REACHING OUT:
THE VOLUNTEER
IN CHILD ABUSE AND NEGLECT PROGRAMS

THE USER MANUAL SERIES

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Nancy Fisher

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PREFACE

This booklet is addressed to citizens who are considering whether to become volunteers for the first time and are concerned about child abuse and neglect. It is also addressed to experienced volunteers who may want to try something new--to find a volunteer's place in their community's efforts to help combat child maltreatment. The booklet seeks to inform prospective volunteers about the aspects of child maltreatment that they ought to know about in deciding whether to volunteer in this troubling area of human need and concern. It also describes the various roles that a volunteer can play in helping families, parents, or children, as well as the agencies serving them. The variety of available roles calls for a wide range of volunteering talents, all of which can make a positive contribution to families, agencies, and, ultimately, community life.

Every area of volunteer effort has its own unique requirements and demands, and so does volunteering in the treatment of child abuse and neglect. Volunteering is not for everyone, and volunteering to help abused and neglected children, their parents, or the agencies treating them can be more complex and difficult than other volunteer efforts. It may also be uniquely rewarding. Along with feelings of frustration, rejection, or even failure, there will be the personal satisfaction of overcoming problems and challenges. Few people go through a volunteer experience in child abuse or neglect without being deeply affected, without changing and growing, and without learning considerably more about why parents become so troubled that they hurt their own children.

The booklet also is addressed to agencies that have a volunteer program, or agencies that want to start one. It tries to give practical suggestions, based on experience, in recruiting volunteers and keeping them involved as active, constructive assets of an agency's child abuse or neglect program. Volunteering thrives on cooperation, training, and support, and the booklet describes how to create the proper environment for a successful volunteer program.

I

INTRODUCTION

"Volunteers are not magic, but they are the great area of the future. Volunteers represent the public interest."

Dr. Leontine Young
Wednesday's Children

REACTING AND RESPONDING

"MOM HELD IN CHILD'S SCALD DEATH."
New York, New York

"PAIR SENTENCED FOR CLOSETING GIRL, 8."
Princess Anne, Maryland

"2 GET 99 YEARS IN TOT'S TORTURE DEATH."
Athens, Tennessee

"STARVING GIRL FREED BY POLICE."
Long Beach, California

Many people, professionals and nonprofessionals alike, who read headlines such as these find it hard to believe that any parents could seriously harm their children. Others recognize that child abuse and neglect does occur but believe that nothing can be done to stop it. But child abuse and neglect is a widespread problem, affecting families who live in virtually every urban, suburban, and rural community of the country. Fortunately, something can be done, and more is being done than ever before to help these children and their parents.

Although the actual number of abused and neglected children in the United States is not known, the estimates are sobering. The National Center on Child Abuse and Neglect estimates that about 1 million children suffer from some form of abuse or neglect each year. About 800,000 of these are victims of neglect, more than 200,000 are victims of physical attacks, and at least 60,000 to 100,000 are sexually abused. Tragically, an estimated 2,000 children die each year in situations which suggest abuse or neglect.

In general, people are not aware of the broad extent of child abuse and neglect. Unfortunately, many of us have developed the attitude that "it can't happen here." But it does happen. Communities must become aware of this fact, and they must understand that they have a responsibility to help endangered children and troubled parents. Child abuse and neglect is a community problem.

Child abuse can be shocking, and it has provided the news media with many sensational stories. Reporting of individual cases by the media in the past has emphasized the suffering of the children. Frequently, these stories have failed to portray the pain of the desperate, isolated parents whose problems have escaped family controls and community prevention. These stories strengthen the popular image of the child as victim and the parent as criminal. Because of this image of the parents, many concerned citizens who could be doing something to help them have been led away from them.

Abusing and neglecting parents come from all economic, racial and social backgrounds. Although economic stress may be a factor in abuse or neglect situations, parents with a child maltreatment problem are not just "poor" people. It isn't that most poor parents abuse or neglect their children. The problem is that frequently the poor rely on public social and medical services. Since these public agencies are more likely to respond to child abuse and neglect reporting laws than private practitioners, who generally treat only those who can afford their fees, poor families are more likely to be identified if they are abusing or neglecting their children.

People often feel that parents who abuse or neglect their children should be jailed or at least have their children taken away. Child protection agencies have been established to protect endangered children. However, instead of punishing the parents, these agencies offer treatment and rehabilitative programs for them. Child protective systems do not treat parents as criminals; instead, they are attempting to help parents and children to become a functional family unit. Without this attempt to strengthen families, even greater numbers of children would grow up in foster homes or institutions.

Recently, media coverage of child maltreatment has become more sophisticated, so more people in communities everywhere know about this problem... More is known about the causes of child abuse and neglect and about the results of treatment programs for

parents. The public has seen interviews with problem parents and has heard them express their feelings and needs. More people are asking what they can do to help families with abuse or neglect problems. Unfortunately, there are not many agencies yet which can channel this help directly to families who need it. Nor has there been much media coverage of the success of volunteers who have been trained to deal with these families' needs. Many citizens who have a wide range of supporting skills and a natural empathy for people still do not recognize their potential for helping children and parents.

A growing number of community volunteers have overcome their initial feelings of wanting to punish abusive or neglectful parents and have decided that they want to help. They are looking for programs that will give them a chance to turn this concern into action, and when they are unable to find such programs many volunteers are beginning their own. These people, by sharing their life skills with troubled families, supplement the contribution that agencies can make to the lives of vulnerable families.

VOLUNTEERS CAN HELP

In the United States, there is a strong tradition of volunteers helping people in need. Volunteers have been active in child welfare and social welfare programs for many years. As part of this work, they have already come into contact with abused and neglected children in child caring agencies, probation departments, juvenile or family courts, and hospital wards, although these children might not have been recognized as abused or neglected. Until recently, most of the parents of these children had never been reached by the volunteer effort. Hopefully, with the development of volunteer programs for child abuse and neglect cases, this situation will change.

Today, volunteers in many states are working directly with abused and neglected children and their families. In Temple, Texas, the CAN-DO (Child Abuse and Neglect Demonstration Organization) and the Department of Human Resources offer families volunteer parent-aides, among other services. There is also a successful prevention program using volunteers at three major hospitals to work with "high risk" mothers when they go home with their infants. In Oakland, California, the Parental Stress Center operates a volunteer staffed "hotline" service and provides volunteer parent-aides to families. The Family Learning Center in

Westminster, Colorado, has utilized teenage volunteers as big brothers and big sisters for abused and neglected children. The SCAN (Suspected Child Abuse and Neglect) Services Program in Little Rock, Arkansas, is a volunteer lay therapy treatment program with 300 people from the community working as primary caseworkers for families. Since this program started in August, 1972, the SCAN agency has helped nearly 8,000 children. Many other states, Florida, Illinois, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Tennessee, Virginia, and Washington among others, also have programs with volunteer components.

Volunteers can bring special advantages to their work, especially if they are properly motivated, recruited, trained, and used. Families and professionals alike accept the volunteers' genuine caring and concern. Parents respond well to friendly and non-threatening volunteers who visit and help only because they want to. Overburdened caseworkers also appreciate the help that a reliable and effective volunteer can give.

Volunteers are committed and will persevere. This is one of their outstanding qualities; they have the tenacity to stay with even the most difficult assignment. Volunteers find their work interesting as well as challenging. Despite frustrations and setbacks, volunteers take great pleasure in successfully meeting a challenge. For a person interested in helping others, responding successfully to challenge is a reward in itself. When a volunteer sees his or her commitments and concern produce change, the volunteer's desire to help is further reinforced.

Available time is another unique attribute of a volunteer. Most child protective workers have limited amounts of time because of their large caseloads. In child protection, available time is a priceless commodity. Volunteers have time to give; they are effective because they are usually available when needed. For abuse and neglect families, meeting someone who is willing to give them time and attention is a unique experience. Understanding and dependability are qualities that few abusing or neglecting families have ever experienced in others.

Agencies benefit significantly if they use volunteers in combination with their professional staff members. The large numbers of child abuse and neglect cases already overburden these professionals and the system set up to handle them. Volunteers can increase a program's effectiveness by providing support for workers who are serving many multi-problem families at once. By relieving some of the pressures on workers, they can also help to prevent worker "burnout."

Volunteers can provide help in community education as well. Through volunteers, the agency learns what the community is thinking about child protection. The community learns about the purpose and goals of treatment. Volunteers help to bridge the gap between those who protect and treat and those who do not understand the clients or the treatment. In this way, volunteers help to destroy many of the myths that grow up around child abuse and neglect. And by bringing the community closer together, volunteers aid in developing important service programs.

The public must understand the realities of child abuse and neglect before they can fairly be asked to support prevention and treatment programs. All of us, children, parents, programs and communities, need volunteers.

II

WHAT VOLUNTEERS ARE DOING TO HELP

"Within the next ten years, our nation will be using volunteers as the largest resource of manpower to provide a full range of services to families and children in need of help."

Mrs. Sharon Pallone, Director
SCAN Services, Inc.
Little Rock, Arkansas

There are a variety of ways that volunteers can help child protective service (CPS) agencies. Depending on the needs of the agency, these may range from office work to providing direct assistance to children and parents. Some of the most common services that volunteers provide are babysitting, acting as a big brother or sister to children, or acting as a parent-aide or friend to parents. Volunteers may also be asked to provide transportation, to visit children in hospitals, and to promote the community child abuse and neglect program.

This section provides a general description of the types of services a volunteer may be asked to perform for a CPS agency. These services fall into four major categories: support services, services for children, services for parents, and advocacy or public support. Exhibit I provides a listing of the various types of services volunteers provide.

SUPPORT SERVICES

Office Work

In many CPS agencies, volunteers serve as general office clerks. They can answer telephones, locate and file case records, and type caseworkers' home visit reports. Volunteers can also do public relations work for agencies, such as writing newsletters. They can develop resource files of community services. Some volunteers perform the same task each time they come in, while others perform a variety of tasks as needed.

EXHIBIT I

TYPES OF VOLUNTEER SERVICES

SUPPORT SERVICES	Office Work Transportation Collecting Food and Clothing Supplies
SERVICES FOR CHILDREN	Babysitting Hospital Visits Big Brother or Big Sister
SERVICES FOR PARENTS	Answering Crisis Calls Families in Court Being a Friend to a Parent in Need
ADVOCACY AND PUBLIC SUPPORT	Developing Community Support Encouraging New Programs

The child protective system is a complicated arrangement of overlapping agencies; so complicated, in fact, that sometimes whole families get lost in it. Caseworkers have to provide treatment and coordinate services for each family they are serving. Unavoidable paperwork absorbs much of a caseworker's time, and every hour spent on paperwork is another hour that cannot be devoted to families.

