

Index of the
presenters' information
for teaching groups using the
Mandatory Reporter CD

GOALS FOR THIS SUPPLEMENTARY INFORMATION ON REPORTING CHILD
ABUSE IN ALASKA AS GIVEN ON THE CD ARE:

- Understand your role and obligations as mandatory reporters.
- Learn how to report the suspected child abuse and neglect.
- Understand the role of the Office of Children's services and law enforcement agencies.
- Understand the long-term effects of child abuse

(While these are listed in order as presented on the Mandatory Reporter CD, they are stand alone lessons and can be presented in the order that the group leader chooses. The supplemental information is to provide additional information and is not necessary for the mandatory reporter in order to fulfill his/her role as a reporter.)

ADDITIONAL INFORMATION NOT ON CD

- Learn the role of the Child Advocacy Centers

RESOURCES

- Summary of Child Abuse Laws
(Background information)
- Tips for Non-Native Medical Providers Working in Alaska Native Communities
(Please read this resource prior to beginning work with any group)
- Timeline of Federal Actions Regarding Native American's
(Provided only for historical reference)

REPORTING CHILD ABUSE IN ALASKA

Goal 1: Understand your role and obligations as mandatory reporters.

Objectives:

Participants will be able to define abuse as it relates to being a mandatory reporter

Participants will be able to define the legal basis for the actions of mandatory reporters

Participants will demonstrate their obligations as an individual

Participants will be able to outline the process used by their agency to report child abuse concerns to OCS

Suggested Activities:

Participants may download information as presented on the web regarding Alaska Statutes 47.17.010, et seq. and 47.17.020 (They may be presented with the information as given to the group leader below.)

Have participants work individually or in groups to develop graphics/charts/etc to expand on the information presented in the statutes as written.

Participants will develop a flowchart outlining the process of reporting child abuse including examples of child abuse they have observed/reported

Participants will be able to define the penalties and protections provided by law to them as individuals as a result of their actions in reporting or failing to report child abuse.

Resources for the presenter:

What Constitutes Abuse as defined in Alaska statute 47.17.010, et seq.

Physical injury or neglect, mental injury (injury to emotional well-being or intellectual or psychological capacity of child as evidenced by an observable and substantial impairment on child's ability to function); sexual abuse/exploitation, maltreatment

State law (47.17.020) requires that the following people are mandated to report child abuse: (See list in next section)

AS 47.17.068. Penalty For Failure to Report.

A person who fails to comply with the provisions of AS

HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section020.htm>" [47.17.020](#) or HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section023.htm>" [47.17.023](#) and who knew or should have known

that the circumstances gave rise to the need for a report, is guilty of

a

class B misdemeanor.

To understand your role as a mandatory reporter, it is necessary to know who is mandated to report as well as to understand any protocols your agency may have in place.

STATE CATEGORIES OF MANDATED REPORTERS

State law (47.17.020) requires that the following people are mandated to report child abuse:

Practitioners of the healing arts, including chiropractors, mental health counselors, social workers, dentists, dental hygienists, health aides, nurses, nurse practitioners, certified nurse aides, occupational therapists, occupational therapy assistants, optometrists, osteopaths, naturopaths, physical therapists, physical therapy assistants, physicians, physician assistants, psychiatrists, psychologists, psychological associates, audiologists, speech-language pathologists, hearing aid dealers, marital and family therapists, religious healing practitioners, acupuncturists, and surgeons. Administrative officers of institutions, including public and private hospitals or other facilities for medical diagnosis, treatment or care.

Paid employees of domestic violence and sexual assault prevention programs, and crisis intervention and prevention programs.
Paid employees of an organization that provides counseling or treatment to individuals seeking to control their use of drugs or alcohol.
School teachers and school administrative staff members (public and private schools).
Peace officers and officers of the state Department of Corrections
Childcare providers, including foster parents, day care providers and paid staff.
Members of child fatality review teams, and multidisciplinary child protection teams.

TRIBAL CATEGORIES OF MANDATED REPORTERS

In addition to the ALASKA STATE LAW for mandatory reporters, tribes have additional categories of mandated reporters. Tribal concerns are addressed in Federal Law (25 USC 3202, 18 USC 1169) Federal law requires that Tribes and Tribal organizations that receive federal funding and individuals who provide services to children in Tribal communities include some additional categories of mandatory reporters:

Bus drivers employed by any tribal, federal, public or private school.

Truancy officer employed by any tribal, federal, public or private school.

