NATIONAL CENTER FOR MISSING & EXPLOITED CHILDREN™

National Committee for Prevention of Child Abuse®

Child Protection:

Guidebook for Child-Care Providers

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CHILD PROTECTION: Guidebook for Child-Care Providers

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NATIONAL CENTER FOR MISSING AND EXPLOITED CHILDREN

and the

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Preface

Child abuse is a national tragedy. With more than one-million serious cases each year, and three childhood deaths a day resulting from child abuse, it is clear that a priority for our country must be better protection of our young.

As a nation our awareness of the problem has grown considerably during the past decade and it would appear that we have developed a firm commitment to do something about it—to make sure that it doesn't hurt to be a child. The cost to us all to do otherwise is too great with the ravages of abuse showing up when young people run away from home, or get into trouble with the law, get involved with drugs, or drop out of school, or take their pain out on themselves or even on their own children.

As a nation we have come to understand the complexity of the problem. Not only are we concerned with the different kinds of abuse—physical, sexual, emotional, and neglect—but we also recognize that the underlying causes are numerous and do vary from one family to another. And so it has become clear that our responses cannot be singular but must address the variety of factors that lead to abuse in the first place.

We are coming to realize that we all have a role to play in preventing child abuse. Laws alone cannot stop this problem. It is too deeply embedded in our societal values and in the way our families are organized and our communities are structured. Changing these values and reshaping our families and neighborhoods cannot be done by social workers and law-enforcement officers alone. School teachers and local business people, youth groups and civic clubs, hospitals and factories, and child-care workers all need to be involved if we are to prevent child abuse.

What better place to start than with child-care workers—those who have a unique and ongoing relationship with the youngest of children? It is after all the youngest children who are at the greatest risk for abuse. In addition to making sure that child-care centers are safe places for children, child-care workers are in an excellent position to detect abuse among the children they see and help the children and their families get help, and also to assist in putting key prevention services in place.

It is a large team of professionals and concerned citizens that needs to be involved in solving the child abuse problem in our country. Central to that team is the child-care worker. We hope that this booklet will help prepare you for that very important job.

Anne H. Cohn, D.P.H.
Executive Director
National Committee for Prevention
of Child Abuse

Foreword

More than one-million children suffer serious harm due to child abuse, and 350,000 children are abducted by family members—these figures depersonalize the nature of the problems of child victimization. Until we begin to identify the individual children behind this faceless mass of numbers, we will continue to find comfort by hiding behind their anonymity.

The numbers themselves are so large that they become incomprehensible unless compared with something more familiar. For example, imagine that all child abuse victims, for one year, were congregated in a community. That community would be larger than Denver, Colorado. Fewer people live in the state of Wyoming than the number of children who are abducted by family members each year. Even with these comparisons, the personal pain and suffering of each individual child lies masked in the enormity of the problem.

The hope for the future of today's children depends on each of us individually taking responsibility for the safety of the children with whom we are in contact. This is an especially heavy responsibility for child-care providers who may be called upon to intervene when a child enrolled in daycare is thought to be abused. For that child and that child-care worker the problem of child victimization is no longer faceless.

Action on the part of child-care providers is imperative anytime it is suspected that a child may have been abused or sexually exploited or may be a missing child. This booklet provides a framework for identifying child victims and guidelines for child-care providers acting in the best interest of the child.

In order to act we must all overcome our natural reluctance to become involved. We must put aside the disbelief or denial we sometimes feel because the subject is so unpleasant and intimidating. The safety of a child depends on a report being filed with the child protective services agency or the local law-enforcement agency anytime we have reason to believe a child has been abused or criminally victimized.

Child-care providers have other important roles to play in the protection of children from victimization as well. For example, individual providers may meet with parents to make sure that they know the law, school policies, and their rights as parents, or, organize a parent support group for discussion of parenting issues. Child-care centers cooperatively could publish a newsletter sharing information, not only about child abuse, but about child development and parenting. Child-care centers may also maintain a community directory of social and mental health services and invite representatives from these to present educational programs to staff and parents.

By working together with each of us taking responsibility to protect the children in our lives, we can improve the lives of children and reduce the long-term human cost to our society. We hope this booklet will help in that goal.

Daniel D. Broughton, M.D.
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Introduction

Child care is becoming a more important resource for America's families. During the past twenty years two major social changes account for the increased importance of child care. The first, is the escalating number of single-parent families creating a need for child care so the parent can be employed. The second factor is the entry into the labor market of both parents in two-parent families. These two factors combined create a demand to provide child care for more than 26.3 million children, 10.4 million of whom are pre-schoolers.

Corresponding to the heightened demand for child care is the intensified public awareness of child abuse, missing children, and sexual exploitation of children. Media publicity of alleged child abuse in child-care centers such as at the Virginia McMartin Preschool in Manhattan Beach, California; Country Walk Day Care Center in Dade County, Florida; and Wee Care Day Nursery in Maplewood, New Jersey, cause parents with children in child care to be more concerned. Families are seeking reassurance that their children are receiving quality, safe care.

This guidebook has several objectives pertaining to child abuse, sexual exploitation, and missing children and the roles of child-care providers. The objectives are to help child-care professionals:

- Learn what child abuse is, the various kinds of child abuse, and the physical and behavioral indicators that abuse has occurred.
- Understand the reporting responsibilities of child-care staff when child abuse is suspected.
- Learn some characteristics of child abusers, exploiters, and abductors.
- Develop personnel screening and selection techniques that help ensure child safety in child-care settings.
- Understand the role of facility design as part of a youth protection strategy.
- Formulate policies to be implemented by child-care providers that will enhance the safety of their programs.
- Identify resources for additional information about child abuse, missing children, and sexual exploitation.

The approach used in this booklet is based upon the following assumptions:

- Child-care programs provide no more risk for child victimization than any other child- and youth-oriented activity. Child-care providers need to be aware of the risks and take sensible steps to protect the children in their programs and the programs themselves from the negative consequences of even one incident of abuse.

- Child-care programs are important components of child abuse prevention strategies as they provide important respite from parenting responsibilities, especially for single parents.

- Child-care providers can help victimized children by recognizing signs of their victimization and reporting to child-protective services.

- Child-care program administrators need to be aware of common characteristics and strategies related to child abusers and child molesters and to incorporate screening techniques as part of the personnel selection process.

- Child-care providers can prevent child victimization in their program by understanding risk factors and implementing policies and incorporating architectural designs that reduce the opportunity for any kind of child victimization within the child-care program.

- Even young children can learn to recognize abusive behavior and their right to protection from it.

These assumptions recognize the risk of abuse to children in child care, while significant, is considerably less than to children in the home. Yet child-care providers must be aware of child abuse, exploitation, and missing children; their manifestations; and reporting requirements. This enables child-care programs to make informed personnel decisions, report suspected abuse to the proper agency, and implement program policies that enhance the safety of the children in their care.

In order to facilitate ease of reading you will notice the use of masculine gender pronouns in places in which either gender could be appropriate. Also, when referring to offenders, males tend to be more abusive than females. Thus, the use of indiscriminate male pronouns is unfortunately appropriate.

The following chapters discuss child abuse—its definition, manifestations, and reporting requirements; common characteristics of child abusers; steps for identifying and screening individuals seeking child-care positions; facility design characteristics that provide safer environments; and policies that foster positive approaches to discipline and minimize opportunities for abuse.

Chapter 1: Child Abuse

Childhood should be a happy time with children secure in the knowledge that they are loved and nurtured. The reality for more than one million children a year is that childhood is painful, lonely, and confusing because the adults they love are the ones causing the pain.

Definitions

Child abuse is defined as the physical or emotional injury of a child (17 years old or younger) by a person who is responsible for the child's welfare. The consequences of child abuse may be immediate or cumulative. Child abuse is against the law. Child abuse includes one or more of the following—child neglect, emotional abuse, physical abuse, or sexual abuse.