Volunteers can help to get things done when the wheels of agencies begin to slow down. Volunteers can gather information. They can make the necessary phone calls and complete the paperwork. They may even make a discovery about a family which has not been noted previously and which should be acted upon. If a troubled family gets lost in the system that is supposed to be helping them, their difficulties may be prolonged or even increased. Volunteers can help families and professionals by speeding up the process of evaluating, diagnosing and treating families.

Transportation

Socially isolated parents often do not keep appointments, especially if it is difficult for them to get to the meeting place. Transportation is especially vital in rural or suburban communities when a family does not have a car or when public transportation is not readily available.

Through public agencies and private treatment programs, volunteers are providing transportation services for families. They make themselves available either on an on-call basis or at regularly scheduled times during the day for parents who need transportation. They may take parents or children to medical appointments, counselling or social service, shopping, apartment hunting, visiting public assistance centers, or out for special entertainment. Volunteers can transport a family or a group of parents and children, as needed. Transportation service can be provided in cars belonging to the agency, or in the volunteer's own automobile.

Sometimes volunteers discover that a mother is not making doctor's appointments for her child or for herself. Some parents only seek medical care in extreme crises. Providing families with transportation for preventive medical care can help improve their general health and welfare.

Volunteers are even helping child protective workers in the difficult task of removing children from their homes. This experience can be extremely upsetting for any child, and when someone can help by driving a car, the worker is free to attend to the child's distress.

Collecting Food and Clothing Supplies

Child abuse and neglect is often associated with a crisis in personal, social, or economic functioning. Pressures can interfere with parental responsibilities; this places children in danger because of parental depression, frustration, and anger. Relieving those pressures can be therapeutic and can help prevent the recurrence of abuse or neglect.

Volunteers have organized community drives to collect food, clothing, furniture, toys, games, and books. Treatment agencies then use these to supply families' household needs. Families sometimes run out of food. Children who need clothing suffer when they are ridiculed by more fortunate children because they look "different" in ill-fitting or worn-out clothes. Toys are provided for birthday and holiday gifts.

Individual family workers determine the need for these items. While the family may know that the things they receive have been donated by the community, the identity of the beneficiary and donors remain anonymous. This is important because it maintains the family's self-esteem and avoids the humiliating stigma of charity while providing necessary staples.

SERVICES FOR CHILDREN

Babysitting

Volunteers can provide child care services for families in crisis. Some volunteers are available in case of emergency at any hour of the day or night. They can care for children in their own homes. Or they can go to a home when, for example, a child protective agency or the police have found children unattended or abandoned, and someone is needed to care for the children until the parents can be located or the children placed in temporary emergency care.

Volunteers also are acting as babysitters on a regular schedule in agencies that have nurseries or group playrooms. This helps parents who sometimes need a few hours of relief from their children or who need someone to watch their children so they can keep medical or other family services appointments.

Hospital Visits

Some children are admitted to hospitals because their injuries need special care. Volunteers are being trained to respond to the

individual needs of these children. If the child is going to be in the hospital for some time, a volunteer tries to establish a close, comforting one-to-one relationship and to provide the appropriate stimulation for a long-term convalescence.

Some hospitals encourage their volunteers to participate in treatment conferences regarding these children. Volunteers see the children frequently and they have a chance to learn about the children and the people who visit them. Their observations can be helpful to professional staff in understanding the situation and in developing a treatment plan.

Volunteers interested in working in hospitals should see a sensitive and moving film called "Second Chance."[1] This film shows the beneficial effects of the relationship that develops between a volunteer "mother surrogate" and a hospitalized baby girl suffering from a severe case of maternal deprivation. Almost autistic and physically undersized, the child slowly responds to the wise and tender loving care of the grandmotherly volunteer. She begins to grin and become alert. She is slowly brought back to the human race.

Big Brother or Big Sister

This concept is already familiar to many people because of the well-known organization of volunteers who act as parent surrogates for fatherless or motherless boys and girls. Volunteers acting as an adult model can also help abused and neglected children. Many children need these relationships; they may be living with their natural parents, with foster parents, or in residential institutions. They may be referred by child protective agencies, family service or other social service agencies, probation departments, or family and juvenile courts. It is not necessary for volunteers to be directly involved with parents or other family members to help these children. This type of volunteer activity is for individuals who feel that they can give the most in relationships with children.

Big brothers and big sisters generally involve children in recreational and cultural activities, such as trips to local parks, zoos, libraries, movies, parades, and special events. These are

[1] A copy of this film may be rented or purchased from the National Audio Visual Center (NAC), General Services Administration, Order Section, Washington, D.C. 20049. Order No. A00-543.

the activities most young children love, but which many abused and neglected children have missed.

The older the child, the closer to adolescence, the more he or she needs someone to provide modeling, nonjudgmental guidance and friendship. During the adolescent years, the presence of an interested, concerned adult who relates well to the child can make a significant difference in his/her life. A sensitive adult listening to the problems of adolescence, and offering guidance as an adult who remembers adolescence, can have a maturing and stabilizing effect.

Children from disrupted homes often feel unloved, unwanted, and mistreated. As a result, they often experience poor socialization and develop few learning skills. Tutoring may help them. They often need to be encouraged to stay in school, and they need a person who is committed to helping them achieve academically.

SERVICES FOR PARENTS

Answering Crisis Calls on Help Lines

Help lines or telephone hot lines have been set up in many communities to help parents who have abused a child but are afraid to call a social service agency. They also assist parents who feel under great stress and who need help to keep them from striking out in frustration. Agencies that have established telephone help lines for crisis intervention and referral services often use trained volunteers to answer calls. These hot lines usually operate 24 hours a day, seven days a week. The volunteers work in varying shifts during the day, according to the needs of the agency and the availability of volunteers.

The volunteer tries to understand from the caller's description what has happened or may happen. A sympathetic, understanding listener can often calm frustrated, depressed, or angry parents. Some parents respond immediately to an offer of help. Others may call back several times or say they are calling for a friend. This hesitancy reflects their fear of identification and punishment.

The volunteer must be prepared to respond to a variety of situations involving children and families. Volunteers are trained in communication techniques which are critical to maintaining telephone contact with an emotionally distraught parent. The volunteer must respond in a supportive, nonthreatening way to immediate crises involving injured children or potential abuse situations, or to a family's need for information about community services.

Families in Court

Many volunteers, with a specific interest in the legal aspects of child abuse and neglect or in the way the legal system treats abusive or neglectful families, are working in family or juvenile courts.

Parents are ordered to appear in these courts after petitions alleging abuse or neglect have been filed against them. The family may already have been investigated by a child protective agency. Sometimes their child has been placed in temporary protective custody. Whatever the circumstances, the parents are not in court because they want to be there. They are usually angry and upset. If there is a language problem, they are often very confused about what is happening to them.

Acting as advocates, volunteers work in cooperation with the courts to be available to parents. They supply emotional support, a listening ear, or information the parents may be lacking. In court, parents wonder and worry about whether their child is going to be taken away from them, where the child will go and for how long, and what, if anything, will be done to them. Volunteers can answer such questions because they have the time, the interest, and the concern.

As always, parents need to be treated with consideration. The court hearing can be a difficult experience for all concerned, but it can also be an important step in the rehabilitation process.

Being a Friend to a Parent in Need

More and more volunteers around the country are helping families with a proven or potential child maltreatment problem by becoming a friend to a troubled parent. The terms "parent-aide," "family visitor," or "lay therapist" sometimes refer to paid "paraprofessional" workers. But an increasing number of programs are discovering that carefully selected, trained, and supervised volunteers can successfully fill this role.

The parent-aide relationship is intended to help stop child maltreatment within a family setting or to prevent child maltreatment from occurring in the first place. To achieve this goal, the parent-aide acts as a "bail-out" person for the parent. Parent-aides provide a constant, reliable source of support that reduces a parent's characteristic isolation and inability to reach out in times of crisis. Parent-aides help the family fulfill its immediate needs by helping mothers get things done inside and outside the home. They also teach parents alternative child rearing practices.

While acting as parent-aides, volunteers may also help meet the emotional needs of parents. Sometimes when the needs of parents are not met, parents make inappropriate emotional and developmental demands on a child. In these cases, if the parent experiences a crisis, abuse is often precipitated. The emotional needs of these parents usually arise from their low self image, an image often created in their own childhoods through relationships with their parents. These parents need help to overcome the emotionally crippling experiences of their own childhoods. Parent-aides may gradually improve abusing parents' poor self image by listening to, caring about and nurturing them. In this way, volunteer parent-aides help parents to cope with the needs and pressures that cause them to abuse or neglect their children.

Parent-aides are not social workers. It is not necessary that they have an academic degree to prepare them for their work. The parent-aide concept is based on the idea that a concerned, caring, mature person, capable of accepting others, can help abusing parents to "parent" their children. Parent-aides do this by sharing the positive, nurturing experiences from their own lives. Having grown and matured with family and community supports, parent-aides can give these supports to others who have never had them. Parent-aides possess many other necessary skills that derived from happy childhoods, satisfying relationships, knowledge of child care, an ability to relate well to others, and the perseverance to give and not to give up. By sustaining the parent, the volunteer helps to reinforce the parent's capacity to give to the child.

The long-term aim of the parent-aide relationship is to help parents develop so that they can have better parent-child relationships and can one day stand on their own in the management of their homes and families. The parent-aide works toward the goal of replacing the parents' dependence on the parent-aide with an independence that enables the parent to reach out and interact with the community. Many volunteers continue to be friends to these families after their involvement with child protective services has ended and even after the family has moved away.

Unfortunately, in some instances, parental social and psychological problems can only be resolved through long-term professional help, and some may never be resolved. Not everyone is able to be an adequate parent, and there are some times when it is not in the best interest of children to have them remain at home. Volunteers need to understand that there will be situations where they are unable to succeed in their role as parent-aides, so they should not feel they have failed.

To be parent-aides, volunteers must have time to commit themselves to a family. Volunteers make home visits, call the parent at other times, and generally are available 24 hours a day in case of emergencies.

