School social workers identification training and reporting of suspected child abuse and neglect

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SCHOOL SOCIAL WORKERS IDENTIFICATION TRAINING AND
REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SOCIAL WORK

BY
STUART CARTER YOUNG

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
JULY 1988
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ABSTRACT
SOCIAL WORK

YOUNG, STUART C. B.A., CLARK COLLEGE, 1983

SCHOOL SOCIAL WORKERS IDENTIFICATION TRAINING AND REPORTING OF SUSPECTED CHILD ABUSE AND NEGLECT

Advisor: Professor Naomi Ward

Thesis dated July 1988

This study examined the relationship between child abuse and neglect identification training and the reporting of suspected cases of abuse and neglect by school social workers/visiting teachers and attendance workers in a twenty-two county area in middle Georgia. The State of Georgia's Department of Family and Children Services identifies the area as Region V.

A 25-item questionnaire was distributed to the respondents to determine whether a positive relationship existed between training in child maltreatment identification and the number of reports made by respondents to Child Protective Services. The study examined three consecutive yearly time periods. Using the Pearson "r" correlation, it was determined that a significant positive correlation existed for two of the three years under study (1985-86 and 1986-87 school years). Results from the 1987-88 school year did not reflect a significant relationship; however, an analysis of all three school years combined reflected significant results. Recommendations by the researcher for systematized training for school social workers/visiting teachers are made.
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CHAPTER I

INTRODUCTION

The purpose of this study is to examine the relationship between the amount of training received by school social workers in the identification of child maltreatment (abuse and neglect) and the number of subsequent reports they make to Child Protective Services. Contributing researchers in the field of child abuse and neglect such as the Education Commission of the States (1976) have advocated for increased awareness and training in the identification of signs of child abuse as a means of augmenting the number of reports made by school personnel. School social workers/visiting teachers in Georgia are an integral part of the identification and reporting process.

With respect to the recommendations of the Education Commission of the States, this study attempts to answer four major questions related to child maltreatment prevention in the State of Georgia: (1) Are school social workers/visiting teachers and attendance workers in the State of Georgia receiving training in the identification of child abuse and neglect? (2) How much training are these persons receiving? (3) Is there a difference in the amount of training received by school social workers/visiting teachers and attendance workers? and (4) Is
there a relationship between the amount of training in child
abuse identification and the number of reports made to the
Georgia Child Protective Services (CPS) by those persons?

Problem Statement

Child abuse and neglect is a problem that has its roots in
ancient history but did not receive widespread public recognition
until 1962 when a description of the "Battered Child Syndrome"
written by C. H. Kempe (Justice and Justice, 1985) made
headlines. This article was the first to bring national attention
to the problem of child abuse and neglect. By 1975, "... evidence that violence inflicted on children was beginning to
be viewed as a public health problem which affected the entire
society, not merely a medical and legal problem which affected
individual parents and children" (Justice and Justice, 1985, p. 9).

The problem from a national and local perspective is best
highlighted with this list of facts provided by the Georgia
Council on Child Abuse:

1. 1½ million Americans suffer from physical, sexual,
or emotional abuse each year.

2. Two to fifteen children die each day (3,000 die
each year) from abuse.

3. More children die from abuse than from any other
single illness.

4. Last year, over 31,000 new cases of child abuse
and neglect were reported in Georgia.
5. It is estimated that one in four families in Georgia has a problem with abuse.

6. Since 1980, there has been a 64% increase in the reports of child abuse in Georgia.

7. Four out of six cases of child abuse and neglect are not reported.

8. Two out of six cases of child abuse are not reported.

9. Child abuse occurs within families of all socioeconomic backgrounds.

10. Ninety percent of juvenile delinquents and prisoners were abused as children (Georgia Council on Child Abuse, 1987, p. 1).

The Georgia Department of Human Resources also provides facts on child abuse and neglect in the State of Georgia:

In FY 1986 more than 31,000 new cases of child abuse were reported in Georgia, an increase of 17 percent over 1985. An estimated 46,000 children were involved in these cases.

School and day care workers reported five percent of the cases. Physicians, nurses and other health care personnel reported 12 percent. Police officers and social services staff reported 15 percent. The remainder --over 68 percent of the reports-- came from family members, friends, neighbors, and other concerned individuals.

Of the 31,108 reported cases, an estimated 65 percent required child protective services. Thirty percent were ruled out as unconfirmed, and in five percent of the cases, the families were provided with other types of services, such as Aid to Families with Dependent Children. Confirmation rates were higher than last year.

Data are collected on four types of maltreatment: neglect, physical abuse, emotional and sexual abuse. Neglect comprised the majority of reports--19,376 or 56 percent. Reports of sexual abuse climbed to 4,413, almost three times the number reported in 1981. Reports
of physical abuse numbered 8,159; reports of emotional or other abuse amounted to 2,608. (Some cases included more than one type of abuse). (Georgia Department of Human Resources, 1987).

Child abuse and neglect have some very serious consequences. As a result, federal and state laws, and recommendations from various child maltreatment groups have made the reporting of suspected cases by professionals who come in contact with children during the normal course of their work a major concern. Two laws, Public Law 93-247 and Georgia Code 19-7-5 were enacted specifically to mandate the reporting of child abuse and neglect by school personnel to the proper authorities. These laws have come about as result of the national attention that the child abuse and neglect problem has received.

The Georgia Code not only requires school personnel to either report or have a designated person make reports, it also attempts to remove any previous legal deterrent such as civil or criminal complaints against persons whose reports proved to be unsubstantiated. The Code clearly defines the legal responsibility of school personnel to report child abuse and neglect. Since school social workers/visiting teachers are a part of school personnel, they, too, are bound to this responsibility.

In response to the Georgia Code, the State Board of Education of Georgia developed a policy statement outlining the procedures for making reports of suspected child abuse and neglect. The policy specifically identifies school social
workers/visiting teachers as the persons designated to make the reports to Child Protective Services. The policy does not set any standards for the training of these personnel in the identification of signs of suspected abuse and neglect.

The lack of emphasis on training in child maltreatment identification could serve as an explanation for the relatively low percentage of reports of child abuse by schools in the State of Georgia. It is estimated that 50 percent of all abused and neglected children are of school age. In the State of Georgia, schools and day care centers combined report only five percent of all cases of child abuse and neglect (Georgia Department of Human Resources, 1987, p. 3).