- **Child neglect** - the failure to provide for the basic needs of the child when resources are available. While other kinds of neglect may be referenced, the literature generally identifies three kinds of neglect—physical, educational, and emotional. "*Physical neglect* includes refusal or delay in seeking health care, abandonment, expulsion from home or not allowing a runaway to return home, and inadequate supervision. *Educational neglect* includes permission of chronic truancy, failure to enroll a child of mandatory school age [in an approved educational program], and inattention to special educational needs. *Emotional neglect* includes such actions as chronic or extreme spouse abuse in the child's presence, permission of drug or alcohol abuse by the child, and refusal of or failure to provide needed psychological care. It is very important to distinguish between willful neglect and a parent's or caretaker's failure to provide the necessities of life because of poverty or cultural norms."[1]

- **Emotional abuse** - "acts or omissions by the parents or other persons responsible for the child's care that have caused, or could cause, serious behavioral, cognitive, emotional, or mental disorders. Sometimes the parental acts alone, without any harm evident in the child's behavior or condition, are sufficient to warrant child protective services (CPS) intervention. For example, the parents/caretakers use extreme or bizarre forms of punishment, such as confinement of a child in a dark closet. For less severe acts, such as habitual scapegoating, belittling, or rejecting treatment, demonstrable harm to the child is often required for CPS to intervene."[2] Emotional abuse is characterized by threats that cause extreme fear in the child.

- **Physical abuse** - injury to the child by the parent or caretaker caused by hitting, kicking, biting, punching, burning or otherwise causing trauma to the child. The parent or caretaker may not have intended to harm the child, but the injury is not accidental. Physical abuse is often associated with extreme and inappropriate discipline.

- **Sexual abuse** - any sexual activity between a child and a parent or care-

taker. Acts may include the overtly sexual such as: exposure, display of pornography, fondling, fellatio, cunnilingus, anal, or vaginal penetration. Sexual abuse may also include other activities, usually considered as nonsexual, but that are done for the sexual gratification of the caretaker such as spanking, incapacitating the child with rope, cord, or use of restraining devices. *Sexual exploitation* usually refers to forms of sexual abuse involving child prostitution, child pornography, and extrafamilial molestation.

Frequently children are victims of multiple kinds of abuse with emotional abuse nearly always present when other forms of abuse are substantiated.

Extent of Problem

The most recent national incidence study on child abuse was conducted for the U.S. Department of Health and Human Services in 1988 using data from 1986. It showed that, "nearly 1 million children nationwide experienced demonstrable harm as a result of maltreatment in 1986; 1,100 are known to have died as a result of abuse or neglect . . . In comparison to 1980 data, the number of children who experienced demonstrable harm increased 49 percent."[3] This expansion probably reflects heightened awareness and recognition, not a major increase in number of incidents. The proportion of reported cases subsequently substantiated by CPS in 1986 grew by 10 percent as compared to 1980 (from 43 percent to 53 percent) suggesting more accurate reporting.

Most child maltreatment was identified as neglect (70 percent). Of the remaining 30 percent, 311,500 were physically abused; 188,100 were emotionally abused; and 133,600 were sexually abused.[4] Although known incidents of sexual abuse more than doubled between 1980 and 1986, researchers feel that sexual abuse continues to be the most underreported form of child abuse.

Indicators of Abuse

Child-care providers need to know the physical and behavioral signs suggesting a child has been abused. Due to individual differences in coping with abuse, not all signs will be present in all victims. Some victims may display no evidence of abuse after any physical damages heal. It is important to note that not all children with symptoms indicating abuse have been abused. There are other explanations for some indicators of abuse; but, when no plausible explanation for a child's injuries exists or when a child's behavior undergoes dramatic changes, abuse may be the cause and should be considered.

Indicators of Neglect Child-care workers often detect the neglected child because of poor personal hygiene. This child may arrive in dirty clothing needing a bath. He or she may be improperly clothed for the season. Other children may not want to sit next to the child because of the odor emitted from the child. The child may be ravenously hungry beyond just having a good appetite. The child may not have required immunizations and may not have other medical and dental requirements met. Infants and toddlers may have severe cases of diaper rash.

Leontine Young speaks to the role that socioeconomic factors play in the identification of neglect. "Neglect is easier to recognize among

the poor because they lack resources. The unfed child of a poor family must go hungry or scrounge for food. The unfed child of middle-class parents, on the other hand, may be provided with money to go to the nearest fast-food restaurant every day. Although the child eats, he or she suffers from the same neglecting attitude as does the poor child. A poor woman leaves her children alone, and sometimes these children are caught in fires. A middle-class parent leaves her children alone, but they are rarely in that kind of danger. More than one neighbor has cared for children wandering outside an empty house perched on a manicured lawn. Resources help, but they do not obviate the reality of neglect."[5]

There may be severe developmental consequences for neglected children. "The teachers at a preschool for neglected children noted that when the children first came, they had little or no ability to concentrate, to listen, to play. At ages three and four they could not sit still for even the shortest story, as though they could not hear and connect even the simplest ideas. They run from toy to toy with no concept of playing with them . . . They did not play with each other, though they collided with each other."[6]

Unless neglect is severe, it is difficult to prove as the observable signs are very subtle. Because substantiation is difficult, child protective services may not be able to help the neglectful family. Irrespective of the perceived ability of the child protective services agency to help the neglecting family, child-care workers have a responsibility to make the report of suspected neglect.

Indicators of Physical Abuse Once a child is able to walk unassisted, some bruises and scrapes can be expected as part of normal childhood activities. The outward signs of physical abuse are not typical of the normal wear and tear of childhood. Indicators of physical abuse are unusual bruises, burns, fractures, lacerations, and abrasions.

- **Bruises.** A physically abused child may have bruises on his or her abdomen or back—areas of the body not usually bruised in normal childhood activities (children's legs are especially prone to bruising from normal activities). In cases of repeated abuse, the bruises may be of different colors showing various stages of healing. Bruises may have distinctive shapes suggesting the weapon (including hands and fists) used to attack the child. There may be bruises on the upper arms where the abuser tightly gripped the child and violently shook him or her. Infants who have been violently shaken may exhibit what Dr. John Caffey identified in 1974 as the "whiplash shaken infant syndrome."[7] Outward signs of this syndrome may be distinctive bruise-like coloration around the eyes—called "raccoon eyes." Internally, there may be subdural hematomas (bleeding around the brain) and other injuries to the brain.

- **Burns.** Burns such as cigarette or cigar burns which are not completely accidental anyplace on the child's body are strong indicators of abuse. Other burns that suggest abuse are friction or tether burns on the wrists, ankles, or neck caused by ropes used to tie the child. Wet burns on the hands and ankles that appear to be glove-like or sock-like are caused by immersions in hot liquid such as forcing a child to bathe in water that is too hot. These burns typically will have even edges with few or no splash

marks indicating the child was unable to resist. Dry burns leave distinctive marks in the shape of the instrument used to inflict them such as electric irons, radiator grates, or stove burners.

- **Fractures.** Unexplained fractures are cause for concern. A child with multiple fractures in various stages of healing which indicates injuries at different times is almost certain to be a victim of physical abuse. Other signs include swollen or tender limbs, spiral fractures caused by forceful jerking or twisting of the arms. Rib fractures in children under 3 years of age also should raise the suspicion of possible abuse. Also, bones may be injured by repeated hitting without an actual fracture occurring.

- **Lacerations and abrasions.** Injuries that children receive during normal play activities are generally located on the leading edges of the body's planes such as shins, knees, palms, and elbows. While a single abrasion or bruise along the margin of the eye often may be the result of a fall, other bruises on the face may well be the result of abuse. When found on the soft tissue areas of the abdomen, the back, on the backs of arms and legs, or external genitalia lacerations and abrasions strongly suggest physical abuse, as do human bite marks especially if recurrent and adult size.

Beyond physical indicators, evidence of child abuse may come from the caretaker or parents if the explanation for an injury is inconsistent with the injury. For example, the parent says that the child fell while playing and the child-care teacher notes the only injuries are thin welts that wrap-around from the child's back to his sides. This kind of laceration indicates the child was hit with a flexible weapon such as a belt or electric iron cord, not injured by falling down where the injuries would be to the hands and knees.