The number of home visits the volunteer makes each week varies with the needs and the crises of the family -- as does the time of day the volunteer visits. The volunteer may vary the times of his/her visits. On some days the volunteer might be with the mother and children in a recreational setting; sometimes the volunteer may help at home when the mother is doing household and child caring tasks. Some volunteers feel it is important to make occasional visits to the home when the young children are sleeping in order to have a few moments of quiet with the parents. This provides a good opportunity to share and discuss the parents' concerns.

Volunteer parent-aides also are being trained to work with foster parents to help prevent the burn-out, the frustration, and helplessness that many of them feel. Abused and neglected children sometimes must be placed in foster care for their own protection. Some children remain in foster homes for many years. While it may be difficult for natural parents to take care of their own children, it can be even more difficult for foster parents to care for physically or emotionally traumatized children who have experienced abuse or neglect. These children can be continuously challenging and provocative for even the most caring and patient foster parent.

ADVOCACY AND PUBLIC SUPPORT

The public is now beginning to acknowledge the existence of child abuse and neglect in their own communities. There is a need to begin refining that understanding. There are myths to destroy. Public awareness of child abuse and neglect cannot be channeled toward constructive change unless interested people understand the causes of child maltreatment and recognize the need for strengthening prevention and treatment programs.

Concerned individuals can work to improve the systems that have been created to protect children and rehabilitate parents. There is a wide range of issues affecting families in crisis that must be examined as attempts are made to develop new ways to help them. Many concerned citizens are addressing these issues through child abuse and neglect task forces and in other public forums.

Community Support

Besides providing direct services to clients themselves, volunteers can promote community support for the improvement of existing services and for the creation of new programs. Community support can begin through education efforts aimed at increasing general public awareness.

Advocacy to improve existing services might include efforts to obtain the support of local politicians, county boards and other local governing bodies for increasing CPS staff and funding. One form of action may be to attend public hearings to encourage increased funding for prevention and treatment efforts. Initiation of a speakers' bureau would be an effective method of increasing public awareness of child abuse and neglect problems in the community. A speakers' bureau would also help to introduce citizens to those who are presently active in local prevention and treatment efforts.

Volunteers will be well equipped to convince other concerned citizens of the need for improved family treatment resources if they familiarize themselves with their community's child protection system as well as with the dynamics of child abuse and neglect.

Encouraging New Programs

Volunteers familiar with the community's child protection system should attempt to encourage the development of new programs which would improve the local ability to prevent and treat child maltreatment. One of the first steps in establishing new programs is to assess services currently available. Volunteers might also determine which services are needed, but not currently available. Volunteers can help to conduct such an assessment as well as to examine programs existing in other areas in order to develop and implement alternative programs in their community.

Some services which might be helpful include crisis nurseries, big brother/big sister programs and parent-aide programs. Abusive and neglectful parents generally need programs which will teach them how to live with and to nuture their children. They can benefit from volunteer services provided by concerned citizens willing to go into homes to show them how to "parent." The school-age children in these families desperately need educational programs that meet their deep emotional and psychological needs as well as their learning requirements. We must find ways to undo the

often profound physical and emotional damage to abused and neglected children. More "parent caring" agencies are needed and more consideration must be given to these children. Their need for specialized care may require years of remedial help.

III

WHAT VOLUNTEERS WHO WORK DIRECTLY WITH FAMILIES NEED TO KNOW

"The volunteer who comes in with set expectations is headed for disappointment. The volunteer who is open-minded, and who has trust in the program in which he or she is involved, is headed for success."

Mrs. Rose Alpher,
The Rose School, The Family Center
Washington, D.C.

INTRODUCTION

For volunteers working directly with children and parents in abusive families, the demands for objectivity, understanding, patience and perseverance are great. Experienced volunteers in child protective services programs know full well that their work can be as frustrating and upsetting as it is rewarding.

Before a volunteer makes a commitment to work for a child protection program, it is important that the volunteer review the effects that a commitment of time each week will have on his/her free time. The individual should also keep in mind the expectations of his or her own family. Even more crucial is a full understanding of the reality of child abuse and neglect cases. The volunteer must realize that the assistance being provided is part of a child protection program's total effort, and that the work of each individual must be coordinated with the work of other staff or team members.

KNOWING THEMSELVES

Volunteering is not just a giving experience; it is also a growing experience. The motivations for volunteering almost always change with experience. So do the expectations volunteers have of themselves and others. There is so much deep feeling involved--the volunteers' view of themselves, of agency personnel with whom they work, of the parents, and of the children involved in abuse or neglect. Volunteers need to know and should be able to express their reasons for wanting to help.

Volunteers need not have elaborate reasons for wanting to help. They don't need previous professional experience. Of primary importance is a strong belief in one's motives and the correctness of volunteer work. Anyone who needs to belong to a high status program, to see immediate change and consistent progress, or to feel constant gratification from his or her work should not consider child abuse and neglect programs as their area for volunteer activity. Volunteers in these programs do experience challenge, progress, and satisfaction in their work. But these experiences do not follow predictable patterns, and they do not necessarily happen when the volunteer thinks they should.

Before offering their time to a program, prospective volunteers should have an accurate sense of the amount of time they can give. Some types of volunteer work require only two hours a week; others might require fifteen hours. Volunteer activity must be compatible with the number of available hours. These hours may be in addition to a regular job or household responsibilities. Whatever the case, when volunteers agree to commit themselves to a definite schedule, they must follow through on that commitment. Volunteers who rush into a program offering their time, but who do not come when expected, hurt everyone -- parents, children, agencies, and other volunteers. Volunteers who are chronic "no shows" or just consistently late establish a record of unreliability that can jeopardize their tenure with a program and the future status of all volunteers in an agency.

If a volunteer is interested in working directly with families or children, he or she should be prepared to commit a sizable amount of time. Volunteers are usually asked to devote a minimum of six months, a year, sometimes even more to one family. This commitment is necessary because of the nature of the volunteer's involvement with the parents or children. It is unfair to the family not to follow through on this commitment. In many cases, parents and children have not had a close, loving relationship with anyone. Frequently they feel, with some justice, that everyone has let them down when they needed help. It will take time to build up their trust. Consistency builds trust; breaking appointments, or not being available when promised, can give parents the impression that the volunteer does not care or has given up. Because these parents have a low self image, their feelings of rejection are easily brought out.

Most volunteers have other personal or professional responsibilities. The volunteer's family willingly or unwillingly shares in the volunteer's experience once it becomes a regular part

of the volunteer's life. Volunteers will be spending time away from home, and unless their families understand and accept this, the volunteer will have difficulty in fulfilling that commitment. It is better not to create problems in one's own home while trying to bring order to someone else's. The best way for volunteers to avoid this is by fully preparing their own family for the time and responsibilities involved.

It is a good idea for volunteers and agency personnel to get to know each other before the volunteer decides to work for that agency. Volunteers should know about the responsibilities they will have, the training they will receive, and the supervision agency staff will provide. Volunteers should meet the professionals with whom they might be working, and they should talk to volunteers already in the program. A well-established volunteer program will have written materials on volunteer functions, the agency's policy and philosophy, and background information on child abuse and neglect.

Volunteers should try to find out how they will be treated by the staff; a volunteer seeking challenging, involving work should not become associated with an agency that utilizes volunteers in a patronizing way. Unfortunately, some agencies use volunteers because of community pressure, not because they really believe in what volunteers can do.

Individuals who are going to be the first volunteers to work in a program should ask for a written commitment and explanation of volunteer functions. They should also clarify their own expectations of the agency and their work. This can help avoid any future misunderstanding between the volunteer and the agency about roles and expectations.

REALITY OF CHILD ABUSE AND NEGLECT

Volunteering -- especially for work with abusive and neglectful parents -- can be a draining experience. Professionals in the child protective system see seriously injured children and unsightly home conditions. They work with parents who may be hostile, unappealing, and resistant to change. Exhibit II lists some of the physical and behavioral indicators of child abuse and neglect cases. For professionals, the work is often extremely frustrating as well as physically and emotionally draining, and it offers few personal satisfactions. There are rewards, but the sheer physical and mental effort that is made on behalf of these families often

EXHIBIT II

PHYSICAL AND BEHAVIORAL INDICATORS OF CHILD ABUSE AND NEGLECT

TYPE OF CA/N	PHYSICAL INDICATORS	BEHAVIORAL INDICATORS
PHYSICAL ABUSE	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, weekend or vacation 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 Unexplained Fractures: - to skull, nose, facial structure - in various stages of healing - multiple or spiral fractures Unexplained Lacerations or Abrasions: - to mouth, lips, gums, eyes - to external genitalia	Wary of Adult Contacts Apprehensive When Other Children Cry Behavioral Extremes: - aggressiveness, or - withdrawal Frightened of Parents Afraid to go Home Reports Injury by Parents
PHYSICAL NEGLECT	Consistent Hunger, Poor Hygiene, Inappropriate Dress Consistent Lack of Supervision, Especially in Dangerous Activities or Long Periods Unattended Physical Problems or Medical Needs Abandonment	Begging, Stealing Food Extended Stays at School (early arrival and late departure) Constant Fatigue, Listlessness or Falling Asleep in Class Alcohol or Drug Abuse Delinquency (e.g. thefts) States There Is No Caretaker
SEXUAL ABUSE	Difficulty in Walking or Sitting Torn, Stained or Bloody Underclothing Pain or Itching in Genital Area Bruises or Bleeding in External Genitalia, Vaginal or Anal Areas Venereal Disease, Especially in Pre-teens Pregnancy	Unwilling to Change for Gym or Participate in Physical Education Class Withdrawal, Fantasy or Infantile Behavior Bizarre, Sophisticated, or Unusual Sexual Behavior or Knowledge Poor Peer Relationships Delinquent or Run Away Reports Sexual Assault by Caretaker
EMOTIONAL MALTREATMENT	Speech Disorders Lags in Physical Development Failure-to-thrive	Habit Disorders (sucking, biting, rocking, etc.) Conduct Disorders (antisocial, destructive, etc.) Neurotic Traits (sleep disorders, inhibition of play) Psychoneurotic Reactions (hysteria, obsession, compulsion, phobias, hypochondria) Behavior Extremes: - compliant, passive - aggressive, demanding Overly Adaptive Behavior: - inappropriately adult - inappropriately infant Developmental Lags (mental, emotional) Attempted Suicide

seems to overshadow the small gains. It is not easy work; it either discourages one immediately or wears one down slowly. Volunteers will experience many of the same challenges that professionals experience, challenges to their emotions, sympathies, understanding, and patience. And volunteers are no more immune to "burnout" than professionals. Therefore, volunteers, like professionals, need to be given the support necessary to deal with discouraged feelings, if they are to continue to be effective in working with these families.