Significance of the Problem

Broadhurst (1979) has this to say about the extent of child abuse and neglect, "Because child abuse and neglect occur in the privacy of the home, no one knows exactly how many children are affected . . . Child abuse and neglect must be discovered and reported before the child can be protected, and there is a general agreement that this never happens in a majority of abuse and neglect cases" (p. 2). Broadhurst goes further to say, "There have been a number of estimates made of the incidence of child maltreatment, but they are unproven. The National Center on Child Abuse and Neglect
estimates that approximately one million children are maltreated by their parents each year. Of these children, as many as 100,000 are sexually abused, and the remainder are neglected (p. 2).

The United States Department of Health and Human Services (1982) points out that in terms of an incidence rate, it is estimated that 10.5 per 1,000 children under the age of 18 years are abused or neglected.

Clearly, the extent of child maltreatment is widespread throughout the nation as well as in the State of Georgia. The extent of the problem becomes even more alarming when one examines the consequences that abuse and neglect have on the victims and the greater society. Broadhurst explains:

Child abuse and neglect result in permanent and serious damage to the physical, emotional, and mental development of the child. The physical effects of child abuse and neglect may include damage to the brain, vital organs, eyes, ears, arms, or legs. These injuries may, in turn, result in mental retardation, blindness, deafness or loss of limb. Abuse or neglect may cause arrested development. At its most serious, of course, abuse or neglect may result in the death of a child.

Child abuse and neglect are often as damaging emotionally as they are physically. Abused or neglected children may be impaired in self concept, ego competency, reality testing, defensive functioning, and overall thought processes. They often have a higher level of aggression, anxiety, low impulse control, and self-destructiveness. These characteristics can cause abused or neglected children to display high levels of antisocial behavior as they get older.

Abuse and neglect may also result in restricted cognitive development. Language, perceptual and motor skills are often underdeveloped, further hindering the child's changes to succeed (p. 4-5).
Symptomatic behaviors are exhibited in the school environment. These behaviors should be detectable by those individuals in the schools charged with identifying suspected cases of abuse. This would include school social workers/visiting teachers.

The policy that Georgia Public Schools initiated, in essence, charges the school social worker/visiting teacher in a given school system to make a preliminary investigation of suspected child abuse and neglect cases reported by teachers, faculty, administrators and other school related personnel. Upon completion of the investigation, they have the sole responsibility for deciding whether a report will be made to Child Protective Services. The preparation of public school primary reporters is a major concern. Evidence suggests that only five percent of child abuse and neglect cases are being made by this group of mandated reporters, even though fifty percent of abused and neglected children are of school age.

Historical Perspective

The historical perspective will focus on the development of federal and state laws, issues and the Georgia Board of Education's policy which has shaped the role of the school social worker/visiting teacher as being the primary reporter of child maltreatment in the schools. Issues related to school social work training in identifying maltreatment are also discussed.
"On January 31, 1974 Public Law 93-247 was enacted into law. The primary purpose of this law is to provide federal financial assistance for the prevention, identification and treatment of child abuse and neglect" (Education Commission of the States, 1976, p. 4). The provisions of the law made possible the development of the National Center on Child Abuse and Neglect whose purposes were to:

(1) compile, analyze, and publish a summary annually of recently conducted and currently conducted research on child abuse and neglect;

(2) develop and maintain an information clearinghouse on all programs, including private programs, showing promise of success, for the prevention, identification, and treatment of child abuse and neglect;

(3) compile and publish training materials for personnel who are engaged or intend to engage in the prevention, identification and treatment of child abuse and neglect;

(4) provide technical assistance (directly or through grant or contract) to public and nonprofit private agencies and organizations to assist them in planning, improving, developing, and carrying out programs and activities relating to the prevention, identification, and treatment of child abuse and neglect;

(5) conduct research into the causes of child abuse and neglect; and into the prevention, identification and treatment thereof; and

(6) make a complete and full study and investigation of the national incidence of child abuse and neglect, including a determination of the extent to which incidents of child abuse and neglect are increasing in number or severity (P. L. 93-247, 1974, pp. 4-5).

Public Law 93-247 also provides a definition for child abuse and neglect. "Child abuse and neglect mean the physical or mental
injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary" (United States Congress, 1974, p. 4). For a state or its political subdivision to qualify for funding under the law, ten requirements must be met:

1. Provide for the reporting of known or suspected child abuse or neglect;

2. Provide a prompt investigation upon the receipt of a report of known or suspected child abuse or neglect;

3. Demonstrate that there are administrative procedures, trained personnel, training procedures, institutional and other facilities and multidisciplinary programs and services to assure that child abuse and neglect can be dealt with effectively and efficiently.

4. Have, in effect, a child abuse and neglect law that provides immunity for all persons who in good faith report instances of child abuse and neglect (civil and criminal).

5. Preserve the confidentiality of all records concerning reports of child abuse and neglect by having, in effect, a law that (a) makes such records confidential and (b) makes any person who permits or encourages the dissemination of such records or their contents guilty of a crime.

6. Establish cooperation among law enforcement officials, courts and all appropriate state agencies providing human services for the prevention treatment and identification of child abuse and neglect.

7. Provide that a guardian ad litem be appointed to represent the child in judicial proceedings.

8. State support for programs or projects related to child abuse and neglect shall not be reduced below the level provided during the 1973 fiscal year.
9. Provide for public dissemination of information on the problems of child abuse and neglect, as well as facilitates the prevention and treatment methods available to combat child abuse and neglect.

10. Insure that parental organizations combating child abuse and neglect receive preferential treatment when feasible (Education Commission of the States, 1976, pp. 4-6).

Public Law 93-247, in effect, established a mandate for state governments to develop their own child abuse and neglect reporting laws. By providing federal funds for the support of child abuse prevention legislation and programs, the local governments were left with the responsibility of defining child abuse and neglect, developing laws and forming programs for prevention and treatment based on their own perception of needs.