Indicators of Sexual Abuse "A child's report is the single most significant indicator of sexual abuse."[8] Physical evidence of sexual abuse, if present at all, usually is temporary. Signs include difficulty in walking or sitting; torn, stained, or bloody underwear; sore or itching genitals; and sexually transmitted diseases. Behavioral signs may be present and, while not positive indicators of sexual abuse, are certainly reasonable grounds for thorough investigation by CPS. These are

- Age inappropriate understanding of sex.
- Reluctance to be left alone with a particular person.
- Persistent and inappropriate sex play with peers or toys.
- Wearing lots of clothing, especially to bed.
- Drawings with genitals.
- Fear of touch.
- Abuse of animals.
- Masturbation in public.
- Nightmares or night terrors.
- Apprehension when subject of sex, genitals, or sexual abuse is brought up.

The presence of any of these should cause consideration of the possibility that sexual abuse has occurred. They are not, however, in and of themselves, conclusive evidence that the child has been victimized.

Indicators of Emotional Abuse & Childhood Stress The primary scars of emotional abuse are often buried deep within the child, not found on the child's body. Emotionally abused children may show lags in physical development, speech disorders, and progressive wasting away usually associated with lack of nurturing. Behaviorally, the emotionally abused child may exhibit:

- **Habit disorders** such as sucking, biting, rocking, enuresis, or feeding disorders.
- **Conduct disorders** including withdrawal and antisocial behavior and inhibition of play.
- **Neurotic traits** such as sleep disorders and inhibition of play.
- **Psychoneurotic reactions** including hysteria, obsession, compulsion, phobias, and hypochondria.
- **Behavior extremes** such as appearing overly compliant, extremely passive or aggressive, very demanding or undemanding.
- **Overly adaptive behaviors** that are inappropriately adult (parenting other children for example).[9]

Some of the behavior of an emotionally abused child is suggestive of emotional disturbance. Parental behavior may give clues to distinguish between the emotionally abused child and the emotionally disturbed child. Parents of an emotionally abused child tend to ignore the child's behavior or blame the child for it. The parents of an emotionally disturbed child, fulfilling their parental roles, will seek help for the child and be actively involved in trying to remedy the problems.[10]

Most abused and neglected children undergo stress. There are many other events in the life of a child that also create stress such as family turmoil or divorce, death of a close relative or family pet, or moving to a new location. For many children stress reactions cause behavior changes such as bed-wetting, clinging behavior, acting out or aggressive behavior, crying for no apparent reason, inability to concentrate, symptoms of illnesses, depression, and regressive behavior.

Any changes in the child's behavior that persist need to be looked into and, whatever the causes, the child needs to be helped to cope with them. While these behaviors are not always indicators of abuse, abuse should not be ruled out as a possible cause without consideration.

Discovery or Disclosure of Abuse

Child-care providers may suspect that a child has been abused or the child may volunteer the information. In either case the response of the child-care provider is very important in helping the child through the ordeal. The following guidelines may help you.

- **DON'T** panic or overreact to your suspicions or to information disclosed by the child.
- **DON'T** criticize the child or claim that the child misunderstood what happened.
- **DON'T** attempt to examine the child.
- **DO** respect the child's privacy and take the child to a place where you and the

child can talk without outside interruption and distractions but in plain view of other adults.

- **DO** reassure the child that he or she is not to blame for what happened. Tell him or her that you appreciate hearing about it and that you will help make sure that it will not happen again.

- **DO** encourage the child, if the child has sufficient verbal ability, to tell the proper authorities what happened but try to avoid repeated interviews. This can be very stressful for the child.

- **DO** suggest to the parents to consult a pediatrician or other child abuse authority on the need for counseling to help the child.

- **DO** report the suspected abuse to the proper authorities.

Child-care providers should exercise extreme caution in drawing conclusions about who committed the abuse. The identity of the abuser may not be known until the conclusion of a thorough investigation. Falsely characterizing an individual as an abuser may lead to civil liability. For that reason, discussions of suspected abuse and allegations of child abuse against a particular individual should only be made to a law-enforcement agency or to the child protective services. Child-care providers should be guided by the investigating agency regarding the notification of parents of suspected abuse.

Reporting Suspected Abuse

It is difficult to accept the idea that parents and other care givers seriously harm, sexually molest, and sometimes kill defenseless children. When an abused or neglected child is enrolled in child care, the child-care provider may literally save the child's life by reporting suspected abuse to child protective services.

Daycare providers, teachers, and others who work with children often are reluctant to report suspected child abuse. This reluctance may be due to the fear of reprisal, law suits, concern about parental reaction—especially that the parents may retaliate against the child.* Other factors directly related to reporting suspected child abuse are policies that discourage child-care providers from contacting CPS. These policies may be formal or an unspoken, informal part of the work environment, but they are misguided, and in many states illegal.

Reporting Requirements Each of the fifty states, the District of Columbia, and the U.S. territories have distinct reporting requirements which vary from state to state. Many of these jurisdictions require child-care personnel to report suspected child abuse. Each child-care provider needs to check with the state in which their facility is located to determine the reporting requirements for that state. These reporting requirements should be incorporated into the policies and procedures for the daycare program.

No state requires that the daycare director or teacher have proof that abuse has occurred prior to making the report, only that it is suspected. The intent of most state laws is

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* Teachers' reluctance to report is described in a 1989 survey prepared by the National Committee for Prevention of Child Abuse, "Teachers Confront Child Abuse: A National Survey of Teachers' Knowledge, Attitudes and Beliefs." It is intuitive that the same reluctance will be found in other youth workers.

clear—they expect child abuse to be reported as soon as it is suspected. Failure to do so may result in civil or criminal penalties.

No Liability for Reporting Abuse Concern is often expressed over the potential for criminal or civil liability if a report of abuse is made that subsequently is found to be unsubstantiated. All states provide immunity from liability to reporters of suspected child abuse when the report is made in "good faith." Some states make the presumption that a reporter is making the report in good faith.

Some state laws specify the information that must be included in the report. It is important that the child-care provider document the incident including the basis for the suspicion. A sample reporting form is included in Appendix A that satisfies most of the reporting requirements. This form also provides the basis for making a "good faith" report. A copy of this or a similar form must be kept in the child-care center's files for every instance of suspected child abuse.

Child-care providers are not investigators and the official inquiry into allegations of abuse and molestation is best left to a trained investigator. Action on reports of suspected child abuse may be facilitated if the director of the child-care program establishes a working relationship with the administrators of the child protective services program and law-enforcement agencies serving their area prior to any suspected incidents of abuse.

Each state has an agency designated to be the central reporting authority for child abuse within that state. The staff of these agencies should be available to provide additional information to the child-care provider and may be available to provide staff training.

Chapter 2: Those Who Abuse

The most important fact to remember about individuals who abuse children is that a child abuser may be anyone. Child abuse occurs in all ethnic and economic groups. Children from well-to-do families are abused just as children from economically deprived families are abused.

Physical abuse is often associated with inappropriate disciplinary techniques. Ignorance about children and children's needs are also factors in some child abuse cases. Without an understanding of a child's capabilities, parents develop expectations for the child that cannot be met. This form of parental ignorance coupled with the child's inability to meet these unreasonable demands can lead to abuse or neglect. For example, abuse of infants and toddlers is often related to toilet training.

Child abusers tend to be individuals with low self-esteem. Their own needs are so overwhelming that they are poorly equipped to meet the needs of their children. They have not learned the social skills necessary to form solid relationships with relatives, neighbors, and friends. They are isolated from the community and from their families and seem to reject offers of help. Because of their isolation, they feel trapped in stressful situations and respond with violent abuse or neglectful depression.[11]

In describing parents in neglecting families, Young states, "Rather than facing problems, they seek to escape them. When a crisis situation forces them to act, their actions tend to be impulsive, an immediate response to an immediate situation without regard to or perhaps even awareness of future consequence."[12]

Young points to the presence of chronic depression in neglecting families. The depression may be perceived as laziness, irresponsibility, or slovenliness but signals the need for intervention. Neglecting families see themselves as victims to whom things happen over which they have no control.[13]

Sexual Abusers

There are several psychological terms that refer to persons who desire sexual relationships with children and youth. While these terms are useful for the clinician, more generic terminology is suitable for our purposes. The technical terms are defined so that you will recognize them when you come into contact with them. **CAUTION** is advised against using any label to identify an individual. Unless you have professional qualifications, it is preferable to describe the observed behavior rather than misusing a scientific term.