Home Conditions That May Exist

The condition of the client's household may be a trying aspect of working with families in their own homes. At first, a volunteer may experience both a feeling of outrage and a feeling of compassion evoked by the physical conditions of the home. It may also be difficult to work with a family whose home always looks as if it were ready for military inspection. Homes with rigid housekeeping rules set up by inflexible parents can be frightening, too.

The chaos in the homes of abusing and neglecting families may be hard to take, especially for very neat volunteers with high standards of cleanliness. It is possible to encounter urine soaked beds, animal and human excrement, rotting garbage, dirty dishes and laundry that are weeks old, poor or no lighting, leaks, no heat, broken glass, cans, backed-up toilets, rats, roaches, flies, dogs, cats or barnyard animals running loose, odors from urine soaked diapers, rotten food, tobacco, and alcohol. These are extreme but not exaggerated examples. Not every home is like this, but many are -- and the human beings in them need just as much help as other families, if not more.

Some parents may purposely ignore their housekeeping responsibilities. But in many cases parents are feeling overwhelmed by their responsibilities, and they are not able to do everything necessary to keep their home clean and sanitary. The parent who acknowledges these responsibilities but can't organize to get the work done is far easier to help than the parent who doesn't see the need to keep an orderly home. Like professionals, volunteers have to prove to a parent that their concerns go beyond the differences in training and life style inherent in different social and economic status. They must show that they are concerned for the parents' and children's health and welfare. They may be able to create, gently, an awareness that other families at the same socio-economic level function differently and, as a result of their attention to such physical details, are able to exert better control over their lives.

Volunteers may also see some patterns of family living which, because of cultural differences, vary from their own standards. They may find, for example, that children of different ages and sexes sleep together in the same room or even the same bed, or their parents may share the same bed with them. Volunteers may see different kinds of foods being prepared for the family with ingredients whose quality they question or do not recognize. Some of the diets will be high in fats or carbohydrates and low in essential nutrients. Volunteers should be aware that there may be economic or cultural reasons for these eating habits, and if they have any reactions, they should be expressed nonjudgmentally. Many parents will be acutely aware of the difference between their backgrounds and circumstances and those of an outsider. Volunteers' concerns about such differences should be discussed with the case supervisor. In some situations, these differences are merely reflections of cultural differences; in other situations, they could be indicators of abusive and neglectful parents. It is useful to assign volunteers, particularly parent-aides, who are of the same cultural background, economic status, and residential neighborhood as the family to help the parents feel more at ease.

Physically Injured Children

Volunteers who want to work with abused or neglected children must be warned that they may see some physical injuries that were inflicted upon the children. Volunteers who choose to work with battered children being treated in a hospital seeting can expect to see the worst of the physical injuries. In addition, there may also be scars or deformities from previous internal and external injuries that were not medically treated. Volunteers who see injured children can help themselves and the children if they control their emotions. The children do not need to be stared at -- they need care and love. Some typical injuries include:

- Bruises or welts all over the body, but particularly inflicted to the face, posterior, back of the legs, genital areas, stomach, to indicate repeated hitting with the hand, clenched fist, or instrument. Some children may have bruises caused by human bite marks.

- Open fire burns on the hands, bottom of feet; immersion burns, indicating that the child was partially submerged in scalding water; cigarette burns, rope burns inflicted with a hot instrument like an iron.

- Lacerations and abrasions around the lips, eyes or mouth area caused by force feeding.

- Injuries to the head caused by hair pulling; subdural hematomas (hemorrhaging) caused by hitting, violent shaking, or throwing a child against a wall.

- Fractures to the arms and legs, skull, ribs, nose and jaw.

- Severe malnutrition, gum diseases, severe diaper rash, dehydration, frostbite, exposure, lice, rickets or open sores.

Failure to Thrive Children

There are an increasing number of babies, usually under 18 months, who are being brought to hospitals suffering from a medical condition described as "failure to thrive." Sometimes this condition may be caused by parental neglect; at other times it may be caused by a physiological disorder. Such an infant is usually listless, unresponsive, underweight, and physically underdeveloped. These children may become extremely distressed when someone tries to cuddle them. They push away, rejecting the comfort, safety, or warmth of the person holding them.

One suggested cause of "failure to thrive" is the lack of bonding or close, special relationship between mother and child. Some infants are very difficult to care for. They cry often and squirm when held. Their behavior can make an insecure or frustrated mother feel that her baby does not need or want her. The mother simply stops responding to the child by not holding the child at feeding time, not playing with the child, and generally ignoring the infant's emotional and nutritional needs. These difficult infants invite rejection, and a vulnerable mother may react in that way to the baby's behavior.

Sexually Abused Children

A volunteer may also become aware of indications of child sexual abuse within the family. It is difficult to detect because sexual abuse, particularly incest, rarely results in serious physical harm, and children are often too afraid or embarrassed to talk about it. Child sexual abuse encompasses a wide range of behaviors from fondling and exhibitionism to forcible rape by a parent, older sibling or other relative. Most perpetrators are men, usually fathers or father-figures, while the majority of victims are female children between the ages of 9 and 13. Sexual abuse may occur repeatedly over a period of years and may involve more than one child in a family.

Sexual abuse is a problem that is extremely difficult for most people to understand or deal with, yet it is very important not to overreact or become judgmental once such a situation is discovered. The long-term emotional repercussions of early sexual abuse are often related to the reactions of the adults who become involved in a case. Children often blame or hate themselves for both the abuse itself and for the family disruption that often follows disclosure of a case. They need support and understanding along with immediate intervention that will assure that victimization does not continue.

The Scars Inside -- Emotional and Behavioral Problems

Abused or neglected children exhibit patterns of behavior that are caused by the negative home environment and the destructive parent-child interaction they have experienced. The behavior of abused or neglected children is often extreme. They may be quiet, shy, and spend a great deal of their time just watching the other children around them. They may become very distressed when touched or even gently comforted, and then reject contact. If the perpetrator of the abuse was a man, it is not unusual for these children to scream in terror at the sight of a male doctor, especially if the doctor must provide painful medical treatment for their injuries. Other children may be aggressive, hyperactive, demanding, and need to have limits set for them.

Volunteers who want to work with a child who has been abused or neglected will have to deal with the emotional scars of abuse or neglect. Often the emotional stability of the child breaks down as a result of trauma and the child's mental and physical development is affected. A supportive relationship with a sensitive adult can provide needed guidance and modeling and can help to counteract the negative effects of the abuse or neglect. If the child has behavior problems, the volunteer must first fill the voids in the child's life and give emotional support so the child can develop trust. Then the child can more readily accept and respond to behavior limits.

Volunteers must approach maltreated children slowly, quietly, and gently. The child's responses will indicate what is needed, or what the child can absorb. A child who has been denied proper nourishment and love, for example, may respond physically to the giving of food and start to gain weight quickly. But the emotional responses may be more difficult; a neglected child may continue to resist loving and touching and may scream at any attempts. Day-to-day contact will reveal both the possibilities and also the limits of the relationship.

Whether passive and retiring, or aggressive and acting-out, abused or neglected children have learned to be acutely and inappropriately responsive to the needs and moods of their parents. They exhibit extreme forms of "survival" behavior. Shy and undemanding children are trying not be noticed; their behavior reflects their feelings of worthlessness. They have learned that reducing their interaction with their parents lessens their chances of being hit -- insignificance is a refuge for them. These children are capable of sitting absolutely still for a long period of time without moving around or speaking to anyone. They talk little and do not ask anyone to do things for them. These children will control their emotions. They will not cry very long when hurt; nor will they smile or laugh very much. Though these children do not reach out to their parents for love and support, they often react quickly to meet the parent's emotional needs -- a demonstration of "role reversal" where the child "parents" the parent. When the parents of these children are upset, the children comfort them in a way that is more like an adult than a child. The comforting gestures, however, are not reciprocated by the parent.

Other children who have been abused or neglected may exhibit behaviors which are extremely chaotic, aggressive, unmanageable, and demanding. These children may have been hit inconsistently, according to the varying moods of the parent. Their parents' behavior may have fluctuated a lot -- at times they were given love and affection, at other times told that they were "no good," "stupid," or "worthless." The acting-out child is constantly testing for an indication of adult feeling. The child strives to win attention, and this behavior often provokes further abuse. Volunteers should realize that such children may test them in the same way, by trying to provoke hostile, violent responses.

Whether chaotic or quiet, abused and neglected children often share one characteristic in common -- an inability to love. They are rarely cuddled and nurtured by their parents, so they usually have not learned to trust. Their inability to relate carries over into later adult relationships. A child who cannot love is self-protecting and even manipulative in the attempt to be loved. Volunteers should know that, for some children, "being loved" means getting hit. For a foster child, getting close to foster parents may result in the child's being hurt when he or she is separated from the foster parents because of a transfer from one foster home to another or return to the natural parents.

The Parents

Abusing parents often do not cooperate with people who attempt to help them solve their problems. They are verbally hostile because they fear any outsider's presence in their homes. Volunteers must know that some parents will see them as no different than other authority figures from agencies. Through foul language, rudeness, uncooperative attitudes, or complete indifference, these parents will build protective shells around their lives, feelings, and problems.

Their behavior is sometimes based on a legitimate fear. They are afraid that letting anyone -- including a volunteer -- into their homes and revealing their feelings and problems will only lead to further trouble. Others who have intervened may have been intrusive and insensitive, provoking a pattern of open aggression against anyone new who tries to get close to these families. Moreover, abusing parents share a common characteristic of mistrusting other adults, particularly those who attempt to be sympathetic and kind to them. It is a self-protective gesture. Many of these parents did not have nurturing mothers and fathers. When they were children themselves, they were either physically hurt or emotionally rejected. They often want helping people to leave them alone because rejection confirms their inner feelings of low self-esteem. They isolate themselves to avoid being hurt by others as they were once hurt by their parents.

Mistrust sometimes prompts parents to be openly hostile, manipulative, and completely unwilling to engage in conversation. In the other extreme, it sometimes causes them to be totally compliant. Rudeness and yelling are obvious attempts to scare outsiders away; actually, it is the parents who are the frightened ones. Some parents, at first, simply do not answer the door in the hope that the volunteer will go away or to test the volunteer's commitment to help them. Some volunteers have been successful in this situation by waiting out the parent's hostility, even if they have to sit on the doorstep for hours. Sometimes parents pretend to be asleep even though an appointment has been made for a specific time.