Federal law states generally that individuals who have a legal or other responsibility for an Indian child's welfare* through an Indian tribe or organization, tribal consortium, or on tribal lands, including village corporations, lands held by incorporated Native groups, or regional corporations, and reservations, are also mandated reporters.

[*Some tribes have interpreted this to mean that other mandated reporters included in the phrase "with authority or responsibility for an Indian Child's welfare" includes tribal leaders, religious leaders and other adults that children would be most likely to assume were responsible for their welfare and safety. As sovereigns, tribes may establish tribal law that is more inclusive than these minimum standards under federal law.]

GOAL 2: Learn how to report the suspected child abuse and neglect.

Objectives:

Participants will explore the process established by their school, office, group, etc for reporting suspected child abuse and neglect.

Participants will know the difference between being mandated to report and reporting as a concerned person working with children.

Participants will understand how to respond to child that reports abuse/neglect to them.

Suggested Activities:

Participants will review the information on the CD to develop a list of things they can do to help the child talk.

Participants will learn the five critical components when responding to a child that has been abused:

- Believe the Child
- Report
- Empower
- Follow up
- Support

Participants will gather the documents developed by their agency for the established reporting protocol. This protocol does not relieve them of their obligation to report the abuse.

Participants will compare the protocols for reporting abuse to determine if they adequately support reporting or if the report can be 'buried' on someone's desk.

Participants will understand that mandatory reports will receive a report of action taken regarding the report, non-mandatory reporters will not.

Resources for the presenter:

If possible bring a copy of the protocol for reporting from your agency.

Attempt to obtain a copy of the protocols used for involving the

CAC's to assist the reporting in appropriately responding to the child's needs.

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GOAL 3: Understand the role of the Office of Children's services and law enforcement agencies.

Objectives:

Participants will define their role as a mandatory reporter in relationship to the duties and requirements of social workers for the Office of Children's services.

Participants will define the role of the Children's Advocacy Centers in the protection of children.

Participants will identify the law enforcement agencies/personnel available to them in their communities.

Suggested Activities:

Participants will work in groups to develop a list of the duties of the social workers assigned to their geographical unit.

Participants will develop their own contact list for support by referencing the Internet, calling and talking to the local office staff, inviting a trusted social worker to come and speak to the group.

Participants will complete or participate in activities that identify the levels of legal support available to them from Village Safety Officers to State Troopers.

Participants will discuss the role of community/tribal persons supporting children receiving services or having been reported to OCS until official personnel arrive in keeping the child safe.

Resources for the presenter:

Obtain information from your local OCS office.
Obtain a list of staff and their telephone numbers for ready contact.

GOAL 4: To understand the long term effects of child abuse

Objectives:

Participants will recognize the long-term health and social outcomes of child abuse.

Participants will understand that child abuse is traumatic to children.

Participants will identify the direct and indirect costs of child abuse to society.

Suggested Activities:

Participants will identify the social outcomes of persons they know that have been abused.

As a group, the participants will develop a list of agencies that exist in their area to treat persons who have been abused at children.

As persons who experienced historical trauma as a result of the policies regarding taking children from their villages/homes and sending them to boarding schools as well as other government actions, develop ways to help others cope with the aftermath of these events.

(THIS ACTIVITY IS ONE THAT SHOULD ONLY BE DONE IN A GROUP THAT FEELS SAFE, THE PRESENTER IS KNOWN AND RESPECTED, ETC. TO DO SUCH AN ACTIVITY IN A CASUAL SETTING WOULD LEAD TO GREATER TRAUMA.)

Participants may develop a list of laws and regulations that have been or are currently being considered that affect the funding and or continuation of services developed to meet the needs of children and their parents who have suffered abuse and neglect.

Resources for the presenter:

Always refer to the CD for information

The Internet is a quick source for basis information as well as detailed data.

Contact your elected officials in Juneau for their position on the issues listed.

The role of the Child Advocacy Centers is not included in the Mandatory CD training. This information is included as information for those who may be seeking further knowledge of the services for abused children.

Supplemental Goal: Learn the role of the Child Advocacy Centers

Objectives:

- Participants will learn the purpose for CAC's
- Participants will demonstrate their understanding of how children are referred to a CAC,
- Participants will identify barriers that prevent the use of a CAC.

Suggested Activities:

- Participants will access the Internet to locate the CAC's currently operating in Alaska
- Participants will schedule a visit to their local CAC if possible.
- Participants will develop a list of services provided by the CAC's that support the stated goal of that CAC
- Participants will develop a list of barriers to the use of the local CAC

Resources for the presenter:

- Contact their local CAC director.
- Access the Internet for information
- Attempt to obtain a copy of the protocols used for involving the CAC's to assist the reporting in appropriately responding to the child's needs.