Pedophiles and Child Molesters The *Diagnostic and Statistical Manual-Revised* (*DSM-III-R*) is the reference book used by psychologists and other health-care professionals to identify mental and behavioral disorders. One identified term is *pedophilia*, "The essential feature of this disorder is recurrent, intense, sexual urges and sexually arousing fantasies, of at least six months duration, involving sexual activities with a prepubescent child. The person has acted on these urges or is markedly distressed by them. The age of the child is generally 13 or younger. The age of the person is arbitrarily set at age 16 years or older and at least 5 years older than the child." One affected by this condition is known as a *pedophile.*

Notice that the definition of pedophilia refers to *prepubertal* children. Common usage has expanded the lay-person's definition to be inclusive of all children.

Another term commonly used to identify persons who sexually abuse children is *child molester*. A child molester is not necessarily a pedophile nor is a pedophile necessarily a child molester. In order to be a child molester, an individual must *commit an act of sexual abuse of a child.* A pedophile may only *fantasize* about having sex with a child. Also, while a pedophile prefers sexual activity exclusively with children, a child molester may have other preferred sexual outlets and may have molested a child only once. A pedophile who acts on his fantasies with children may be accurately referred to as a *preferential child molester*.

Characteristics of Child Molesters There are several popular stereotypes for child sexual abusers. Some of the stereotypes would be very reassuring if they were true. Unfortunately, there are no valid predictors for who will sexually molest a child.

Jon Conte, Ph.D., of the University of Washington, a leading child abuse researcher states, "Most current information indicates that there is considerable variation in the ages, psychological and demographic characteristics, and history of men who sexually abuse children."[14] Although most studies indicate that men are usually the perpetrators of sexual abuse, David Finkelhor, Ph.D., of the University of New Hampshire, found that women constituted 40 percent of the sexual abusers in daycare settings.[15]

When sexual abuse occurs within the family it is called *incest.* Until recent studies by Dr. Gene Abel, researchers thought that incest was different from other kinds of sexual abuse and that incest offenders do not sexually molest children outside of the family. Abel found that nearly half of the incest offenders in his study were abusing children outside of the home at the same time they were abusing female children related to them.[16] This is a clear indication that incest offenders pose a greater threat to children in the community than earlier thought.

Children also molest other children. About a third of sexual molestation is committed by adolescents on other children. Frequently the significance of such activity is minimized. Anytime children are involved in sexual activity in which there is an unequal distribution of power, or if an element of force is involved, that activity needs to be viewed as potentially serious.

Chapter 3: Missing Children

The problem of missing children emerged as a social concern in the early 1980s. Since then a great deal has been accomplished to assist missing children and their families and to protect other children from becoming missing.

Nonfamily Abductions

One feature of the missing children problem was illustrated by highly publicized cases such as Etan Patz, Adam Walsh, and John Gosch. Each of these cases involved a child who disappeared and was either never heard from again or who is known to have been killed. Their disappearances are believed to have been at the hands of "strangers." These are extreme cases that the "National Incident Study of Missing, Abducted, Runaway and Thrownaway Children" (NISMART) estimated to occur 200 - 300 times per year.[17]

NISMART found that 3,200 to 4,600 other nonfamily abductions known to law enforcement happen each year, and that half of these victims are 12 years of age or older. These abductions are defined as, "The coerced and unauthorized taking of a child into a building, a vehicle, or a distance of more than 20 feet; the detention of a child for a period of more than an hour; or the luring of a child for the purposes of committing another crime, such as sexual assault."[18] NISMART also reported that there were 114,600 attempted nonfamily abductions such as an attempt by a passing motorist to lure a child into a car. The primary difference between the more serious cases and those that end up more fortunately for the victim may often involve luck.

The greatest number of these children are taken for sexual purposes. In addition, some are abducted: to be murdered (e.g., by child killers); by accident (e.g., unknowingly taken by an offender during the commission of a crime such as car theft); for replacement purposes (e.g., by a woman who desires to have a child or replace a deceased child, and for whatever reason is unable to conceive or adopt); for profit (e.g., in a few documented cases children have been taken for ransom or illegal adoption). Whatever the reason, when a child is a victim of nonfamily abduction, he or she is considered to be in extreme danger.

Family Abductions

Another aspect of the missing children's issue is parentally abducted children. Once thought to be only a family problem, parental abductions and custodial interference cases present complex legal and child welfare issues. NISMART found that the incidence of parental abductions far exceeded earlier estimates of 25,000 - 100,000. NISMART projected 354,100 parental abductions with 163,200 involving one of three aggravating conditions: "an attempt to conceal the taking or whereabouts of the child or to prevent contact with the child; the child was transported out of state; or, there was evidence that the abductor had the intent to keep the child indefinitely or to permanently alter custodial privileges."[19]

There are many reasons for parental abductions but most are unrelated to concern for the welfare of the child. The distress that children experience when families break up is aggravated by disputes over the child's custody. At the very least, the child who is parentally ab-

ducted is deprived of his or her relationship with both parents and often with other siblings. The child will be forced to leave behind home, friends, and other supportive relationships. Forced to lead the life of a fugitive, the abducting parent may not be able to care for the child and fail to provide stable nurturing. Frequently, the abducting parent paints a totally negative picture of the other parent manipulating the child's loyalty and causing further emotional trauma.

Other Missing Children

Two additional categories of missing children—runaways and thrownaways—are a major child welfare concern. These children are of relatively little significance to child-care providers because runaways and thrownaways are generally adolescents. It may be interesting to note that many children who were abused or neglected when young run away from home when they feel they can care for themselves on the street. This is one reason it is important to intervene when abuse is first suspected.

One other category of missing children is "unknown missing"—those for whom there is no explanation for why they are missing. This category includes lost and injured children unable to return home.

Characteristics of Missing Children

When a child is abducted by either a family or nonfamily member, he or she will be kept in seclusion away from everyone else, or be tricked or coerced into assuming a new identity and keeping his or her origins secret. Children have a hard time being consistent and may inadvertently let slip that once they had a different name. They may make a statement implicating the abductor such as, "My name used to be Johnny when Daddy was with us, but Mommy says I shouldn't use that name any more. That I have a new name now."

Other signs that may indicate that a child has been abducted are lack of immunization records and birth certificate, vague or contradictory responses concerning custodial arrangements and whereabouts of the other parent, and frequent moves.

Any time child-care providers suspect that a child enrolled in their program is a "missing child," the child-care provider should contact the National Center for Missing and Exploited Children on the toll-free hotline, **1-800-843-5678** or contact their local law-enforcement agency.

Chapter 4: Implications for Child-Care Programs

The first chapters of this booklet introduce the topics of child abuse and missing children. This chapter discusses child-protection strategies that should be made an integral part of child-care programs. The child-protection strategies are based upon recognizing the nature of the problems, minimizing the risk factors, and taking action in the best interest of the child.

Child-Care Staffing

The influence of the staff on the quality of the overall child-care program and on safety for children dictates the need for a careful personnel recruiting, screening, training, and retention process. The goal of this process is to find competent, caring individuals who provide "positive, supportive, individualized relationships"[20] with children in their care. Child-care providers should assume they owe a high standard of care to the children and their parents throughout the employment process.

The National Academy of Early Childhood Programs states, "The quality of the staff is the most important determinant of the quality of an early childhood program."[21] The most important ingredient in child-care programs for ensuring child safety and protection is also the staff. The term "staff" includes every person employed in the child-care program coming into contact with children—teachers, volunteers, bus drivers, maintenance workers, and administrative personnel.

Finkelhor's study, "Sexual Abuse in Day Care: A National Study" suggests that further attention needs to be given to staff selection. "In general, the traditional indicators of quality in daycare were *not* also indicators of low risk for abuse."[22] Child-care centers must supplement the normal personnel processes so that individuals who victimize children can be screened on a broad range of background information including signs of emotional problems, substance abuse, criminal behavior, sexual difficulties, poor judgment, and insensitivity or punitiveness toward children.[23]

The personnel selection process should consist of three steps: the application, the interview, and reference checks.* Part of this process must convey the idea that an individual with the propensity to harm children will find the child-care staff selection process an extremely hostile environment.