Parents can make themselves thoroughly inaccessible either by not talking at all, or by giving monosyllabic answers to questions. Even a parent who does let a visitor in may leave the house with the excuse that something important has occurred. The parent may show complete disinterest in another person's presence and personal life.

They may deny that anything is bothering them on a day when their emotional behavior, and their interaction with their children, suggests just the opposite. They may block efforts to talk by having a radio or television blaring. Some parents will talk on the telephone, or have other company, during the visit.

This behavior would be annoying even if it came from a friend or acquaintance. It is not normally accepted as part of a human relationship. Training for volunteers can help them to understand why parents behave this way, so they can continue in their efforts to be supportive. In the end, putting up with this discouraging behavior opens the parents to the genuine help others can give.

Volunteers, through training and experience, learn why parents become abusing or neglecting. A depressed, angry, humiliated person cannot give to others who have needs; children have many needs which they demand that their parents satisfy.

Neglecting parents can be particularly frustrating because they may need long, patient attention for each small gain they achieve. Progress with them is slow; hours and days can be spent on a specific household or personal problem, without any change or response. Sometimes, the parent gives the appearance of changing, then suddenly regresses. Abusing parents may have trouble in handling their anger and stress, but they usually express their feelings in some way. Neglecting parents usually do not see the relationship between their behavior and the environment around them. Unwilling to recognize that they have any problems, they are often unaware of their own feelings and the feelings or needs of others. They may appear to live lives of complete apathy. There is little joy or humor in their lives. They may be extremely depressed. Neglecting parents take the longest time to show growth and offer the least hope for change. Volunteers should expect to commit themselves for at least one year; many families need supportive services even longer.

Volunteers also should be sensitive to the parents who come to visit their child in the hospital. They should know in advance which parents can or should be left alone with the child. Some parents just sit for hours by the child's bed, and volunteers gently reassure them and encourage them to hold the child. Anxious and guilt-ridden parents respond to human concern for them. Other parents may visit frequently, laden with gifts for the child. Appearing attentive and concerned, they act as if they have not done anything wrong. They want to convince the nurses or doctors

that they are "good" parents. In such cases, the children may become bewildered by their parent's unaccustomed attention or even become upset by it.

WINNING THE RESPECT OF PROFESSIONALS

Gaining the trust and acceptance of children and families would be enough of a challenge for prospective volunteers. But the agency and professional environment is yet another proving ground. Agency personnel are often unreceptive to volunteers for a number of reasons. Volunteers may be perceived as a threat to the job security of salaried staff. Some professionals resent the extra time required to recruit, train, and supervise volunteers. Some staff members are genuinely afraid that volunteers might be more effective than they are. They are anxious, as the phrase goes, "to protect their turf."

Many public and private agencies are just beginning to accept the idea that volunteers can work as part of an agency team. Using volunteers means opening an agency to the community. It means revealing the attitudes, philosophy, and personnel of the agency to the scrutiny of the community, a gesture which agencies have been traditionally reluctant to make. Volunteers will be observing treatment procedures, agency practices, and staff performance. This may not have been done before -- sometimes not even from within the agency. Volunteers must be careful when they discuss these procedures, practices and performances with others -- both within and outside the agency.

The volunteer's responsibility to a program goes beyond being punctual for appointments, sharing observations about a client's progress, and following treatment plans. Volunteers must convince professionals that they can have an accurate perception of a family situation. At the same time, each volunteer should recognize that professionals and volunteers can and do make mistakes.

A volunteer whose involvement with a parent or child is more intensive than a professional's may have greater firsthand experience from which to make judgments about the family. However, this closeness may create problems if the volunteer cannot remain objective. Definite ground rules need to be established between the agency and the volunteer or objectivity can easily be lost. The volunteer who becomes emotionally involved with a particular child or family may find it difficult to make accurate judgments. For

example, where there is a wide economic or lifestyle gap between the clients' circumstances and that of the volunteer, it may be hard for the volunteer to accept such differences. There can be a strong desire to make it up to the child by providing special gifts, treats, outings, or taking the child to visit the volunteer's home. Perhaps some special attention may be warranted on an individual basis, but only as a part of the overall agency plan (and certainly not without the knowledge of the professional). There needs to be a clear understanding that the professional carries the final responsibility for decision-making. Working together means respecting and believing in each other's ideas -- knowing how to suggest that some activity within the family setting may have been overlooked, or being able to accept correction or criticism. Above all, it means recognizing that everyone, including oneself, nurtures and protects personal feelings about his or her individual self worth. Although volunteers will and should strive to have their suggestions acted upon and incorporated into the agency program, or individual treatment plan, they must realize that, ultimately, it is the responsibility of the professionals to make such judgments. Volunteers must be prepared to accept the decisions of their supervisors, and when there are differences of opinion, should not view these differences as rejection of their help.

ETHICAL CONFLICTS FOR VOLUNTEERS

Volunteers working with parents face a potential conflict between the delicate trust relationship they work so hard to establish with the family and their obligation to protect children. Clients often tell volunteers and professionals differing, even contradictory, accounts of their experiences. A parent may feel that revealing certain information to a professional would result in punitive action, such as the removal of a child. Because of this concern, parents sometimes tell a caseworker only what they think the worker wants to hear. They may treat the volunteer in the same manner, because they believe that the volunteer is simply a "spy" for the caseworker or the agency.

Parents and children who trust a volunteer may reveal things they would not dare say to anyone else, especially if they accept the volunteer as a personal friend. The volunteer may then be faced with a dilemma -- to whom to be true -- the agency, the family, the parents or the child.

If professionals are going to be able to depend on volunteers, they must be able to trust them to speak up when a child is endangered. The prime mission of a child protective agency is to protect children. This mission must not be compromised in the interest of rehabilitating parents.

In some states, the volunteer, even though a private citizen, *is required by law* to report suspected abuse or neglect. Or the volunteer might be compelled to testify in court against a parent even while still committed to working with the family. Where this conflict occurs, parents and volunteers are informed of their rights and obligations so that the best interests of the program, the family, and the child can be served. Volunteers must face their responsibilities as a friend of the family but also as a protector of the family's children.

Most cases do not involve such a clear-cut conflict between commitment to the family and requirements of the state law. Instead the basic conflict is usually in terms of what information the volunteer should share with the supervisor or agency, and what information should remain confidential. Resolution of this conflict is much more difficult. At least two factors should be considered:

- A volunteer, working for the child protective service agency, represents the agency to the family and thus must always be responsible to that agency.
- A volunteer must always place the safety of the child above the relationship with the parents.

IV

INTEGRATING VOLUNTEERS INTO A PROGRAM

"Volunteers have an enthusiasm, optimism, and energy that many professionals may have lost from work that has either jaded or exhausted them."

Linda King, Washington, D.C.
Psychiatric Social Worker

"We did not run into any obstacles in worker-volunteer relationships. We did run into differences of opinion, and it was part of the learning process for the volunteers to find out what our agency can and cannot do."

Donna Garrett
Texas Department of Human Resources

Volunteers are becoming more involved in the provision of child abuse and neglect services every day. This reflects a changing attitude about who is able to work effectively with families and children. Child welfare, social service, and child protective agencies normally provide services through professional staffs. Recently, the concept of child protection has expanded to include multidisciplinary teams which evaluate and manage cases. This incorporates viewpoints of other relevant professions into planning for families and children. Now volunteers are being included in all types of child protective activities because they are an important resources to help relieve the increasing pressures on both families and agencies.

ASSESSING THE NEED FOR VOLUNTEERS

Agencies must examine their programs and the communities they serve in order to identify what needs to be done and who is going to do it. This means looking at existing services -- their own as well as others' -- to discover gaps or shortcomings in the work being done to help families. Agencies must also be able to look objectively at the skills and deficiencies of their own staffs, and to listen to staff complaints and suggestions.

The very nature of child maltreatment, the paperwork, and the personal strain wears down caseworkers. But do the staff feel they want or need auxiliary resources? Do they feel that they can work comfortably with an unsalaried person who may do work similar to theirs?

When an agency decides that it needs and would welcome the support of a volunteer corps, it must determine whether there are volunteer resources available in the community. Is there an awareness and a giving spirit that could be tapped? Do other volunteer activities already exist? How aware is the community of the extent of child abuse and neglect? Has it extended itself through volunteer activity for other social problems? Have any educational programs been established to help the general public understand child maltreatment?

The experience of one collaborative effort between a state public protective service agency and a community volunteer organization illustrates the necessity of assessing a community and planning activities that fit into community life. The public agency was mandated by law to include volunteers in its treatment program. The local county planning agency was contracted to help set up the volunteer program and to train the volunteers. A recruitment effort was started, and volunteers were selected, trained, and assigned. But an important fact about the community was overlooked. It was dominated by a large military base; the population, both military and civilian, had a high turnover rate due to families being assigned to other bases and to other jobs. Client families from the military population moved, volunteers moved, and the program suffered as a result. In addition, the workers from the public agency had large caseloads, and there was a heavy turnover of staff. In short, people were not around long enough to help or to be helped.

There are, or course, a number of special approaches which can be used by communities with mobile populations. For example, efforts to recruit volunteers can be concentrated in those areas of the community where the population is more stable. Recruitment of volunteers also could be tied to agencies likely to be in contact with persons soon after they move into the community, such as the United Way, Welcome Wagon, and special welcoming committees of church groups and civic organizations. Adjustments might be made in the assignment of some volunteers. For example, volunteers likely to be in the community for only a short time might be assigned to provide transportation, collect food and clothing,

and visit children in hospitals, all tasks which do not require such a long commitment of time.

A professional staff which has expressed a willingness to work with volunteers can help determine the kinds of responsibilities to be carried out by volunteers -- which responsibilities should be carried out by experienced or inexperienced volunteers, and which assignments should be filled on a continuing basis by one volunteer or by different volunteers. Time schedules should be defined for each task, including whether the volunteers would come to the agency or go to the field on fixed or flexible schedules.

If an agency has never worked with volunteers before, it would be wise to seek the advice of a local volunteer organization right from the beginning. When volunteers have been used only in administrative capacities and the agency wants to expand their participation into direct service work with clients, it would benefit the program if experienced agency volunteers were invited to help with planning. If volunteers and professionals are going to be working as a team, the team concept should be in effect from the beginning.

