public school representatives</p>	<p>1. A log will be maintained of users and persons inquiring about the project</p> <p>2. Evaluation forms will be requested from users</p>

MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF CESS
PUPIL SERVICES
BUDGET AMENDMENT

Recipient Agency Name _____

Grant Period _____

Revenue Source Name _____

Revenue Source Code _____

Fund Class Category Program Service Area	Category/Program/Service Area	Approved Budget	Requested Change	Net Change
1-2-01	Administration			
1-2-01-01	General Support Services			
1-2-01-01-01	Board of Education	\$ _____		
1-2-01-02-99	Business Support Services	_____		
1-2-01-03	Centralized Support Services	_____		
1-2-01-04	School Instructional Support Services			
1-2-01-04-01	Instructional Direction Services	_____		
1-2-01-04-02	Improvement of Instructional Services	_____		
	Total Administration	=====		
1-2-02	Instruction			
1-2-02-01	Regular Programs	_____		
1-2-02-02	Other Services	_____		
	Total Instruction	=====		
1-2-08	Operation of Plant	_____		
1-2-08	Fixed Charges	_____		
	Grand Total*	=====		
Object Subject				
1	Salaries and Wages			
1-01	Substitutes	\$ _____		
1-99	Other -Stipends & Secretary	4920.00		
	Total Salaries and Wages	=====		
2	Contracted Services - Editing	220.00		
3	Supplies and Materials	2500.00		
4	Other Charges			
4-02	Employee Retirement	_____		
4-03	Social Security	_____		
4-04	Other Employee Benefits	360.00		
	Total Other Charges	=====		
5	Equipment			
	Grand Total*	8000.00		

*Grand Totals must be equal

NOTE: Refer to Financial Reporting Manual for Maryland Public Schools, 1983 for descriptions of accounts.

Grant Number _____

Grant Name _____

BAR 12500-00-7/88

C-5-10

SUPPLEMENTAL BUDGET FIGURES

6 hours per day, 6 member team, 8 days to write, design, produce and tape a 1/2 hr team, 8 days video production.

Stipends	\$4320.00
Social Security	<u>326.00</u>
	\$4646.00

Secretarial Services	\$ 600.00
Social Security	<u>33.60</u>
	(\$ 633.60)
	637.00

Material and Supplies \$2500.00
(blank tapes, copying,
supplies, folders, paper,
other materials for 200
trainers

Editing	<u>\$ 220.00</u>
TOTAL	\$8000.00

Baltimore City Public Schools
Division of Instruction
Office of Pupil Services

Consent Form and Release Agreement

I _____, parent of _____, student's name
give permission for him/her to participate as an actor/actress in the video-tape
"Supporting Reporting" - a training tape for school staff in the identification,
reporting and resources for suspected child abuse and neglect. This tape and a
training manual will be made available to Baltimore City Public Schools staff,
as well as non-public schools requesting the tape for training purposes.

My child _____, will participate for no valuable
consideration, which means no payment is expected or will be made.

The following announcement will appear at the beginning of the tape:

"The persons who appear in the neglect and abuse situations depicted are
acting. Any resemblance to real individuals or situations is purely
coincidental and unintentional.

The sexual assault survivor is a real person whose identify is being
withheld for confidentiality purposes.

We gratefully acknowledge their gratuitous participation."

My signature indicates understanding and acceptance of the conditions
stated.

Signed: _____
Name of Parent(s)

Date: _____