In response to the federal mandate to combat child maltreatment, the State of Georgia enacted Georgia Code 19-7-5 in April of 1981. Two sections are of particular importance to school personnel. They are sections (a) and (c):

(a) Reports by Physicians Treating Personnel, Institutions and Others. Any ... social work personnel, school teachers and administrators, school guidance counselors, child care personnel, ... having reasonable cause to believe that a child under the age of eighteen has had physical injury or means by a parent or caretaker, or has been sexually assaulted or sexually exploited, shall report or cause reports to be made in accordance with the provisions of this section: provided, however, that when the attendance of the reporting person with respect to a child is pursuant to the performance of services as member of the staff of a hospital, school, social agency or similar facility, he shall notify the person in charge of the facility or his designated delegate who shall report or cause reports to be made in accordance with the provisions of this section.
(c) Immunity from Liability. Any person or persons, partnership, firm, corporation, association, hospital or other entity participating in the making of said report or causing said report to be made to a child welfare agency providing protective services or an appropriate police authority pursuant to the previous section or any other law, or participating in any judicial proceeding or any other proceeding resulting therefrom, shall in so doing be immune from any liability, civil or criminal, that might otherwise be incurred or imposed, providing such participation pursuant to this section or any other law shall be made in good faith. Any person making a report, whether required by this section or not, shall be immune from liability as herein provided (Georgia Law, 1981, April, p. 1034).

Educators Involvement

As a result of growing public concern in Georgia and as an answer to federal law mandates, Governor Joe Frank Harris, in conjunction with the Georgia Department of Human Responses and the Medical Association of Georgia, initiated a public awareness program in August of 1984. The campaign's theme, "It's O.K. to Tell," presented a message meant for children as well as adults to take the responsibility in reporting child abuse and neglect.

The program appears to have been directed primarily toward the medical profession although it also attempts to encourage other professional groups to become involved as well. The Georgia Department of Human Resources (1984, p. 1) states, "Doctors can take the lead in identifying children who have been mistreated, but it's not strictly a medical problem." The program, according to the Georgia Department of Human Resources, physicians and child abuse consultants which disclosed widespread
misunderstanding about reporting, suspected abuse and reluctance to "get involved."

Some of the activities established by the program included a slide show and handbook on the physician's role in preventing and reporting abuse. Also, a puppet show entitled, "Someone To Talk To," was presented in the classrooms of elementary schools to educate children and encourage them to seek help from caring adults when they have been abused. An increase in reports during fiscal year 1984 over the same time period in 1983 is attributed to the program activities (Georgia Department of Human Resources, 1984).

Broadhurst (1979) noted reasons why educators should also increase their involvement in preventing and reporting child maltreatment:

Child abuse and neglect is clearly related to learning. Research has indicated that abused and neglected children often demonstrate significant learning problems and below grade level performance in key academic areas. If schools are to truly teach, they cannot ignore the reasons why children cannot learn. Dyslexic children, or children who are mentally impaired or physically handicapped are given special attention by the schools in an effort to enhance their learning. Indeed, federal law requires that school provide education for these children. The abused and neglected child is entitled to no less (p. 7).

Broadhurst (1979) also notes that recent research now indicates that more than half of the abused and neglected children in America are of school age. "For that reason, if for no other, schools and educators must take an active role in child abuse and neglect treatment and prevention . . . . Schools
are the only places in which children are seen daily over periods of time by professionals trained to observe their appearance and behavior" (p. 6).

As previously indicated, there has been research that suggests that child abuse and neglect have a very negative impact on a student's ability to achieve in school. Christiansen (1975) presented a research report that looked at the degree to which educational and psychological problems were present in a selected population of abused children. One hundred and thirty-eight abused school children who had been referred to a juvenile court were used. It was found that abused children were more frequently found in special education classes and in classes for the emotionally disturbed and educably mentally retarded than normal children. The Education Commission of the States (1978) reported a number of studies conducted by various researchers:

... in a 1970 study that 15 of 21 abused children were either mentally retarded or emotionally disturbed. Of 50 abused children studied by Elmer, four were retarded, two had neurological damage and seven had physical defects. Martin's study of 42 abused children revealed 14 mentally retarded, 18 with neurological damage and 16 with delayed speech. In a population of 302 abused children, Kempe and others found 33 deaths and 85 cases of neurological damage, and finally, in a study recently completed by Kline and Christiansen, abuse and neglect were found to be significantly related to either the child's placement in institutions and special education classes or the child's needing (and receiving) psychological services (Education Commission of the States, 1978, p. 11).

The results of the studies suggest that child abuse is an issue that educators can no longer ignore. The Education Commission of the States concurs by stating, "For American
education, child abuse now represents an issue whose time has come" (Education Commission of the States, 1978, p. 12).

The Georgia Department of Education has developed policies and procedures to address the problems of child abuse and neglect in their school systems. However, the Georgia State Board of Education has no clear policy emphasizing the training of school social workers and other school personnel in the identification of child abuse and neglect, although they are encouraged to report suspected cases. The lack of emphasis on training in child maltreatment identification could serve as an explanation for the relatively low percentage of reports of child abuse by schools in the State of Georgia. While training has not been identified as a major factor in other states having higher reporting rates, it is interesting to note the U.S. Department of Health and Human Services (1982) reports that public schools nationally report 13% of the cases referred to Child Protective Services. The State of Georgia's schools and day care centers combined report only five percent of all cases of child abuse (Georgia Department of Human Resources, 1987, p. 3).

**Georgia Policy**

In October of 1978, the State Board of Education of the State of Georgia developed the "Reporting of Child Abuse and Neglect" policy as a response to the growing concern of the effect of child abuse on the performance and development of children in a learning environment. Another reason for the
policy was the legal mandate which requires Georgia educators to report suspected child abuse and neglect to the appropriate authorities (Division of Educational Development, 1978, p. 1). There are four major guidelines forming the central core of the policy:

1. Any child under eighteen (18) years of age who is believed to have had physical injury or injuries inflicted upon him, other than by accidental means, by a parent or caretaker, or has been neglected or exploited by a parent or caretaker, or has been sexually assaulted, shall be identified to a child welfare agency providing protective services where the child lives, and having been designated to be the County Department of Family and Children Services by State law and the Department of Human Resources.

2. For the purposes of these guidelines, the school social worker/visiting teacher shall be considered the appropriate local system personnel to make reports of suspected child abuse and neglect to the Department of Family and Children Services of the county in which the child lives (Georgia Code: 32-2111). Where a school system does not have the services of a certificated school social worker/visiting teacher, the system superintendent shall designate an appropriate individual to make reports. All school personnel suspecting child abuse and neglect shall make complaints to the designated delegate.

3. The system superintendent shall be notified by the designated delegate of all referrals on child abuse and neglect received.