HOW TO FIND AND RECRUIT VOLUNTEERS

There is a large range of resources available to organizations or agencies that want to reach potential volunteers. The recruitment effort should be designed to attract a cross section of the community's population, so the volunteer program will be representative of the entire community without compromising freedom in the selection of individuals. If the recruitment quota is small, efforts to find volunteers should be limited in order to avoid being overwhelmed. If the recruitment is intensive, the program will probably receive more responses than it can handle or for which it has volunteer assignments.

Most recruitment efforts produce more interested people than the program can use, but it is better to overdraw at the beginning. Many individuals who want to help simply cannot make it through the training sessions, or discover that they must commit more of their time than they expected. Some will not be selected by the agency because they have deep prejudices, are rigid in their attitudes about abusing and neglecting parents, are patronizing, or cannot communicate well. Other prospective volunteers will sign up for a training session but not attend. In any event, for

most agencies who have never used volunteers before, the key is to start with a manageable number of volunteers. The agency should be certain to have enough work for the volunteers to do and enough staff time to work with them. *Most important, it is necessary to carefully screen applicants for ability, attitudes and commitment.*

Volunteer organizations, senior citizen clubs, student groups, schools, professional organizations, and women's organizations are good places to seek recruits. Usually, after an agency has started recruiting volunteers, word of mouth has a way of reaching interested people, too.

A recruitment effort should include speaking to local groups about the volunteer program and the problems of child abuse and neglect. Most of these organizations are already familiar with volunteer efforts, but prospective volunteers will want to know about volunteering in child abuse and neglect programs. Because they may be confused about the nature of child abuse and neglect and may not be sure what they can do to help, they must be convinced and encouraged at the first meeting.

New programs would be well advised not to use the media to recruit for a small program. While television, radio, and newspapers reach the greatest number of people, the response of prospective volunteers, and requests for information and speaking engagements are likely to be overwhelming. Radio would probably be better suited to reaching people in a large geographic area than in a major urban area. Exhibit III is an example of a Texas agency's recruitment flyer. Developed as part of a radio campaign, it gives a positive view of the volunteer's contribution -- without exploiting the sensational aspect of child abuse and neglect which often turns people away.

Agencies ought to give their prospective volunteers a job description and application form which clearly define the volunteer's responsibilities and establish the agency's level of recognition and perception of its volunteers. Written job descriptions which define the type of available volunteer tasks give the volunteer a chance to decide where she or he might best fit into the agency's program. An application form, such as that presented in Exhibit IV provides the agency with personal data and descriptions of previous volunteer experience, as well as the skills, motivations, goals, and expectations of the volunteer. The responses help the agency explore the ways in which the volunteer's qualities can be successfully matched to a particular assignment.

EXHIBIT III

EXAMPLE OF RECRUITMENT FLYER FOR VOLUNTEERS

VIA — VOLUNTEERS IN ACTION

If you have spare hours each month and would like to help parents and children involved in abuse and neglect, please fill out this form and send it to VIA. You will be contacted. If you have any questions, contact Yvota Phillips, CANDO Project, telephone (817) 939-1801, ext. 61, or Donna Garrett, DPW Supervisor, telephone (817) 778-6751.

NAME _____

ADDRESS _____

TELEPHONE _____

Please check the areas in which you are interested:

I. DIRECT SERVICES

- ☐ Transportation
- ☐ Homemaker Service
- ☐ Big Brother/Big Sister
- ☐ Tutoring Children
- ☐ Foster Mother's Day Out
- ☐ Crisis Child Care Services
- ☐ Foster Parent

II. INDIRECT SERVICES

A. Donate

- ☐ Wearable Children's Clothes (all sizes)
- ☐ Functional Toys
- ☐ Non-perishable Food Items

B. Assist DPW in maintaining clothing and toy room for foster children

III. ADMINISTRATIVE SERVICES

- ☐ Parent Scouts
- ☐ Clerical
- ☐ Telephone Intake Volunteers

Texas Department of Public Welfare
215 East Central
Temple, Texas 76501
(817) 778-6751

CTCOG's Child Abuse and Neglect Demonstration Organization
302 East Central
Belton, Texas 76513
(817) 939-1801

VIA

Volunteers In Action

A CAN-DO/DPW VOLUNTEER SERVICE FOR CENTRAL TEXANS

CENTRAL TEXAS COUNCIL OF GOVERNMENTS
CHILD ABUSE AND NEGLECT
DEMONSTRATION ORGANIZATION
AND
TEXAS DEPARTMENT OF PUBLIC WELFARE

EXHIBIT III

EXAMPLE OF RECRUITMENT FLYER FOR VOLUNTEERS

(continued)

SOMEONE NEEDS YOUR HELP. RIGHT NOW.

Central Texas has one of the highest rates of child abuse and neglect in Texas.

Parents under stress who abuse or neglect their children need a special kind of help. Children who have been abused or neglected need a special kind of help.

The Texas Department of Public Welfare has professional staff designated to work with these families and their problems. Your involvement can extend DPW's services.

VOLUNTEER TO HELP.

VOLUNTEER TO HELP — CHILDREN:

- Tutor them in school subjects.
- Drive them to medical/dental appointments.
- Be a Big Brother-Big Sister/take them to a ball game, zoo, park, or library
- Keep a foster child for a day.
- Accompany a caseworker who is placing a child in foster care.

VOLUNTEER TO HELP — PARENTS:

- Drive or escort them to medical appointments.
- Give a troubled parent a day out.
- Help a mother develop homemaking skills and good child rearing practices.
- Develop family-to-family relationships with troubled families

YOU CAN ALSO HELP BY:

- Donating non-perishable food for families in crisis.
- Contributing wearable clothes and functional toys for a foster child.
- Staffing the DPW Clothes Closet / Toy Shop / Food Shelf.

WHAT TO EXPECT FROM THE CAN-DO/DPW VIA PROGRAM:

- Orientation and training.
- Acceptance and support from the DPW staff.
- Thanks.
- Experience and tax deductions.

WHAT CAN-DO/DPW PROGRAM EXPECTS OF YOU:

- Acceptance of people.
- Commitment.
- Confidentiality.
- Case recording.
- Automobile liability insurance (necessary for transporting clients.)
- Recruiting.

EXHIBIT IV

VOLUNTEER INFORMATION SHEET
(All Information Is Confidential)

Name:_____ Home Phone:_____

Address:_____ Zip:_____

Marital Status: S__ M__ W__ D__ Age:___ Social Security No. _____

Ages and Sex of Children:_____

Drivers License No._____ Is Car Available?_____

Education/Experience/Training You Have Had:_____

_____

_____

_____

_____

_____

Work Experience:_____

_____

_____ Office Phone:_____

Volunteer Experience:_____

_____

Type of Volunteer Work Preferred:_____

_____

Please explain why you are interested in being a volunteer for a child abuse and neglect program.

EXHIBIT IV

VOLUNTEER INFORMATION SHEET
(Continued)

Available for Volunteer Work

	MON	TUE	WED	THUR	FRI	SAT	SUN
Morning							
Afternoon							
Evening							

Name of person who should be contacted in case of emergency

_____ Phone: _____

Name of family doctor _____ Phone: _____

Current occupation _____

Date of birth _____ Place _____

Education (circle highest grade) 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4 Post graduate study _____

Major subjects _____

Special training _____

_____

Name of spouse _____

Occupation of spouse _____

Condition of health _____

Physical limitations _____

_____

EXHIBIT IV

VOLUNTEER INFORMATION SHEET
(Continued)

References

1. Name and address _____

   _____

2. Name and address _____

   _____

3. Name and address _____

   _____

Signature of Applicant _____

Date _____

Person receiving Application Form _____

Person to whom referred for General Interview _____

_____

A personal interview should be the next step. Volunteers should be interviewed by more than one person. The first interview should be conducted by the volunteer supervisor or coordinator, the second by the caseworker or professional who will be working directly with the volunteer. These interviews give the volunteer an early picture of the agency, its functions, and personnel; and the agency gains two different estimates of the volunteer. It is important for the agency to remember that some volunteers will be afraid of these interviews. They may have already done volunteer work which did not require such in-depth examination of their attitudes and feelings. If, after two interviews, the volunteer does not seem suitable, it is the responsibility of the agency to let the volunteer go graciously, without instilling a feeling of inadequacy or failure.

The volunteer recruit who is patently not suited to work in the area of child abuse and neglect can be eased out of the situation with suggestions about other possible volunteer activities to pursue. Providing a concrete referral, if possible, or at least a list of other agencies needing volunteers would be helpful to avoid discouraging volunteers.

If the volunteer completes the first interview satisfactorily but does not feel compatible with the caseworker, the volunteer should have an opportunity of discussing this with the volunteer supervisor, and should be aware of this option beforehand. Not every worker will get along with every volunteer and vice versa. Any feelings of discomfort should be revealed and discussed immediately. Lack of compatibility can create antagonisms that might affect efforts to help clients.

When volunteers are being interviewed for direct service work with abusing and neglecting families, the interviews should include discussions of their feelings about abusing parents and about the conditions the volunteer is likely to encounter. These discussions should cover the volunteer's attitudes about discipline, housekeeping standards, child care, supportive relationships, their personal expectations of the families and themselves; how they feel about hostility and rejection from others; and how they personally handle stress and crises -- attitudes that are often important when working with families.

When questioned about these situations, volunteers may begin to feel vulnerable, flustered, and afraid that their inexperience will cause them to give the wrong answer. It is the responsibility of the interviewer to show volunteers that the agency is interested

in helping them use their own life experiences to help others, and that empathy, understanding and caring are essential human qualities which they can use to help parents or children. Volunteers should also be told that it is often their personal experiences -- rather than their previous professional or volunteer experiences -- that may be most useful in working with child abuse and neglect cases.

Finally, volunteers need to be reassured that the parents and children they will be working with are not fragile. They may make a few mistakes in their work with families, but they will not cause irreversible damage. And their potential to help far outweighs any potential to hurt.

HOW TO SET UP ADMINISTRATIVE PROCEDURES

Each agency or program will have its own unique administrative procedures and requirements. It is important that volunteers as well as staff members be informed of these procedures and requirements. For example, the agency should set forth in an agreement statement or contract what the agency will provide and what is expected of the volunteer. Exhibit V is an example of what an agency might agree to provide the volunteer; and Exhibit VI is an example of what the volunteer agrees to provide the agency. (Included in the agreement, of course, would be the appropriate job description for the volunteer.)