The Application The sample employment application in Appendix B is adapted from one developed by the Boys and Girls Clubs of America. It incorporates the following items to be considered in assessing an applicant's suitability for employment:

- **History of residences** - Where has the applicant lived and for how long? Why did he or she move?
- **Employment history** - Attention should be given to any gaps in the employment history. The reasons for leaving a position should be ascertained.
- **Criminal Convictions** - An inquiry needs to be made concerning any con-

* Child-care providers need to check their state laws to determine requirements for fingerprint and criminal records checks.

viction of a crime, especially those in which a child was the victim. Some states have enacted legislation that requires a records check of individuals seeking to work with children. Therefore, state law must be reviewed as to the proper parameters for inquiries concerning criminal records.

- **Hobbies** - Are the avocational interests age appropriate? Preferential child molesters often have childlike interests—collecting toys, building model planes, or boats.

- **Community activities** - Do all community activities involve children—scoutmaster, coach, Big Brother, Sunday school teacher—particularly if he has no children involved in these activities? Are there any activities involving agemates without children?

- **Personal references** - At least three personal references from persons not related to the applicant and who have known the applicant for a period of time should be required to be listed on the application form. In addition to name, address, and telephone number, the nature of the relationship and the length of time known to the reference should be listed. Persons selected for providing personal references are selected by the applicant to provide the most favorable information concerning the individual. When available, much more credence should be given to the information provided by past employers.

Responses on the application should not be taken at face value but further examined through the interview and the reference checks.

The Interview After reviewing the application, the child-care director or personnel officer will select individuals for personal interviews. It is a waste of time to interview individuals who do not meet the qualifications on paper. The interviews enable the child-care director to verify the information on the application as well as to delve into areas that are not amenable for inclusion on an application. It is prudent to require that the interviewer be conversant with the applicable state fair employment practice rules listing acceptable or objectionable pre-employment inquiries.

It is during the interview that both the director and the applicant have the opportunity to assess the compatibility between the child-care program and the potential staffer. The interview is an important opportunity not to be wasted. It should be cordial, comprehensive, and mutually informative.

There are many reasons for establishing a cordial atmosphere for the interview. Pertinent to the limited scope of this booklet, it is important that a cordial atmosphere be established in order to facilitate information exchange. Some areas needing to be addressed during the interview can be very personal in nature and establishing rapport is necessary for good communication.

The interview needs to cover expertise in relevant program areas, verification of information included on the application, and delve into qualities that could indicate possible abusive tendencies. It is important to get a sense of the nature of peer relationships as well as how the applicant relates to children. Most preferential child molesters and other potential abusers will have extremely limited social outlets with their peers. Whether such individuals are child abusers or not, their suitabil-

ity as a child-care staff member may be questionable on the grounds of emotional maturity.

It is reasonable to rely on one's intuition when gathering information through the application and the interview. Comfort level is important between the employer and employee and it may have nothing to do with fear or apprehension related to child safety.

The interview also provides an opportunity for the child-care director to convey the expectations that the program has of its staff. A message should be delivered clearly that any activity, intentional or not, that is abusive of a child will be dealt with immediately, and if criminal in nature, will be referred to the authorities for disposition. This policy should be incorporated into your employment manuals or employee handbooks. No priority is higher than the protection of children.

The interviewer must take time to prepare adequately for the interview. It is vital to review the application and résumé submitted by the applicant thoroughly. It is also important to be familiar with the job description for the position sought. At least one-hour of uninterrupted time in a private environment should be scheduled for the interview. Each person involved with interviewing a particular applicant needs to become familiar with the contents of the application, résumé, and job description.

The selection of the best qualified applicant and screening for possible abusive tendencies are serious responsibilities. Liability may flow from a slip shod or negligently conducted hiring process. Interviewers need to remember that there are no **typical** child abusers or molesters, but the following suggestions may be helpful in selecting the most qualified individuals who will provide high quality, safe care for children.

After reviewing the application and résumé, the interviewer needs to develop some "Key Questions" that will be asked of all applicants and enable an objective comparison of applicant qualifications to the position being filled. Some "Key Questions"suggested by the Boys and Girls Clubs of America have been adapted below:

- **Why are you interested in being associated with this child-care program?**

  Be alert for someone who over identifies with children, is unduly excited about the possibility of working with children, or who over emphasizes that working with children is much easier than working with adults.

- **How would you describe yourself?**

  Be alert for someone who indicates shyness or is withdrawn or passive.

- **When you read the job description, what appealed to you most?**

  Look for appropriate skills, qualifications, etc. Also look for shyness, passiveness, or high interest in one-on-one activities with children.

- **What specific skills do you bring to the job?**

  A backup to the previous question.

- **With what age group or sex do you prefer to work? Why?**

  This question is helpful in making a proper placement and properly utilizing experience and skills. Also, it may determine if there is undue interest in a particular age of young children. Listen

for statements on how easy young children are to work with or that they are clean, innocent, etc. Also listen for negative statements about teenagers or adults when compared with young children.

- **Give examples of your experience with this age group; Sex.**

  A backup to the previous question.

- **If you were trained, are you willing to work with other age groups? The other sex?**

  A second backup to previous question.

- **What kinds of programs or activities would you prefer to supervise or conduct?**

  Try to make a good job match, but be alert for high interest in one-on-one activities that may not be visible to others.

- **If given training, are you willing to work, supervise, or conduct other programs or activities?**

  A backup to the previous question.

- **What do you feel are the chief indicators of a successful program or activity?**

  Trying to determine the compatibility with organizational goals and objectives.

- **Give a specific example of how you overcame a difficulty on your present job.**

  Looking for ability to think and make judgments.

- **Give a specific example of how you overcame a problem with a youngster other than your own.**

  A backup to the previous question. Also an indication of whether their disciplinary style will fit into the child-care program.

- **Under what kind of supervisory style do you best function?**

  Looking for fit into child-care work environment, also passiveness, non-assertiveness.

- **What would you like to tell us that has not been discussed already?**

  This is a vital question. Let the person talk and LISTEN!

- **What questions do you have about the organization?**

  No doubt items such as salary, policies, etc., will be discussed. Be alert for more discussion about the chance to work with a specific age group, sex, activity, etc.

Remember that the purpose of this process is to recruit the best possible staff for your child-care program by exercising a high degree of care in selecting suitable employees and retaining them thereafter. By the conclusion of the interview, the child-care director should have explored the applicant's qualifications and have a feeling for personality traits indicating how the individual will relate with children.

Reference Checks No personnel selection process is complete without checking references. This includes past employers, personal references, and, where possible, verification

of criminal records. Checking past employers and personal references by sending a form to fill out and return is not adequate. A telephone contact provides the opportunity to obtain specific or more detailed information from such intangibles as tone of voice, demeanor, and forthrightness of the answer. In addition, it gives the director the opportunity to be interactive with the questions, clarifying responses as necessary.

As part of the telephone contacts the director should make queries about the nature of the relationship the applicant has with the reference. If it was related to past employment, was the person the direct supervisor or a personnel officer? You want to talk with the immediate supervisor if available. If the position had to do with children, explore how the applicant related to the children as well as to the staff. If the position was not working with children, how did the applicant relate to those with whom he or she worked? Was there any contact with children—what was the nature and how did the applicant relate? How did other staff relate with the applicant? Is there any additional information which the past employer wishes to volunteer bearing upon the qualifications or temperament of the applicant?

Among other areas of concern, the child-care director wants to determine if any information from the references differs from that garnered from the employment application or the interview with the applicant. Once more, the director needs to be alert to factors relating to child victimization and look for patterns that could be cause for concern.

If you sense that the reference is being evasive it could be due to lack of memory about the applicant or *it could be due to a less than satisfactory relationship* about which the reference feels restrained from being candid. This circumstance should cause concern and prompt further aggressive investigation. Also, it may be wise to be cautious about recommendations that seem to be too effusive.

When checking references, avoid questions that can be answered with a simple "yes" or "no." The following questions are phrased to maximize responses:

- Would you describe...
- I wonder if you would tell me...
- How did it happen that...
- What were some of the ways in which...
- I'd like to know more about...
- What would you say...