4. The school social worker/visiting teacher or other appointed individual shall be the school liaison with protective services staff of the County Department of Family and Children Services in relation to the child's school adjustment and performance and shall take individual investigative steps before finally reporting suspected cases of child abuse and neglect to the County Department of Family and Children Services (Division of Educational Development, 1978, p. 1).
The policy provides school personnel with a clear protocol to follow. It also has the advantage of reducing the number of persons making reports to Child Protective Services. In so doing, the policy attempts to reduce duplication of reports from multiple sources. The school social worker/visiting teacher is clearly defined as the person in charge of making the official investigation for suspected abuse and then reporting it to the proper authorities. The policy does not specifically mention attendance workers; however, Dr. Rena Gallespy (1987), Coordinator of School Social Work for the State of Georgia, felt that attendance workers often perform the same duties as school social workers/visiting teachers.

Telephone interviews with Dr. Westley Boyd (1987), former Coordinator of School Social Work for the State of Georgia, and Dr. Gallespy, the current Coordinator, provided some insight into how much child abuse training has been emphasized in the public schools. Dr. Boyd revealed that "school personnel are not required to be trained in child abuse or neglect." The only training that personnel might have had would be what they received in college or graduate school. Dr. Boyd also indicated that inservice training has been periodically scheduled for school social workers and other school personnel around the state. He indicated that most of the training and/or public awareness inservice meetings are performed by universities or colleges who are receiving federal funding to provide such training. He also
noted that Child Protective Services provides public awareness seminars to school personnel at times. When asked about the frequency of training, Dr. Boyd indicated that he was not aware of a uniform training schedule for the entire state. "Training is provided as it is made available." When asked about the number of hours devoted to child abuse training by school systems each year, Dr. Boyd could not speculate.

Information from Dr. Gallespy (1987) tended to support the opinions of Dr. Boyd. "At this time, school social workers are not required to have any training in child abuse." She also stated that the only training they may received would be provided by inservice programs. Dr. Gallespy said, "I am not aware of a formal training policy." The information from the interviews would suggest that training will vary from school system to school system, depending on the amount of emphasis that is placed by each system.
CHAPTER II

LITERATURE REVIEW

The literature review will first cite those who advocate for greater involvement of school personnel in the identification and reporting of suspected child abuse and neglect. The second focus is on research and project reports which are related to this study. Much of the literature is generic in addressing school personnel and their roles in reporting child abuse. However, the role of the school social worker in Georgia is primary with respect to the reporting of child abuse, and, therefore have to be considered a part of the school personnel mentioned.

Advocates for School Involvement

A number of authors have advocated for increased involvement in the prevention and identification of child abuse and neglect by all school personnel. The American Humane Association (1971) noted that school personnel have a unique amount of contact with an opportunity to observe children. School social workers, teachers and other school personnel come in contact with most children of school age five days a week, nine months a year. They have the opportunity to observe many physical and behavioral signals of children on a day-to-day basis. They note that school personnel
can be of major assistance in early case finding and reporting of instances of abuse. Nordstrom (1974) and the Ohio Schools (1975) concur with the assertion. Wall (1975) explains that schools must be an integral part of a multi-disciplinary approach to the prevention of child abuse and neglect. Bensel, Bensel and Berdie (1976) identify the special roles of the schools as being the recognition, identification, and reporting of abuse in addition to providing a physically and emotionally secure environment for pupils. Colucci (1977) strongly advocates for school personnel to participate in special detection training programs. Colucci suggests that teachers should be given specific instructions regarding reporting procedures. Improved communication between schools and protective service agencies, as well as a campaign to educate the public about abuse are also essential.

Levine (1984) points out that school social workers were first introduced into public school systems to address issues of non-attendance and truancy. In some cases, truancy has been attributed to abuse or neglect by parents who may keep their children home to hide telltale bruises. Also, parents may not provide the supervision necessary to allow their children to develop regular sleeping and eating habits. Levine notes that early detection and intervention can help to remove obstacles the family places in the way of school attendance.

The school social worker in Georgia has been mandated to make the investigations and reports of suspected child abuse and neglect in the public schools. Kurtz (1987) notes that the
school social worker program in educational settings was rooted in the schools' recognition of the importance of non-academic factors in the students' success in learning, adjustment and growth. The impact of child abuse and neglect is just one of the factors school social workers and visiting teachers address.

Related Research and Projects

Simons (1968) analyzed the patterns of medical reporting of abuse between 1964 and 1967 in New York City. The study indicated that most reporting was done by hospitals, while private physicians and school personnel reported significantly fewer cases. It was discovered that whenever an amendment to the child abuse law or a particular case of abuse received a great deal of attention in the media, the amount of reporting would increase dramatically for the following month. This research supported the notion that increased sensitivity to the problem of child abuse results in a greater number of reports.

Gil (1974) reported on Baltimore school authorities who cooperated with local health, welfare, and law enforcement agencies in promoting the enactment of reporting legislation. As a result of the system's involvement, school social workers, educators and other school personnel were included in the Maryland statute among professional groups who are required to report suspected child abuse and neglect. Gil notes that the school system began to develop policies and training material in
anticipation of the subsequent law. As a result, the whole school system became sensitized to the phenomenon of child abuse. The impact of the program was best illustrated in a one year follow-up study that indicated that the schools were responsible for twenty-five percent of the identified cases of abuse in the state.

In December of 1978, the Education Commission of the States (ECS) presented a research project entitled, "Teacher Education: An Active Participant in Solving the Problem of Child Abuse and Neglect" (Education Commission of the States, 1978). The purpose of the ECS study was to conduct a nationwide assessment of current education policies and practices regarding child abuse and neglect. ECS believes that the education system is a social resource for children at risk. It has the potential for coordinating multidisciplinary action and is an essential part of the multidisciplinary process. Their findings indicated that there was more commitment in theory to addressing the issues of child abuse than actual practice. They concluded that greater effort by schools in cooperating in the fight against child abuse would prove to be a very effective tool. ECS cited a number of pilot projects in teacher education that support their premise as well as the argument of this study:

There is sufficient evidence to indicate that when teachers have been trained they become effective participants in the referral process. After teachers were informed of their legal responsibility in Syracuse, New York, the school system became 'the greatest single source of uncovering these problems (abuse and neglect) in Syracuse.' PROJECT PROTECTION,
a federally funded project in Montgomery County, Maryland, has brought about a steady increase in child abuse referrals. In the Bedford-Stuyvesant area of Brooklyn, the SCAN (School Children - Abused and Neglected) Project produced over 170 referrals in its first month of operation. In the first 25 days of operation, a team in the Jefferson County Public Schools in Colorado reported 22 cases. In all instances, teachers were involved in reporting suspected cases of abuse and neglect (Education Commission of the States, 1978, p. 12).