In addition, the agency should provide each volunteer with written personnel policies. Exhibit VII provides a list of topics which might be covered in a personnel policies booklet.

HOW NOT TO LOSE VOLUNTEERS

Volunteers must be prepared, respected, and treated with fairness and patience. Their need for sensitive support from the agency is acute. Training, continuing education, and supervision become a volunteer's energy supply. Volunteers need the intellectual stimulation of an intensive training program.

Training programs must prepare volunteers for the realities of abuse and neglect as much as possible before they experience them. An essential part of training is learning, by explanation and illustration. An excellent resource for such materials is available in the material, "We Can Help. A Curriculum on Child

EXHIBIT V

SUGGESTED PROVISIONS FOR AGREEMENT STATEMENT OUTLINING WHAT THE AGENCY WILL PROVIDE[1]

The Agency agrees:

- To provide a Director of Volunteers who will be responsible for hiring, firing, orientation, training and supervision of all Volunteers. The Director will be available to guide and assist Volunteers during their scheduled working hours, and will serve as the link between the Volunteers and the Agency's paid staff.
- To furnish a written job description for each position open to Volunteers, with appropriate information concerning desirable experience, skills, and education.
- To train Volunteers to a level that will permit them to begin their work confidently.
- To continue the Volunteers' training, either within the Agency or elsewhere, to whatever extent is necessary to maintain continuing competence.
- To provide Volunteers with working conditions equal to those of paid employees doing similar work, including space, equipment, and supplies.
- To make written evaluations of Volunteers' performance on the job at suitable and regular intervals, including the number of hours worked.
- To offer Volunteers promotion to more responsible jobs within the Agency's volunteer program.
- To include Volunteers in Agency staff conferences when possible and otherwise to promote full understanding among the Volunteers of the Agency's workings and decisions.
- To reimburse Volunteers directly for out-of-pocket expenses required by their work, and to provide indirect benefits such as day care when these are available to Agency employees.
- To provide Volunteers with a certificate of service for satisfactory work, and to supplement the certificate with a detailed recommendation if requested by a Volunteer applying for a job elsewhere.
- To maintain adequate public liability and other insurance coverage of Volunteers during those hours when they are actually working for the Agency.
- To indemnify Volunteers for any cost, damage, or expense arising from the activities authorized by the Agency.
- To create a Volunteer Advisory Council consisting of the Agency's Executive Director, the Director of Volunteers, one other Agency staff member and two Volunteers, and to schedule regular meetings of this Council.

[1]Adapted from *How Volunteers Can Help in a Rehabilitation Facility.* Vol. II of *Volunteers in Rehabilitation.* Prepared by Goodwill Industries of America, Inc., for the Rehabilitation Services Administration, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, 1973.

EXHIBIT VI

SUGGESTED PROVISIONS FOR AGREEMENT STATEMENT BETWEEN A VOLUNTEER AND THE AGENCY[1]

The Volunteer agrees:

- To work a specified number of hours each week on a schedule acceptable to the Agency.
- To become thoroughly familiar with the Agency's policies and procedures, both written and verbal, set forth by the Agency for Volunteers.
- To be prompt and reliable in reporting for scheduled work, and to provide the Agency with an accurate record of hours worked by signing in or out when entering or leaving.
- To notify the Agency's Director of Volunteers if unable to work as scheduled. This will be done as early as possible to permit reassignment of another Volunteer.
- To attend orientation and training sessions as scheduled, and to undertake continuing education when provided by the Agency to maintain continuing competence.
- To respect the function of the Agency's paid staff and contribute fully to maintaining a smooth working relationship between paid staff and Volunteers.
- To realize that, while the Agency and its paid staff welcome questions and suggestions from Volunteers, it is not the purpose of the Volunteers to supplant the staff. In particular, Volunteers will not seek paid staff positions with the Agency.
- To carry out assignments in good spirit and to seek the assistance of the Director of Volunteers in any situation requiring special guidance.
- To consult with the Director of Volunteers before assuming any new responsibilities affecting the Agency.
- To accept the Agency's right to dismiss any Volunteer for poor performance, including poor attendance.
- To notify the Director of Volunteers in writing at least three weeks in advance of any resignation or request for leave of absence from the Agency's Volunteer program.
- To exercise caution when acting on the Agency's behalf in any situation, and to protect the confidentiality of all information relating to the Agency.
- To abide by the decisions of the Volunteer Advisory Council on any matters in dispute between the Agency and any Volunteer.

[1]Adapted from *How Volunteers Can Help in a Rehabilitation Facility.* Vol. II of *Volunteers in Rehabilitation.* Prepared by Goodwill Industries of America, Inc., for the Rehabilitation Services Administration, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, 1973.

EXHIBIT VII

SUGGESTED TOPICS FOR PERSONNEL POLICIES[1]

- Absence and tardiness.
- Reporting accidents and incidents.
- Orderliness of work area.
- Personal appearance.
- Grievance procedures.
- Suggestions.
- Established standards for work performance.
- Change of status, address, etc.
- Supervision and Evaluation.
- Awards, honors, and other forms of volunteer recognition.
- Personal behavior .
- Confidentiality.
- Personal belongings.
- Reimbursement procedures.
- Use of equipment and supplies.
- Leave of absence.
- Holidays.
- Vacation scheduling.
- Probation period.
- Insurance coverage .
- Parking arrangements.
- Lunch hours and coffee breaks .
- Purchasing procedures .
- Religious observances.
- Maintaining records.
- Sick leave .
- Use of telephone and other personal activities while on the job.
- Termination .
- Training requirements and educational opportunities.
- Transfers and promotions.
- Required health procedures (X-ray, exam, etc.).
- Recording hours of service.

[1]Adapted from *How Volunteers Can Help in a Rehabilitation Facility.* Vol. II of *Volunteers in Rehabilitation.* Prepared by Goodwill Industries of America, Inc., for the Rehabilitation Services Administration, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, 1973.

Abuse and Neglect." These training materials can be obtained from the child abuse and neglect regional resource centers (see Exhibit X).

The first part of the training is usually the most difficult for volunteers. They may be shown slides of abused and neglected children, and seeing injured children is a test for anyone's emotions. Some volunteers never get past this point. But the volunteer who not only expresses feelings of shock and distress, but who also wonders, "Why does this happen?" is probably the volunteer who will stay. Good volunteers can express their feelings appropriately and use their compassion and support, not their anger, to help others. Although this part of the training can be distressing, volunteers recognize that it is necessary preparation for what they may encounter.

Training programs should try to recreate some potential family situations through "role playing." These simulated encounters between family members and volunteers/professionals help the volunteer to experience what it actually feels like to be involved in a child abuse and neglect case. Role playing also helps to develop the volunteer's communication and listening skills, highlighting some techniques that will be essential later on when the volunteer visits the family alone. Some of these group situations may be recorded for playback and evaluation, allowing the participants to experience what they sound and look like to others. Role playing can both educate the volunteer and help the staff to identify those persons who are best able to help strengthen families and carry out the agency's treatment goals.

Some effective training programs include a parents' panel. Mothers and fathers talk freely about their experiences as abusing parents and explain the value for them in having volunteers working with them as lay therapists or parent-aides. Training programs also should include experienced volunteers describing their experiences and answering the questions of the new volunteers.

Few volunteer programs succeed when tasks are unclear either to staff or to volunteers. Volunteers will quickly sense whether they will be utilized and whether they are to contribute skills and time which can help families or the agency. Volunteers should be assigned to perform the tasks they expect from job descriptions. Exhibit VIII provides an example of a job description for a parent-aide, and Exhibit IX a job description for a transportation aide. Defining what volunteers *should not* be asked to do is equally important in establishing a successful volunteer program.

EXHIBIT VIII

EXAMPLE JOB DESCRIPTION FOR
PARENT AIDE

Title: Parent Aide

Nature and Purpose: To help reduce anxiety regarding family situations. To assist with the development of self-confidence and positive attitudes. To help strengthen skills of relating with other people. To assist parents in better understanding child development and in adopting new child rearing practices.

Summary of Activities: Visiting with clients assigned by the Child Protection Services (CPS) Supervisor to increase the facility's understanding of matters concerning the clients. Reinforcing clients' feelings of community acceptance of, and interest in, them. Through discussions with clients, the volunteers work to strengthen their communication skills and improve their ability to relate with other persons. Conversations include subjects such as personal difficulties, raising children, family responsibilities, and economic arrangements. Information and reactions are discussed with the CPS Supervisor and the CPS Worker assigned to the case. Brief and accurate records are maintained.

Performance Requirements:

QUALIFICATIONS -- Experience in social service work, counseling, or personnel management is advantageous. Essential personal attributes include stability, sensitivity, discretion, patience, friendliness, and a cheerful disposition. Ability to maintain confidentiality of personal information is necessary. A wide variety of successful life experiences is very helpful. Willingness to be closely supervised by CPS staff is required.

PREPARATION -- Orientation to the facility and the volunteer program must be completed. Each volunteer must participate in the series of seminars conducted by the CPS staff. Individualized briefings are provided in regard to specific clients. Certain literature may be assigned as helpful reading.

TIME AND PLACE -- A minimum of three hours per week per client assignment, which should be adequate for visiting with the client, recording and telephoning outside resources. Additional time will be necessary for supervisory conferences and collaborating meetings with other facility personnel. The client's home is the customary site for visits with clients. However, meetings may be arranged outside the home.

SUPERVISION -- Each Parent-Aide is closely supervised by members of the CPS staff. General policy directions and basic guidelines are outlined by the CPS Supervisor, who also determines specific client-volunteer and volunteer-staff assignments.

[1]Adapted from *How Volunteers Can Help in a Rehabilitation Facility.* Vol. II of *Volunteers in Rehabilitation.* Prepared by Goodwill Industries of America, Inc., for the Rehabilitation Services Administration, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, 1973.

EXHIBIT IX

EXAMPLE JOB DESCRIPTION FOR
TRANSPORTATION AIDE

Title: Transportation Aide

Nature and Purpose: Transportation is a special service of importance to children and parents. It provides them a means of getting to and from an important appointment, or it may provide them an opportunity to do shopping or do something different. Through the provision of transportation, children and/or parents can receive benefits that have social, cultural and mental values as well as physical values.