In order to develop the information further follow-up questions can be phrased for probing.

- Could you tell me more about that?
- Could you explain that in more detail?
- I'd like to hear more about that.
- Can you give me a for instance?
- I'd be interested in knowing...
- I'm not certain that I understand...
- Perhaps you can clarify...
- What prompted your decision to...
- How did you happen to...

In addition to those suggestions, the Boys and Girls Clubs of America suggests that "Key Questions" be prepared in checking references. These should be asked after the factual questions have been asked to verify the information on the application:

- **How would you describe his/her personal characteristics?**

  Probe for immaturity, withdrawn, shy, nonassertive, has difficulty making decisions, generally obedient to all requests.

- **What would you say were his/her preferences regarding identifying with children?**

  Probe whether or not he/she relinquishes adult role and responsibility, tends to become more like the child, places a premium on one-on-one activities rather than group activities.

- **I'd be interested in knowing if you think there may be any problems or conditions that would interfere with the applicant's ability to care for children or in any way endanger the children under the applicant's care. These problems include substance abuse, mental or emotional illness, or history of child abuse.**

  The reason for this question is obvious. Listen carefully to the answer—not only for words, but how the words are said. Hesitancy or undue caution may indicate a less than candid response.

Several groups recommend making a complete criminal history background check on potential child-care staff members. There are some practical and possible legal considerations in the ability to do this. Some states have enacted legislation providing access to the criminal history records of the state for screening individuals working with youth; some states mandate this. Child-care directors need to check with the law-enforcement authorities in their locale to determine the extent to which such records are available or any limits on their use.

The child-care director may also send a written request to the local law-enforcement agencies in the communities listed as residences on an application. Requests need to include the individual's name and date of birth; a set of classifiable fingerprints; a statement that he or she has applied for a job that involves working with children, when the applicant indicated that he lived in the community, including street addresses if possible; and a notarized statement signed by the applicant giving permission for any conviction record to be released by the agency.

Even if a criminal background check is conducted with law-enforcement agencies, child-care providers should not be complacent and believe that a "clean" record indicates a nonabusive individual. Many times law-enforcement records are incomplete and do not always include information about child abuse that is maintained by child protective services. At a minimum, the records check serves to discourage those with police records from seeking employment if they believe their background will be discovered.

Each child-care program needs to make their own policy on how to deal with criminal records not related to child abuse, particularly records that may have been created when the applicant was a juvenile. An applicant with any record of child victimization should be considered disqualified for child-care service.

Staff Training

Training for the staff should begin informally during the interview. This is accomplished by telling the prospective employee about the work environment and expectations of the employer. As mentioned previously, this includes stating clearly that the safety of the child comes first and any suspected illegal misconduct involving children will result in loss of employment and be reported to the authorities.

The National Association for the Education of Young Children established staff development standards as part of the accreditation process. These criteria relate training requirements to specific positions. The criteria also require that, "New staff are adequately oriented about goals and philosophy of the center, emergency health and safety procedures, special needs of individual children assigned to the staff member's care, guidance and classroom management techniques, and planned daily activities of the center."[24] These criteria also suggest that regular in-service training be provided that includes guidance and discipline techniques and detection of child abuse.[25]

To foster child-protection concerns, **all** staff members need to be trained on the following topics:

- **Detection and reporting of child abuse**
- **Identifying characteristics of missing children**
- **Nonviolent classroom leadership techniques**
- **Stress management**
- **Youth protection policies**

Staff training is a deterrent to abuse. The one thing that is most feared by individuals abusing children is discovery. When staff members are informed, they are more likely to detect inappropriate behavior of someone in their own ranks. The training on each of these topics should be focused on implementing the policies adopted by the daycare provider. Suggested policies are set forth in the next section.

Child-Protection Policies

Child-protection policies in child-care programs should be aimed at minimizing the risk factors associated with child abuse, sexual exploitation, and missing children. Child-care providers must not become complacent and believe that because they have a particular policy that children cannot be victimized. Nor should they believe that because a policy has been adopted it is being observed by the staff. Policies must be monitored and enforced to be effective and no policy can ensure complete safety from victimization.

Stress Child-care providers should be aware that stressful working conditions can lead to physical and emotional abuse of the children in the center. Stress can cause staff members to lash out at children and use inappropriate disciplinary techniques.

Training for dealing with stress should include some stress management techniques such as those suggested by the National Committee for Prevention of Child Abuse:

> The next time everyday pressures build up to the point where you feel like lashing out—**STOP!** And try any of these simple alternatives. You'll feel better ... and so will your child.

- Take a deep breath. And another. Then remember *you* are the adult...
- Close your eyes and imagine you're hearing what your child is about to hear.
- Press your lips together and count to 10. Or better yet, to 20.
- Put your child in a time-out chair. (Remember the rule: One time-out minute for each year of age.)
- Put yourself in a time-out chair. Think about why you are angry: Is it your child, or is your child simply a convenient target for your anger.
- Phone a friend. [In the child-care environment, talk with the supervisor.]
- If someone can watch the children, go outside and take a walk...
- Splash cold water on your face.
- Hug a pillow.
- Turn on some music. Maybe even sing along.
- Pick up a pencil and write down as many helpful words as you can think of. Save the list.[26]

Corporal Punishment Child-care providers should have policies that prohibit any kind of corporal punishment—spanking, slapping, shaking. Such punishment has been banned in the public schools in twenty-one states and the District of Columbia[27]:

- Alaska
- California
- Connecticut
- District of Columbia
- Hawaii
- Iowa
- Kentucky
- Massachusetts
- Maine
- Michigan
- Minnesota
- Nebraska
- New Hampshire
- New Jersey
- New York
- North Dakota
- Oregon
- Rhode Island
- South Dakota
- Vermont
- Virginia
- Wisconsin

Child-care programs also need to focus on some of the underlying causes of inappropriate disciplinary techniques. For example, at times we are all affected by stress. Policies should provide for brief respites from direct supervision of children if the staff person or *an associate* senses simmering tensions.

Isolation Most child abuse occurs when the child and the abuser are isolated from others. Child-care providers should limit the opportunity for isolation by ensuring an adequate staff-to-child ratio. Other steps that need to be taken include open door requirements that mandate no staff member may be alone with a child in a room with closed doors including toileting and nap-time. Also field trips and outings must have at least two adults—possibly more depending on the size of the group.

Family Members of Staff Finkelhor's study of sexual abuse in daycare centers found that one-fourth of the abuse was perpetrated by family members of the staff including adolescent children.[28] This suggests policies that limit access to children by family members of employees unless they have been screened and are under the direct supervision of another staff member. "Open door" policies and those prohibiting one-on-one isolation should apply to these family members too.

Parental Access Parents should have free access to child-care facilities at all times. Finkelhor's study found that the risk of abuse is reduced in facilities where parents have ready access to their children.[29] Because of the role parental access plays in the protection of children, the federal "Child Care and Development Block Grant Act of 1990" mandates that child-care centers that "provide services for which assistance is made available [from the Act] . . . afford parents unlimited access to their children and to the providers caring for their children, during the normal hours of operation of such providers and whenever such children are in the care of such providers."[30]

Openness With Parents Child-care providers and parents need to work together to provide a safe environment for children. Child-care providers should make available to parents information about child abuse, missing children, and effective parenting techniques. Inexpensive materials of this nature are readily available from organizations such as the National Center for Missing and Exploited Children and the National Committee for Prevention of Child Abuse. Openness with parents concerning child abuse and the expectation that any suspicions will be referred for official action serve to reassure them that their children are being cared for well.

Custody Arrangements Child-care providers need to know about the custody arrangements of the children in their care. A certified copy of the custody decree should be in the child's files. In addition, the custodial parent should be reminded to inform the child-care provider of any threats made by the noncustodial parent. Unless authorized in writing, the child-care provider must not release the child to the noncustodial parent. The custodial parent should be notified of any unscheduled visits to the daycare facility by the noncustodial parent.[31]

Reporting The child-care program should have a policy that requires any suspected abuse to be reported immediately to child protective services. Phone numbers for reporting should be displayed in a conspicuous place and all staff members need to be trained to detect and report child abuse—irrespective of whether the suspected abuse is thought to have been perpetrated by parents, child-care staff, or others.