Hilbert and Morris (1983) advocated for teacher inservice training for the purpose of developing greater community awareness in identification and treatment of child abuse and neglect. The paper focused on an inservice model employed in rural York County, South Carolina and urban Cuyahoga County, Ohio. The model used four 1-hour session-blocks which could be implemented as separate units. The four units were understanding child abuse/neglect, recognizing and reporting abuse/neglect in the school, child protection laws and related legal issues, and preventing abuse/neglect. To measure the effectiveness of the inservice, pre/post tests were administered in York County and only a post-test in Cuyahoga. Results from the tests indicated that teachers did, in fact, show a greater knowledge and understanding of child abuse and neglect. Hilbert and Morris note that although the number of referrals did not increase after completion of the inservice, it was noticed that more referrals were being made before serious abuse could occur.

McGrath (1987) reported on the impact of a teacher awareness program on child abuse and neglect. In the study a test and control group of elementary teachers from ten schools were involved to find
out whether teaching would increase knowledge of issues surrounding child abuse issues. The teachers in the experimental group had higher knowledge of their role in child abuse reporting and the law than their counterparts after treatment. McGrath postulated in his discussion:

Knowledge of indicators and correlates of abuse, board policies and laws that promote reporting of abuse are a necessary prerequisite for teachers to protect children from maltreatment. For example, teachers who are more knowledgeable about indicators of sexual abuse . . . , who realize that historical sexual abuse must be reported . . . and who knows that children usually do not lie about abuse . . . may be in a position to prevent another incident of abuse or a child in a family from suffering abuse (McGrath, 1987).

McIntyre (1987) conducted a survey of Illinois teachers to determine if teachers were aware of their rights and responsibilities under law. Were they aware of the signs of abuse? How well were they trained in the area of child abuse and neglect? His findings concluded that "Most teachers believed that they had never seen an abused or neglected child in their classes" (McIntyre, 1987).

In the discussion, McIntyre (1987) says that "Exposure to information on child abuse and neglect through college training or inservice sessions seems to have a beneficial effect." Those who reported being very aware of the signs of physical, sexual or emotional abuse of neglect had significantly more exposure to preservice training in abuse and neglect than the other two groups of people who reported to be somewhat aware and not aware.
McIntyre concludes, "Even though teachers should be familiar with signs of abuse or neglect, their ability to recognize the signs appears questionable. This is probably due to the lack of preservice and inservice training in this area. There is a definite need for programs which train educators and other school-related professionals to deal with suspected cases of child abuse" (McIntyre, 1987).
CHAPTER III

THEORETICAL FRAMEWORK

The theoretical framework for this research is the "Social Learning Theory" as described by Bandura. Bandura's theory emphasizes the important roles played by "vicarious, symbolic and self-regulatory processes in psychological functioning" (Sahakian, 1976, p. 392). This is interpreted as meaning individuals may learn new behaviors and social roles from not only direct experience as is popularized by Pavlovian or Skinnerian learning theories, but from observation or impathesation of other persons' experiences.

Bandura, in recognizing the importance of motivation in his theory, points out, "Persons can regulate their own behavior to some extent by visualizing self-generated consequences" (Sahakian, 1976, p. 392). Consequences may also be generated in classroom, seminar, workshop and inservice training sessions.

The research hypothesis is developed on the premise that social workers/visiting teachers and attendance workers may develop the necessary skills and motivation to identify and report suspected cases of child abuse and neglect through classes and other forms of training designed to provide them with those skills. The results of the training should reflect in an increase of child abuse and neglect reports.
Questions

In conducting the study, four research questions were addressed:

1. What is the role of the school social worker/visiting teacher and attendance worker in the reporting of child abuse and neglect?

2. To what extent are school social workers/visiting teachers and attendance workers given training in identifying and reporting suspected child abuse and neglect?

3. Is there a difference between the number of reports made by school social workers/visiting teachers and attendance workers?

4. What is the relationship between hours of training in child abuse identification and the reporting of suspected cases of child abuse?

Hypothesis

School social workers/visiting teachers and attendance workers who report having received more hours of child abuse and neglect identification and reporting training will have made a higher number of reports during a specified time period.

Definition of Terms

For the purposes of this study, these terms have been operationally defined:

School Social Worker/Visiting Teacher: Constable (1987) defines the school social worker's role as one to serve pupils, teachers, parents, and the community. Their role requires the
use of diverse methodologies such as casework, group work, family intervention, consultation, and community organization. School social workers are in the school to help pupils discover their own resources and those offered by school family, and community, as well as to assist family, school and community in working with the pupil as a facilitating environment. The operational definition for this research was based on the Georgia public school's definition: A trained and certified pupil personnel specialist who delivers social services to students, parents and educators to prevent, mitigate and remove barriers to educational goals (Georgia Board of Education, 1987).

**Attendance Worker:** A non-certified clerical personnel who works to alleviate problems impacting on non-attendance. The attendance worker is often used in lieu of social workers in some school systems (Georgia Board of Education, 1987).

**Child Abuse and Neglect:** The physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare (State of Georgia, 1987, p. 2). A list of some signs of abuse and neglect are located in Appendix A.

**Hours of Training:** The number of clock hours of various forms of instruction an individual receives in recognizing child abuse and neglect symptoms. These forms of training may include, but are not limited to: classroom, inservice workshop, field or video training.
CHAPTER IV

METHODOLOGY

This chapter will highlight the research design, method of sampling, instrument construction and the procedure followed in carrying out the study. Demographic information on the respondents will be presented in the section on sampling. This is an exploratory study designed to determine whether a relationship existed between the number of hours of training school social workers/visiting teachers and attendance workers received in child abuse identification and the number of cases they reported to Child Protective Services.

Sampling

All public school social workers/visiting teachers and attendance workers employed in the Department of Family and Children Services, Region V's twenty-two county area were identified as the target population for this study. The twenty-two county area includes: Baldwin, Bleckley, Crawford, Dodge, Hancock, Houston, Jasper, Johnson, Jones, Laurens, Monroe, Montgomery, Peach, Pulaski, Putnam, Telfair, Treutlen, Twiggs, Washington, Wheeler, Wilcox and Wilkinson counties.