Summary of Activities: Transporting clients -- both children and/or parents -- to medical appointments, counselling or social service, shopping, apartment hunting, visiting public assistance centers, and/or for special entertainment. Visiting with the persons being transported to provide companionship and form a friendly relationship. Sometimes the volunteers assist with the activities to which they transport their passengers. In certain instances, volunteers enrich the transportation experience by sharing information on subjects of special and mutual interest.

Performance Requirements:

QUALIFICATIONS -- Good health and a record of safe driving. A current and valid driver's license. Personality characteristics of patience and cheerfulness. Ability to sustain an interesting and pleasant conversation is desirable. Willingness to be dependable and prompt even when inconvenient due to personal activities or inclement weather conditions. Must have a car in good working order that can comfortably accommodate passengers and special equipment in certain instances.

PREPARATION -- Completion of Volunteer Orientation. Members of the facility's staff will arrange meetings with volunteers to discuss the passengers in terms of their family problems, special needs and interests, and the transportation schedule to be followed. It may be determined appropriate for a new Transportation Aide to accompany an experienced Aide on a few trips before receiving individual assignments.

TIME AND PLACE -- The schedule and minimum time required will be outlined on the basis of each assignment. The places will also vary with the assignment. Transportation Aides are requested to agree to a regular schedule, although some volunteers may be asked to accept special "on call" assignments. An average assignment requires a minimum of four hours per week.

SUPERVISION -- The Director of Volunteer Services will arrange Orientation to the facility and volunteer program, and will continue to relate to Transportation Aides for purposes of record keeping, evaluation, recognition, and program situations that may arise. Pre-Job Training and On-the-Job Supervision will be provided by the Counselor.

[1]Adapted from *How Volunteers Can Help in a Rehabilitation Facility.* Vol. II of *Volunteers in Rehabilitation.* Prepared by Goodwill Industries of America, Inc., for the Rehabilitation Services Administration, Social and Rehabilitation Services, U.S. Department of Health, Education, and Welfare, 1973.

It is not the function of volunteers to perform only the routine tasks that paid staff find burdensome. However, even routine tasks must be performed by the agency, and the volunteer, like the professional, can share in these responsibilities.

Agencies should never ask or allow volunteers to accept ultimate responsibility for case management, even though volunteers may, with their more flexible schedules, spend many more hours in a home than a worker who carries a caseload of 30 to 40 families or more.

Volunteers should be made fully aware of the crisis situation of many abusing and neglecting families before being given an assignment. In cases where there is a history of violent behavior among family members, the volunteer should be well prepared regarding what has occurred. They should be provided with training on techniques of crisis intervention, emergency procedures, and resources available for assistance. It is important that a volunteer be instructed on when and how to back away from a potentially explosive situation, and how to turn it over to professionals who are more experienced in handling a crisis. Knowing when to seek professional support or assistance is a sign of good judgment, and should not be perceived as failure on the part of the volunteer.

Volunteers expect and must receive supervision and support. Encouragement and understanding must be available and must be given willingly. This often means that a regular staff member is assigned to volunteers for consultation and guidance; someone from the agency must coordinate the volunteers' activities with those of the professional staff. This individual must have the skills and authority to advocate on the volunteers' behalf and to mediate any differences between volunteers and caseworkers over case decisions.

If an agency does not have the funds to hire a volunteer supervisor, a caseworker should not assume that responsibility without being relieved of a pressuring caseload. Some programs have been successful in finding community people who serve in this supervisory capacity -- also on a volunteer basis. Agencies which cannot provide supervision should reconsider the idea of using volunteers.

Formal supervision of volunteers that encourages them to think independently about their work includes case conferences, telephone consultations with caseworkers, and monthly progress reports in which volunteers describe their problem areas and growth.

Some agencies conduct on-going education and advanced training courses, so that volunteers may be assigned more challenging responsibilities. These education courses are usually conducted within the agency by professionals whose field of expertise relates to child abuse and neglect. The volunteers bring their practical experience to these workshops while developing further knowledge.

V

WHERE TO GO, WHOM TO CONTACT

"If there is one thing we have learned in child protective services over the past decade, it is that we cannot do it alone. No one can be all things to all people. We must begin to trust the willingness and abilities of others to join in the team effort of helping abused and neglected children and their families. Volunteers can be members of that team if we, the professionals, can accept and trust their help and use it meaningfully."

James S. Cameron, Director
Bureau of Child Protective Services
New York State Department of Social Services

OPPORTUNITIES FOR VOLUNTEERS

There is a wide range of agencies on the local, state and federal level that interested citizens can contact on their own for information about volunteer activity in child abuse and neglect. Prospective volunteers should start by identifying in their own communities the agencies which are mandated by the state's child protective law to investigate and treat cases of child abuse and neglect.

The local child protective service unit generally functions as part of the public social service agency in the community, which may be called the Department of Social Services, the Department of Family Services, the Department of Human Resources, or the Department of Public Welfare. Interested volunteers should address their inquiries to either the administrative supervisor of the child protective unit or the director of a county office of the state child protective agency. Some protective units may use volunteers assigned to them from the Social Service department but have an active volunteer coordinator of their own. The department supervisor should be able to describe the volunteer activity within that department or other mandated agencies and community groups.

Prospective volunteers should also approach the Departments of Pediatrics, Nursing, Social Service and Volunteers of their local medical center or hospital.

Family or juvenile courts usually hear the petitions of abuse and neglect brought before them by the local child protective agency. Volunteers should try to contact the administrative judge, the chief probation officer, the local Legal Aid Bureau or the public defender's office in the court for information about volunteering.

Local universities and colleges with Departments of Psychology, Sociology, Social Work, Education, and Nursing may be involved in using volunteers to do direct service work with families or in research projects. Volunteers can contact the heads of these departments to ascertain their involvement in child abuse.

Placement agencies, group homes or children's institutions which receive abused and neglected children for temporary or long-term care frequently need volunteers to work with children in a therapeutic or recreational capacity. These public and private agencies often welcome the participation of volunteers.

Many cities have private social service and family service agencies. There are also private protective service agencies which work under purchase of service contracts with the local department of social services. In some locations, these agencies existed before a child protective unit was established in the local public agency. These private agencies also may utilize volunteers to work with the families they serve.

Local volunteer organizations offer possibilities for involvement to volunteers. Many are working in family service programs, and many are beginning to work with child abuse and neglect problems. The Junior League, the National Council of Jewish Women, and the National Federation of Women's Clubs, for example, are national organizations which actively support programs in child maltreatment and have provided funding, resources and volunteers.

Local child abuse task forces and other community advocacy groups welcome volunteers to act as speakers, or to work in their offices.

Police departments often conduct investigations, sometimes in conjunction with the local child protective services. Their need for volunteers is limited, but they might be interested in using volunteers and should be contacted.

Interested citizens can check the back issues of local newspapers to find out which agencies were involved in particular cases that were described in news stories. This resource is frequently helpful in identifying coordinating agencies and the names of advocacy groups which organize public education efforts and forums about child abuse.

RESOURCES FOR AGENCIES

The National Center on Child Abuse and Neglect in Washington, D.C., is part of the U.S. Department of Health, Education, and Welfare. The National Center was created to improve state and local child abuse and neglect services. It focuses and coordinates federal efforts relating to child abuse and neglect, including over 100 child abuse and neglect research, demonstration, and service improvement projects. All of these projects aim at keeping families together and preventing the unnecessary placement of children.

One of the activities of the National Center is to maintain ten regional resource centers, which are located throughout the United States (see Exhibit X). These resource centers can be an excellent source of information for agencies and for volunteers interested in working to help abusive and neglectful families. Regional resource centers can supply general background materials on the problems of abuse and neglect. They have training materials available, and can often provide consultations on training in the child abuse and neglect field. In addition, these resource centers are in contact with state and local programs and individuals already active in the child abuse and neglect response process, and they are familiar with the needs of these programs. Volunteers can contact these regional resource centers for educational materials and for information on programs which may have need of their services.

EXHIBIT X

REGIONAL CHILD ABUSE AND NEGLECT RESOURCE CENTERS

Region I Child Abuse and Neglect
Resource Center
Judge Baker Guidance Center
295 Longwood Avenue
Boston, Massachusetts 02115

617-232-8390
(CT, ME, MA, RI, VT, NH)

Region II Child Abuse and Neglect
Resource Center
College of Human Ecology
Cornell University
MVR Hall
Ithaca, New York 14853

607-256-7794
(NJ, NY, PR, VI)

Region III Child Abuse and Neglect
Resource Center
Howard University Institute for
Urban Affairs and Research
2935 Upton Street, N.W.
Washington, D.C. 20008

202-686-6770
(DC, DE, MD, PA, VA, WV)

Region IV Child Abuse and Neglect
Resource Center
Regional Institute for Social
Welfare Research
P.O. Box 152
Athens, Georgia 30601

404-542-7614
(AL, FL, GA, KY, MS, NC, SC, TN)

EXHIBIT X

REGIONAL CHILD ABUSE AND NEGLECT RESOURCE CENTERS (Cont'd)

Region V Child Abuse and Neglect
Resource Center
Graduate School of Social Work
University of Wisconsin-Milwaukee
Milwaukee, Wisconsin 53201

414-963-4184
(IL, IN, MI, MN, OH, WI)

Region VI Child Abuse and Neglect
Resource Center
Graduate School of Social Work
University of Texas at Austin
Austin, Texas 78712

512-471-4067
(AR, LA, NM, OK, TX)

Region VII Child Abuse and Neglect
Resource Center
Institute of Child Behavior and
Development
University of Iowa, Oakdale Campus
Oakdale, Iowa 52319

319-353-4825
(IA, KS, MO, NE)

Region VIII Child Abuse and Neglect
Resource Center
National Center for the Prevention
and Treatment of Child Abuse and
Neglect
1205 Oneida Street
Denver, Colorado 80220

303-321-3963
(CO, MT, ND, SD, UT, WY)

EXHIBIT X

REGIONAL CHILD ABUSE AND NEGLECT RESOURCE CENTERS (Cont'd)

Region IX Child Abuse and Neglect
Resource Center
Department of Special Education
California State University
5151 State University Drive
Los Angeles, California 90032

213-224-3283
(AZ, CA, HI, NV, Guam, Trust Terr.)

Region X Child Abuse and Neglect
Resource Center
Western Federation for Human Service
157 Yesler Way, #208
Seattle, Washington 98104

206-624-5480
(AK, ID, OR, WA)

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