Any allegation of abuse by a staff member mandates that immediate action be taken to suspend the staff member from any contact with children and that a report be made to CPS. If the staff member, against whom an allegation of abuse is made, is found to have violated any of the policies designed to protect children in the program, his or her employment should be terminated immediately, irrespective of substantiation of abuse.

To help staff members overcome their reluctance to report suspected abuse, they should be reminded that they are taking a step toward getting help to the child and his or her family as well as helping protect other children. Without formal complaints, abusers may go to another child-care program and abuse other children.

In addition, the child-care program should have a policy that requires any suspected missing children to be reported immediately to the National Center for Missing and Exploited Children, **1-800-843-5678**, or the local law-enforcement agency. Alert child-care workers have assisted in the recovery and return of several children to their custodial parent. In one case, a daycare worker identified a 7-year-old boy from a photograph on a postcard. The child had been abducted by his non-custodial mother from Port Townsend, Washington, and taken to Oldsmar, Florida, two and a half years earlier. The child-care worker contacted the

National Center for Missing and Exploited Children who coordinated the recovery with the FBI and the local police.

In another case, a child was taken by his non-custodial father from England to the United States and enrolled in a church run daycare program in Oklahoma City, Oklahoma. The daycare provider became suspicious about the child and consulted with a relative who was a law-enforcement officer in Texas. Taking the advice of the relative, the daycare worker contacted the local authorities who determined that the child was missing. The child was taken into protective custody until reunited with his mother who came from England to pickup the child.

Transportation If transportation is provided for children by the center, arrangements need to be made to ensure that the child is supervised upon exiting the home until entering the child-care facility; the reverse being true when returning home. To limit the time a child may be alone in the bus or van with the driver, a strict schedule needs to be enforced and the driver prohibited from making unauthorized stops with children in the vehicle.

Absences Parents should be encouraged to contact the child-care program if their child is going to be absent. Child-care programs should contact parents when children are unexpectedly absent. A quick telephone call could determine if the parent is aware of the child's absence or if some other problem exists of which the parent is unaware and which needs to be examined.

Architectural Features

It is much easier to protect children from victimization in a facility that has incorporated appropriate features in its physical design. Even existing facilities should consider removing doors to provide for better monitoring of child-adult interactions and making other modifications to enhance child protection.

Toileting Two-thirds of all sexual abuse in Finkelhor's study of sexual abuse in daycare programs occurred in the bathroom of the facilities.[32] Considering the risk, child-care facilities should minimize partitions and stalls that create private areas where children can be isolated with adults. Some facilities use child-sized stalls that afford the child privacy but not the adult helping the child.

Outside Play Areas Outside play areas should be fenced with controlled access through the facility. The fence needs to be secure and high enough so that an adult cannot lift a child over the fence easily and a child cannot climb the fence or get through it. The fence should provide an attractive screen—with plants and shrubbery or by structural design—so that the children cannot be observed from outside of the fence.

Controlled Access The child-care facility should have a primary entrance through which children arrive and all visitors pass. The entrance should be monitored so that no one may enter or leave the facility unobserved. Design features and policies should work together so that all visitors are positively identified before contact is permitted with the children.

Safety Information for Children

Even very young children can be taught basic skills that will enhance their safety. Preschool age children need to learn their name, telephone number, and how to make an emergency telephone call from a pay telephone. The National Center for Missing and Exploited

Children reports several cases in which children as young as 4 years old have successfully used the telephone and subsequently were located and recovered or rescued from an abusive situation.

Children need to learn some basic rules for their own safety. It is not necessary that they fully understand **why** the rules are necessary, just that by following the rules they will be safer. They need reassurance that anytime they feel insecure, adults will help them. Some "helping" adults include their parents, relatives, teachers, police officers, clergy, and physicians. Children should understand that sometimes, even adults they should be able to trust may hurt them and if that happens they should ask other adults for help.

The National Center for Missing and Exploited Children has a colorful brochure, *My 8 Rules for Safety*, suitable for use with young children. The safety rules stress checking first with parents or the person in charge before going anywhere with another person; using the buddy system to avoid going places alone; trusting feelings and saying no, then going to tell an adult what happened.

Appendix A: Sample Child-Abuse Report Form

Suspected Child-Abuse Reporting Form

The following information was provided to:

_____

(Name of Person/Position/Agency)

_____

(Telephone Number/Address)

Child's Name _____ Date of Birth _____

Address _____

_____

Parents' Names _____

Address _____

Telephone Number ( ) _____

PHYSICAL INDICATORS OBSERVED:

_____

_____

BEHAVIORAL INDICATORS OBSERVED:

_____

_____

OTHER INDICATOR'S OBSERVED/KNOWN:

_____

_____

Reporter's Name and Position _____

Signature _____

Date of Report _____

Appendix B: Sample Employment Application

(Check your individual fair employment practices agency's rules on pre-employment questions.)

Statement of Practice

In order to safeguard the well-being of the youth served, _____ will investigate the accuracy of the data provided in the application process for all applicants before appointment to the staff can be made. This investigation will include, but is not limited to reference checking of past employers, military service, education, appropriate volunteer agencies, civic organizations, and law-enforcement agencies.

POSITION APPLIED FOR Paid full-time _____ Salary required _____
Paid part-time _____
Volunteer _____

Date Available _____

If part-time or volunteer, days and times available _____

GENERAL

Name _____ Telephone ( ) _____

Other Name By Which Known _____

Address _____

_____

_____

How long at this address? _____ From: _____ to Present

Previous Addresses (Past 10 Years)

(1) _____

_____

(2) _____

_____

Please list additional addresses on a separate sheet of paper.

U. S. Citizen? _____ Visa type, if not U.S. Citizen? _____

How referred to child-care center? _____

EDUCATION

School Name and Location Major From To Grad? YES/NO?

HIGH SCHOOL _____

COLLEGE OR
UNIVERSITY _____

OTHER _____

Professional Societies, Associations, Awards, Publications _____

_____

Any physical condition which may limit ability to perform work applied for? _____

Have you ever been convicted of a crime? YES__NO__. If yes, describe in full _____

_____

Do you have a valid driver's license? YES__NO__.

Have you ever been bonded? YES __NO__. If yes, with what employer? _____

Military Service? YES__NO__. From _____To _____

Type of Discharge _____

WORK EXPERIENCE (PAST 10 YEARS)

Show present or last employer first and work back. Do not detail duties and responsibilities if described in attached résumé.

(1) Company Name _____ Your Title _____

_____

Company Address (Street & No.) (City) (State) (Zip)

Date Started _____ Date Left_____ Starting Salary_____ Last Salary_____

_____

Supervisor's Name Title Telephone **We will contact employer**

Description of duties and responsibilities_____

Reason for leaving _____

(2) Company Name_____ Your Title_____

_____

Company Address (Street & No.) (City) (State) (Zip)

Date Started_____ Date Left_____ Starting Salary_____ Last Salary_____

_____

Supervisor's Name Title Telephone **We will contact employer**

Description of duties and responsibilities_____

Reason for leaving_____

(3) Company Name_____ Your Title_____

_____

Company Address (Street & No.) (City) (State) (Zip)

Date Started_____ Date Left_____ Starting Salary_____ Last Salary_____

_____

Supervisor's Name Title Telephone **We will contact employer**

Description of duties and responsibilities_____

Reason for leaving_____

List additional employers on another sheet of paper

VOLUNTEER EXPERIENCE (PAST 10 YEARS)

(1) Agency_____ Telephone_____

_____

Address (Street & No.) (City) (State) (Zip)

Supervisor's Name_____ How long there? _____

Duties_____

(2) Agency_____ Telephone_____

_____

Address (Street & No.) (City) (State) (Zip)

Supervisor's Name_____ How long there? _____

Duties_____

(3) Agency_____ Telephone_____

_____

Address (Street & No.) (City) (State) (Zip)

Supervisor's Name_____ How long there? _____

Duties_____

(4) Agency_____ Telephone_____

_____

Address (Street & No.) (City) (State) (Zip)