All counties are located in what is considered middle Georgia. The counties are generally considered to be rural.
The average county population is 17,714 with the highest population being 86,900 in Houston County and the lowest being 5,100 in Wheeler County (Office of Planning and Budget, 1980). The twenty-two school districts represent approximately twelve percent of the public school districts in the State of Georgia. This region was selected as a result of the researcher's involvement with the Atlanta University School of Social Work's "Inservice and Academic Specialized Training in Child Abuse and Neglect Project," funded by the National Center on Child Abuse and Neglect, Department of Health and Human Services. This program has focused on the training and involvement of Child Protective Service workers in the region. The researcher believes that this study will help to clarify the role of the schools and the school social worker in the prevention of child abuse in Region V. This information should prove helpful to Child Protective Service workers and their agencies in planning their community network and training activities.

Instrument

An original 25-item self-disclosure questionnaire (Appendix B) was designed to determine the relationship training in child abuse and neglect has with the reports made to Child Protective Services by school social workers/visiting teachers and attendance workers. The first five questions requested basic demographic information from the respondents. Questions six through nine were designed to obtain information on the number of hours the respondents
received in child abuse and neglect identification. Questions ten through twelve were exploratory in nature. They asked the respondents to identify the types of training media and the number of hours of training received in each media. Questions thirteen through eighteen focused on the number of child abuse and neglect referrals each respondent received. Questions nineteen through twenty-five examined the respondents' understanding of their role in the identification and reporting of suspected child abuse cases in their school systems. Two of the questions requested opinions on the respondents' ability to carry out their duties and their recommendations for improving the identification and reporting process. The questionnaire with cover letter was developed and pre-tested with school social workers and paraprofessionals from the Dekalb County School System. The purpose of the pre-test was to determine item clarity, and to estimate length of time for completion before administering to the sample population.

Procedure

The questionnaire was mailed with an accompanying self-addressed return envelope to the respondents on March 6, 1988. The cover letter requested that the respondents return the document within five (5) days of receipt. Thirteen of the twenty-two respondents returned their questionnaires. Of the thirteen returned, two were not completed. One of the two had a note attached that indicated that the school system had no
school social worker or attendance worker employed with them. A third questionnaire was found to be unreadable. The remaining ten were used for the analysis. A follow-up letter was sent on March 13, 1988. This follow-up did not generate the return of any more questionnaires.

Data Analysis

The research hypothesis was tested using the Pearson "r" correlation. The .05 level of significance was used. Descriptive analysis was used to examine other research questions.
CHAPTER V

RESULTS

This section will focus on the analysis of data obtained from the ten questionnaires received during the study. Descriptive information for respondent demographic data and information on certain questionnaire responses will be presented as well. Next, the results of four Pearson "r" correlations testing the research hypothesis will be presented.

Of the 22 questionnaires mailed, eleven were mailed to counties that were identified as having school social workers/visiting teachers and eleven that were identified as having attendance workers. Of the ten returned questionnaires, six of the respondents identified themselves as a school social worker/visiting teacher, one as an attendance worker, two as administrative assistants and one as a superintendent. Six of the respondents were male and four were female. The respondents have an average of 16.89 years of experience in the field of education.

Five of the school social workers/visiting teachers have masters degrees and one has a Bachelor of Arts degree. Only one had a Masters in Social Work degree, three had Masters in Education, and the one had a Master of Arts degree. The sixth school social worker/visiting teacher had a L-6 certification.
Of the four respondents in the "other" group, the superintendent had a Masters in Education. The attendance worker and the administrator had teaching degrees and the administrative assistant had a specialist degree. Demographic information on all respondents are presented in Table 1.

Table 1
Respondents' Demographic Information

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Job Title</th>
<th>Experience</th>
<th>Sex</th>
<th>Age</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adm. Asst.</td>
<td>29</td>
<td>M</td>
<td>54</td>
<td>B.A.</td>
</tr>
<tr>
<td>2</td>
<td>SSW/VT</td>
<td>3</td>
<td>F</td>
<td>36</td>
<td>M.A.</td>
</tr>
<tr>
<td>3</td>
<td>SSW/VT</td>
<td>11</td>
<td>M</td>
<td>49</td>
<td>M.A.</td>
</tr>
<tr>
<td>4</td>
<td>Adm. Asst.</td>
<td>24</td>
<td>M</td>
<td>47</td>
<td>B.A.</td>
</tr>
<tr>
<td>5</td>
<td>AW</td>
<td>NR</td>
<td>F</td>
<td>NR</td>
<td>B.A.</td>
</tr>
<tr>
<td>6</td>
<td>SSW/VT</td>
<td>26</td>
<td>F</td>
<td>65</td>
<td>M.A.</td>
</tr>
<tr>
<td>7</td>
<td>SSW/VT</td>
<td>1</td>
<td>F</td>
<td>52</td>
<td>B.A.</td>
</tr>
<tr>
<td>8</td>
<td>SSW/VT</td>
<td>28</td>
<td>M</td>
<td>59</td>
<td>M.A.</td>
</tr>
<tr>
<td>9</td>
<td>SSW/VT</td>
<td>13</td>
<td>M</td>
<td>56</td>
<td>M.A.</td>
</tr>
<tr>
<td>10</td>
<td>Super.</td>
<td>17</td>
<td>M</td>
<td>47</td>
<td>M.A.</td>
</tr>
</tbody>
</table>

SSW = 60%  Mean = 16.89  Male = 60%  Mean = 51.67  M.A. = 60%
Other = 40%  Female = 40%  B.A. = 40%

SSW/VT = School Social Worker/Visiting Teacher
AW = Attendance Worker  Adm. Asst. = Administrative Assistant
Super. = Superintendent
The information gathered from the questionnaire indicated that on the average, school social workers/visiting teachers received 10.33 suspected child abuse or neglect referrals from their schools during the 1987-88 school year (September through March 21, 1988), 15.50 during 1986-87, and 15.16 during the 1985-86 school year. The school social workers indicated that they reported all of the cases they received to protective services. School social workers/visiting teachers also disclosed that they received an average of 7.83 hours in training of child abuse and neglect identification and reporting during the 1987-88 school year, 9.33 during 1986-87, and 8.00 hours of training during the 1985-86 school year. Throughout their entire careers, school social workers/visiting teachers indicated that they received an average of 27.83 hours of training.