Resources for CD and group activities:

Office of Children's Services, Department of Health and Social Services

Department of Public Safety

Sex Offender Registry

Council on Domestic Violence and Sexual Assault

Alaska State Troopers

Administration for Children and Families, Reporting Child Abuse and Neglect

APSAC American Professional Society on the Abuse of Children
Publications, training, conferences, practice guidelines

National Children's Alliance
Publications, training, conferences, "Best Practices" guidelines, technical support
(through Western Regional Children's Advocacy Centers)

Child Welfare League of America
Publications, training, databases (National Data Analysis System)

Administration for Children and Families
Children's Bureau Training and Technical Assistance Network

National Clearinghouse on Child Abuse and Neglect Information
Publications, Databases

American Academy of Pediatrics

Psychosocial Issues for Children and Adolescents in Disasters

Field Manual for Mental Health and Human Service Workers in Major Disasters

Fact Sheets from each State on the Status of Children in 2001
National Council of Juvenile and Family Court Judges, Resource Guidelines:
Improving Court Practice in Child Abuse Cases", document available for
downloading in PDF format (170 pages)

National Indian Child Welfare Association

Links to many other Native American websites, resources, organizations and Tribal initiatives

Indian Child Protection and Family Violence Prevention Act

NICWA's Testimony Regarding the Mental Health Needs of Indian Children 2000

Tribal Law and Policy Institute, Tribal Court Clearinghouse

ABA Center on Children and the Law

American Bar Association, "The Indian Child Welfare Act: The Need for a Separate Law" article by B.J. Jones, litigation director for Dakota Plains Legal Services and author of the ABA Family Law Section book The Indian Child Welfare Handbook.

National Child Welfare Court Improvement Catalog

"The New Adoption and Safe Families Act Federal Regulations" article by Debra Ratterman Baker,

National Center on Poverty Law.

U.S. Department of Justice, Office of Justice Programs,
Links to funding, training, programs, statistics and research
Vast number of reference materials available at no charge
Links to many national organizations

Link to Office of Tribal Justice, for specific tribal resources, research documents, and additional links

Books

APSAC Handbook on Child Maltreatment

Child Abuse: Medical Diagnosis and Treatment

The Battered Child

Diagnostic Imaging of Child Abuse

CDC Guidelines for Treatment of STD's

Evaluation of the Sexually Abused Child

Publications

Child Abuse and Neglect

Child Maltreatment

Pediatrics

American Journal of Forensic Medical Pathology

Child Welfare League of America

"Adverse Childhood Experiences" Studies by Dr. Vincent Felitti et al (with CDC and Kaiser)

Websites accessed when developing these activities:

HYPERLINK "<http://www.libraryindex.com/pages/1362/Child-Abuse-History-MODERN-AMERICA.html>" <http://www.libraryindex.com/pages/1362/Child-Abuse-History-MODERN-AMERICA.html>

HYPERLINK "http://www.missingkids.com/en_US/documents/AdamWalshAct.pdf"
http://www.missingkids.com/en_US/documents/AdamWalshAct.pdf

HYPERLINK "<http://www.providence.org/alaska/tchap/cares/01about.htm>"
<http://www.providence.org/alaska/tchap/cares/01about.htm>

HYPERLINK "<http://www.tribal-institute.org>" <http://www.tribal-institute.org>: by Diane Payne, Children's Justice Specialist, and Mona Evan, Program Assistant – Tribal Law & Policy Institute,

HYPERLINK "<http://touchngo.com/lglcntr/index.htm>" <http://touchngo.com/lglcntr/index.htm>
HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes.htm>" [Alaska Statutes](http://touchngo.com/lglcntr/akstats/Statutes.htm). HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47.htm>" [Title 47](http://touchngo.com/lglcntr/akstats/Statutes/Title47.htm). Welfare, Social Services and Institutions
HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17.htm>" [Chapter 17](http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17.htm). Child Protection Section 20. Persons Required to Report.
HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section010.htm>" [Section 10](http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section010.htm). Purpose.
HYPERLINK "<http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section022.htm>" [Section 22](http://touchngo.com/lglcntr/akstats/Statutes/Title47/Chapter17/Section022.htm). Training.

HYPERLINK "http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf"
http://whqlibdoc.who.int/publications/2006/9241594365_eng.pdf

Note to Presenters: The Internet is a source for multiple resources that can be tailored to the needs of the particular group. To try to list the ones that were referred to during this process would be far too lengthy to be useful. If desired each person can research their own topic if they wish more in-depth information.

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