Supervisor's Name_____ How long there? _____

Duties_____

(5) Agency_____ Telephone_____

_____

Address (Street & No.) (City) (State) (Zip)

Supervisor's Name_____ How long there? _____

Duties_____

Appendix C: Additional Resources

Listed in this section are some of the organizations that are resources for child-care providers in the area of child abuse and neglect:

AMERICAN BAR ASSOCIATION (ABA)
Center on Children and the Law
1800 M Street, NW
Washington, DC 20036
(202) 331-2230

C. HENRY KEMPE NATIONAL CENTER FOR THE PREVENTION AND TREATMENT OF CHILD ABUSE AND NEGLECT
1205 Oneida Street
Denver, CO 80220
(303) 321-3963

CHILD CARE LAW CENTER
625 Market Street
Suite 815
San Francisco, CA 94105
(415) 495-5498

CHILD WELFARE LEAGUE OF AMERICA
440 First Street, NW
Washington, DC 20001
(202) 638-2952

CLEARINGHOUSE ON CHILD ABUSE AND NEGLECT INFORMATION
P.O. Box 1182
Washington, DC 20013
(703) 821-2086

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
1834 Connecticut Avenue, NW
Washington, DC 20009
(202) 232-8777
(800) 424-2460

Notes

Chapter 1

1. Clearinghouse on Child Abuse and Neglect Information, "Child Abuse and Neglect: A Shared Community Concern" (Washington, D.C.: U.S. Department of Health and Human Services, 1989), 2.

2. Ibid., 3.

3. Ibid., 4.

4. Ibid., 4.

5. Leontine Young, *Physical Child Neglect* (Chicago, Illinois: National Committee for Prevention of Child Abuse, 1981), 1.

6. Ibid., 5.

7. John Caffey, "The Whiplash Shaken Infant Syndrome," *Pediatrics* 54 (1974):396-403.

8. Patricia A. Toth and Michael P. Whalen, et al., *Investigation and Prosecution of Child Abuse*, Second Edition (Alexandria, Virginia: American Prosecutors Research Institute, 1987), I-5.

9. Diane D. Broadhurst, *The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect* (Washington, D.C.: National Center on Child Abuse and Neglect, 1979), 19.

10. Ibid., 19.

Chapter 2

11. Clearinghouse on Child Abuse and Neglect Information, "Everything You Always Wanted to Know About Child Abuse and Neglect" (Washington, D.C.: National Center on Child Abuse and Neglect Children's Bureau), 6.

12. Young, *Physical Child Neglect*, 7.

13. Ibid, 7.

14. Jon R. Conte, *A Look at Child Sexual Abuse* (Chicago, Illinois: National Committee for Prevention of Child Abuse, 1986), 7.

15. David Finkelhor, et al., "Sexual Abuse in Day Care: A National Study" (Durham, New Hampshire: Family Research Laboratory, University of New Hampshire, 1988), 5.

16. Conte, *A Look at Child Sexual Abuse*, 17.

Chapter 3

17. David Finkelhor, Gary Hotaling, and Andrea Sedlak; *Missing, Abducted, Runaway, and Thrownaway Children In America.* First Report: Number and Characteristics National Incidence Studies (Washington, D.C.: U.S. Department of Justice, May 1990), v.

18. Ibid., v.

19. Ibid., xi.

Chapter 4

20. Sue Bredekamp, *Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs* (Washington, D.C.: National Association for the Education of Young Children, 1987), 8.

21. Ibid., 18.

22. Finkelhor, "Sexual Abuse in Day Care: A National Study," 12.

23. Ibid., 12.

24. Bredekamp, *Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs*, 18.

25. Ibid., 19.

26. Thomas Gordon, *What Every Parent Should Know*, Second Edition (Chicago, Illinois: National Committee for Prevention of Child Abuse, 1987), Cover.

27. Patrice Gaines-Carter and Kenneth J. Cooper, "District's Mayor Taken to Task on Student Spanking: Child Advocates, Educators Chide Dixon on Student Spanking," The *Washington Post* (Washington, D.C.: April 11, 1991), C5.

28. Finkelhor, "Sexual Abuse in Day Care: A National Study," 11.

29. Ibid., 12.

30. United States Congress, "Child Care and Development Block Grant Act of 1990," Section 658E(c)(B).

31. Patricia M. Hoff and Janet Kosid Uthe, *Parental Kidnapping: How to Prevent an Abduction and What To Do If Your Child Is Abducted* (Washington, D.C.: National Center for Missing and Exploited Children, 1988) 43.

32. Finkelhor, "Sexual Abuse in Day Care: A National Study," 6.

Bibliography

Bredekamp, Sue. *Accreditation Criteria & Procedures of the National Academy of Early Childhood Programs*. Washington, DC: National Association for the Education of Young Children, 1987.

Broadhurst, Diane D. *The Educator's Role in the Prevention and Treatment of Child Abuse and Neglect.* Washington, DC: U.S. Department of Health and Human Services, 1979.

Caffey, John. "The Whiplash Shaken Infant Syndrome." *Pediatrics* 54 (1974):396-403.

"Child Care and Development Block Grant Act of 1990." Chapter 8, Public Law 97-35.

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Hoff, Patricia M. and Uthe, Janet Kosid. *Parental Kidnapping: How to Prevent an Abduction and What To Do If Your Child Is Abducted.* Third Edition. Washington, D.C.: National Center for Missing and Exploited Children, 1988.

Lanning, Kenneth V. *Child Molesters: A Behavioral Analysis*, Second Edition. Washington, D.C.: National Center for Missing and Exploited Children, 1987.

Musick, Judith; and Weissbourd, Bernice. *Guidelines for Establishing Family Resource Programs.* Chicago, Illinois: National Committee for Prevention of Child Abuse, 1988.

Patterson, John C. *Camp Director's Guide: Preventing Sexual Exploitation of Children.* Washington, D.C.: National Center for Missing and Exploited Children, 1987.

Toth, Patricia A. and Whalen, Michael P., et al. *Investigation and Prosecution of Child Abuse.* Alexandria, Virginia: American Prosecutors Research Institute, 1987.

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U.S. Advisory Board on Child Abuse and Neglect. *Child Abuse and Neglect: Critical First Steps in Response to a National Emergency.* Washington, DC: U.S. Department of Health and Human Services, 1990.

Young, Leontine. *Physical Child Neglect.* Chicago, Illinois: National Committee for Prevention of Child Abuse, 1981.

National Center for Missing and Exploited Children

2101 Wilson Boulevard, Suite 550
Arlington, VA 22201-3052
(703) 235-3900

The National Center for Missing and Exploited Children (NCMEC) serves as a clearinghouse of information on missing and exploited children; provides technical assistance to citizens and law-enforcement agencies; offers training programs to law-enforcement and social service professionals; distributes photos and descriptions of missing children nationwide; coordinates child protection efforts with the private sector; networks with nonprofit service providers and state clearinghouses on missing persons; and provides information on effective state legislation to ensure the protection of children.

A 24-hour **toll-free** telephone line (available throughout the United States and Canada) is open for those who have information on missing or exploited children: **1-800-843-5678.** The TDD hotline (for the hearing impaired) is 1-800-826-7653.

In April 1990 the NCMEC merged with the Adam Walsh Child Resource Centers (AWCRC). For information on the services offered by our branches operating under the AWCRC name, please call them directly in Southern California at (714) 898-4802, in South Florida at (407) 820-9000, in Upstate New York at (716) 461-1000, and in South Carolina at (803) 254-2326.

A number of publications addressing various aspects of the missing and exploited child issue are available free of charge in single copies by contacting the National Center for Missing and Exploited Children.

National Committee for Prevention of Child Abuse

332 South Michigan Avenue, Suite 1600
Chicago, Illinois 60604-4357
(312) 663-3520

The National Committee for Prevention of Child Abuse (NCPCA) is a nonprofit, volunteer-based organization with chapters in all 50 states and the District of Columbia. Founded in 1972 and headquartered in Chicago, NCPCA, its chapter network, and their affiliates share a common mission—a nationwide commitment to end child abuse in all its forms. Through programs and services in the areas of public awareness and education, advocacy, and research, NCPCA provides leadership and training and technical assistance aimed at eliminating the child abuse problem from our society.