Results from the "other" respondents' questionnaires indicated that they received an average of 3.50 suspected child abuse and neglect referrals during the 1987-88 school year, 8.25 during 1986-87, and 4.25 during the 1985-86 school year. Of the referred cases, the "other" respondents indicated that they made direct reports to Child Protective Services 2.00 times during 1987-88, 2.25 during 1986-87, and 1.75 times during the 1985-86 school year. The "other" respondents also disclosed that they received an average of 4.25 hours in the identification and reporting of child abuse or neglect during the 1987-88 school year, 3.25 during 1986-87, and 2.00 during 1985-86. The "other" respondents indicated they had received 17.50 hours throughout
their entire careers. The numbers indicate that in most every case, school social workers/visiting teachers received more hours of training, more referrals and made more reports to Child Protective Services than the other respondents. Table 2 illustrates this data.

Table 2

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Referrals</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SSW/VT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>27.9</td>
<td>41.0</td>
<td>40.8</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>52.18</td>
<td>104.58</td>
<td>76.18</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>17.5</td>
<td>16.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Std. Dev.</td>
<td>32.91</td>
<td>15.41</td>
<td>7.58</td>
</tr>
</tbody>
</table>

The Pearson "r" correlation statistical test for the variables, "training" and "reporting," was performed. The two variables were correlated for four time periods: (a) 1987-88 school year, (b) 1986-87 school year, (c) 1985-86 school year, and (d) combined school years. The fourth correlation identified reflected a relationship between the respondents' estimation of the total number of training hours received throughout their careers with
total number of reports made by the respondents between 1985 and 1988. First, a correlation for the 1987-88 school year was conducted. The correlation between the independent variable (hours of training) and the dependent variable (reports made to Child Protective Services) for the ten respondents was $r = .35$, $p > .05$, which indicates a statistically non-significant correlation. The correlation for the 1986-87 school year was $r = .73$, $p < .05$, and for the 1985-86 school year, $r = .72$, $p < .05$. Both indicated a statistically significant correlation between their respective two variables. Table 3 presents the hours of training and the number of reports for each respondent.
Table 3

Hours of Child Maltreatment Training and Number of Child Abuse Reports

<table>
<thead>
<tr>
<th>Year</th>
<th>1987-88</th>
<th>1986-87</th>
<th>1985-86</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondents</td>
<td>Hrs.</td>
<td>Reports</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>10</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Mean</td>
<td>6.4</td>
<td>7.0</td>
<td>6.9</td>
</tr>
</tbody>
</table>

"r" Value .35 .73 .72

Finally, a correlation was conducted to determine the relationship between the total number of reported training hours in a respondent's career and the total number of reports they made to Child Protective Services between 1985 and 1988. The correlation for the ten respondents was $r = .60$, $p > .05$, which indicated a statistically non-significant correlation between the two variables. This is illustrated in Table 4.
Table 4

<table>
<thead>
<tr>
<th>Respondent</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>0</td>
<td>17</td>
<td>60</td>
<td>15</td>
<td>45</td>
<td>9</td>
<td>1</td>
<td>30</td>
<td>50</td>
<td>10</td>
<td>23.7</td>
</tr>
<tr>
<td>Reports</td>
<td>3</td>
<td>9</td>
<td>211</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>12</td>
<td>19</td>
<td>26.9</td>
</tr>
</tbody>
</table>

Data from the open-ended questions of the research instrument indicated that all of the school social workers/visiting teachers were well aware of the Georgia Department of Education policy on the identification and reporting of suspected cases of child abuse and neglect. Ninety percent "other" respondents were aware of the policy. Other information indicated that 90 percent of the respondents are primarily responsible for the investigation and reporting of suspected abuse and neglect. The only one that was not identified as a primary reporter was the respondent identified as an attendance worker.

When respondents were asked if they were adequately prepared to carry out their responsibilities in handling suspected child abuse and neglect cases, 80 percent indicated that they felt that they were. One social worker/visiting teacher and one "other" indicated that they were not adequately prepared to handle their responsibilities.
CHAPTER VI

CONCLUSIONS AND DISCUSSION

The study indicates that school social workers/visiting teachers are more likely to have received more hours of training in the identification of suspected child abuse and neglect than other participants in the questionnaire. The research also suggests that school social workers/visiting teachers make more reports to Child Protective Services each year. This information alone suggests a possible correlation between reporting and training in child abuse and neglect.

The study also pointed out that all but one school social worker/visiting teacher reported all of their referred cases. This was also the case with the "other" respondents. It was interesting to note that none of the other respondents had identified themselves as the designated person in their respective school systems to investigate and report suspected cases of child abuse and neglect. However, all four of them indicated that they had received referrals from other school personnel and had made investigations based on those referrals. The "other" respondents also identified other persons in their school systems as being designated to handle such tasks (usually the school principals). Could this apparent contradiction suggest that perhaps the school
system's personnel are not clear on reporting policy as outlined by the Board of Education? Information gathered from the interviews with Gallespy (1988) and Boyd (1988) points out that there is no uniform child abuse training and awareness policy for Georgia's public schools. This information tends to suggest the premise that school personnel might not have knowledge of appropriate protocol.

Results from the four correlations indicate a positive relationship between identification training and the subsequent reporting of child abuse and neglect. However, only the tests for the 1986-87 and 1985-86 school years were found to have a significant correlation. The 1987-88 school year was an abbreviated time period, and therefore may not have provided a long enough time span in which to make a fair analysis of the relationship. The final correlation which attempted to express the relationship between total hours of training received by a respondent, throughout his/her career, with the total number of reports made during the 1985-86, 1986-87 and 1987-88 school years combined, also resulted in a non-significant relationship. The results may have been inconclusive for a number of reasons. First, no provisions to control for years of experience of each respondent and the time frame in which they may have received their training was attempted. Second, the impact of the abbreviated 1987-88 school year time period may have also affected this relationship as well. A third consideration has
to be the fact that there was not a one-to-one relationship for the two variables.

In summary, it would appear that the hypothesis is partially supported. The results, as a whole, are not very strong; however, there is enough of a correlation to claim that social workers/visiting teachers and "others" who have received more hours of training in the identification of child abuse and neglect tend to make more reports. It also would appear that not all school systems designate a person or persons to act solely as an attendance officer in the absence of school social workers/visiting teachers on their payroll.

Implications for Social Work Practice

For the Child Protective Service worker, this study suggests that additional inservice training and public awareness programs need to be focused on the local school systems. It is especially important to identify which persons are responsible for making the direct reports to Child Protective Services, especially in school systems that do not have school social workers. Based on the results of the survey, when school social workers are not present in a school system, the responsibility for reporting may vary from system to system. Until school personnel are clear on their responsibilities with reference to preventing and reporting suspected child abuse and neglect, a very valuable resource in the fight against child maltreatment is being wasted.
Child Protective Services should take the lead in developing a more cooperative role with local school systems by providing training and awareness programs for all involved with children in schools.

For those social workers in the schools, the evidence suggests that greater familiarity with the signs and indicators of child abuse and neglect will make an impact on their ability to assess and report suspected cases. It is also important to insure that all other school personnel, especially teachers, are aware of the indicators and their responsibility to report suspected cases to the principal or school social worker. The role of the social worker in the schools indicates that most of their initial contact with children suspected of being abused or neglected will come from referrals of other school personnel. Social workers must take an advocate's role in insuring that those persons are prepared to handle their responsibility.

The Georgia Department of Education should be commended for developing a policy designed to streamline the identification, referral and reporting process for all of the local school systems in the state. However, it is clear that a uniform policy on training in this area would make the reporting policy more effective. The Georgia Public Schools have made a start in addressing the problem of child abuse and neglect, and further efforts will prove to be even more beneficial. Further studies should look at specific training that school social workers/visiting teachers and other school personnel receive in order
to determine what types of training are more effective in preparing them to carry our their roles in child abuse prevention most effectively.

Schools of social work should insure that a course in child abuse and neglect is presented in their curriculum. Particular emphasis should be placed on identifying indicators of abuse and neglect. In the State of Georgia, school social workers have a primary responsibility to report suspected cases of abuse and neglect. Education in child abuse and neglect should be considered a requisite for certification in school social work.
Some Forms and Indicators of Abuse and Neglect

Following are some indicators you can look for that might indicate child abuse or neglect. In general, physical abuse can be discovered and identified more easily than sexual abuse, neglect, or emotional abuse, because there are obvious physical indicators that can be seen. Some of these include:

1. BRUISES. Especially if they are recurring, but also bruises to the face, the back and buttocks, up and down the arms or legs, or unexplained bruises.

2. BURNS. Especially cigarette burns, scald burns, and rope burns. Quite often parents will put out cigarettes on their children (hands or feet usually) as a form of punishment or torture. Rope burns around the waists or ankles are often signs of having been tied up or restrained.

3. BALD SPOTS. This is often a sign of hair-pulling.

4. BITES. Human bites are usually signs of physical abuse.

5. CUTS, ABRASIONS. Unusual cuts, punctures, or abrasions, especially if there is not an adequate explanation, are usually signs of abuse.

6. FRACTURES, SWOLLEN JOINTS. Often swollen joints or tender parts of the body are signs of having been pulled or twisted, or even broken.
It is important to note that all children can have accidents, and will occasionally have bruised or skinned knees or elbows, and perhaps even occasional accidental burns. But when these are RECURRING, it is worthy of suspicion; or if they occur on usually hidden parts of the body or on both arms or legs simultaneously, or up and down a leg or the back (National Indian Child Abuse and Neglect Resource Center, 1980, pp. 2-3).
Dear Participant:

My name is Stuart C. Young and I am working on my master's thesis at Atlanta University. I have enclosed a short questionnaire to gather information on the amount and type of training received by School Social Workers, Visiting Teachers and Attendance Workers related to the identification and reporting of child abuse and neglect. Please take a few minutes to respond to the questions and return the questionnaire in the self-addressed stamped envelope provided.

I have taken care to ensure that the questionnaire is not time consuming. It should take about five to ten minutes to complete. I would greatly appreciate your returning the questionnaire within the next five (5) working days. Thank you in advance.

Respectfully,

Stuart C. Young
Child Abuse Questionnaire

1. Your job title? ____________________________________________

2. Years experience? ______________

3. Sex? ______________

4. Age? ______________

5. Highest level of education obtained? ______________

6. Please estimate the number of hours of training in child abuse and neglect identification you received during the 1987-88 school year. ______________

7. During the 1986-87 school year. ______________

8. During the 1985-86 school year. ______________

9. Please estimate the total number of hours of training you have received throughout your entire career. ______________

10. Please identify the types of and the number of hours received in training during the 1987-88 school year. (Please indicate the number of hours by each type that applies.)

       _____Classroom Instruction
       _____ Field Observation
       _____ Film or Video Presentations (alone)
       _____ Inservice Presentations (by the department)
       _____ Workshop presentations (by outside presenters)
       _____ Other (Please identify) ________________________
11. During 1986-87 school year.
   _____ Classroom Instruction
   _____ Field Observation
   _____ Film or Video Presentations (alone)
   _____ Inservice Presentations (by the department)
   _____ Workshop Presentations (by outside presenters)
   _____ Other (Please identify) ____________________

12. During 1985-86 school year.
   _____ Classroom Instruction
   _____ Field Observation
   _____ Film or Video Presentations (alone)
   _____ Inservice Presentations (by the department)
   _____ Workshop Presentations (by outside presenters)
   _____ Other (Please identify) ____________________

13. Please estimate the number of child abuse and neglect referrals you investigated during the 1987-88 school year.
   ______

14. During the 1986-87 school year. ________

15. During the 1985-86 school year. ________

16. Please estimate the number of reports you made to Child Protective Services during the 1987-88 school year. ________

17. During the 1986-87 school year. ________

18. During the 1985-86 school year. ________
19. Please briefly describe the protocol you follow in investigating and reporting child abuse and neglect.

20. Are you responsible for making the direct reports to Child Protective Services? (Yes or No) 

21. Does anyone else have this responsibility in the school system? (Yes or No) 

22. How many other people are designated to make direct reports to Child Protective Services? 

23. Briefly describe the process you use to decide whether a referred case should be reported to Child Protective Services.

24. Do you feel adequately prepared to carry out your responsibilities in handling child abuse and neglect cases? (Yes or No) 

25. What would you recommend to improve the school system's ability to handle child abuse and neglect cases?
Hello,

My name is Stuart C. Young. Recently, I requested your assistance with my research for my master's thesis on child abuse training and reporting. I am sorry to say that, as of this time, I have not received the questionnaire back from you. Perhaps you did not have time to complete it or it may have been misplaced. I have enclosed a copy of the questionnaire with a self-addressed envelope for your convenience. Your attention to this short questionnaire would be greatly appreciated.

Respectfully,

Stuart C. Young
REFERENCES


Georgia Law. (1981). Code 19-7-5; reporting of child abuse; when mandated; when authorized; content of report; to whom made; immunity from liability; penalty for failure to report. Official Code of Georgia, 38, 1034.


