

Department of Family Development
Department Paper

June 2007

**Child Maltreatment Reporting Beliefs and Practices by University of Wisconsin
Cooperative Extension Family Living Program Educators**

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Abstract

Child abuse and neglect can occur in families of any race, socioeconomic class or family structure. Some families, such as low income, single parent or teen parent families appear to be at higher risk of abuse and neglect. An electronic survey of University of Wisconsin Cooperative Extension Family Living Educators and Wisconsin Nutrition Education Program Coordinators found that educators and coordinators work with a variety of populations defined as high risk for child abuse and neglect. Educators and coordinators are in a critical position to identify and report situations where abuse or neglect may have occurred. However, survey respondents were not confident they could recognize all indicators of abuse or neglect and they exhibited confusion about reporting responsibilities and procedures. This paper makes recommendations for annual child abuse and neglect education, readily available educational resources, and development of child abuse and neglect reporting policy and procedures within University of Wisconsin Cooperative Extension.

Situation Statement

Each year child welfare agencies in the United States receive more than three million allegations of abuse and neglect, more than one million of which are substantiated cases in which a state or county agency makes a finding that maltreatment has occurred. In Wisconsin, 47,404 reports of child maltreatment were made in 2005 with a similar number of reports made yearly between 2001 and 2004.

While there is no uniformly agreed upon definition for child maltreatment, the Child Abuse Prevention and Treatment Act (CAPTA), originally enacted in 1974 and reauthorized in 2003, recognizes four major types of child maltreatment: physical abuse, neglect, sexual abuse, and emotional abuse. Neglect is the most common form of child maltreatment involved in more than sixty percent of cases of child maltreatment nationwide in 2005. Physical abuse occurred in about seventeen percent of the cases and cases of sexual abuse, which tend to receive more frequent attention in the media, constituted about ten percent of the total number of victims. Emotional abuse or psychological abuse which includes verbal abuse accounts for about seven percent of victims (Administration for Children & Families, 2006). Emotional abuse probably receives the least amount of attention even though studies have shown that children who experience verbal aggression, such as swearing and insults, from parents exhibit higher rates of physical aggression, delinquency, and interpersonal problems (Vissing, 1991).

In 2004, about 1,490 child fatalities in the United States were attributed to child maltreatment. In the majority of these cases, about eighty percent, children were under the age of four (CDC, 2006). The youngest children experienced the highest rates of fatalities. Infant boys (younger than 1 year) had a fatality rate of 17.3 deaths per 100,000 boys of the same age. Infant girls (younger than 1 year) had a fatality rate of 14.5 deaths per 100,000 girls of the same age. In general, fatality rates for both boys and girls decrease as the children get older. Three-quarters (76.6%) of child fatalities were caused by one or more parents (Administration for Children & Families, 2006).

In Wisconsin almost 9,000 children were victims of abuse or neglect in 2005. Neglect is the most frequently alleged type of maltreatment, followed by physical abuse, sexual abuse, and emotional abuse. There were twelve child fatalities attributed to child maltreatment, fifty-eight percent were under age one (Wisconsin Department of Health and Family Services, 2006).

Child abuse and neglect can occur in families of any race, socioeconomic class, and family structure or in any community. Families are at higher risk and maltreatment more likely to occur when situational factors such as acute life stress, more enduring risk factors such as mental health issues or underlying risk factors such as poverty are present (DePanfilis, 2006).

Consequences of child maltreatment and the costs associated with child abuse and neglect are high. Although there is no standardized way to estimate the costs of child maltreatment, Prevent Child Abuse America (Fromm, 2001) estimates that child abuse and neglect cost the nation \$258 million dollars each day or approximately \$94 billion each year. The direct costs of maltreatment, such as hospitalization, health care, mental health care and the immediate costs incurred by child welfare, law enforcement and the judicial system, were estimated at \$24 billion per year. Indirect costs including special education, juvenile delinquency, lost productivity and adult criminality were estimated at \$70 billion each year but these estimates are most likely low since many of the indirect costs cannot be accurately estimated.

Child maltreatment can significantly compromise the child's cognitive and emotional capacities. Brain imaging surveys have shown that child maltreatment can cause permanent damage to the neural structure and function of the brain itself (Teicher, 2002). Early maltreatment appears to be associated with dysfunction of the limbic system, responsible for regulation of emotion and memory, resulting in later anti-social behavior. Child maltreatment induces a chain of molecular and neurobiological effects that irreversibly alter neural development.

Maltreated children tend to have heightened levels of depression, hopelessness and low self-esteem. Language deficits, reduced cognitive functioning and attention deficit disorders also appear to be associated with childhood abuse and neglect (Teicher, 2002). Both neglected and physically abused children tend to do poorly in school as evidenced by low grades, poor test scores and frequent retention in the same grade. Antisocial behavior and aggression are two of the most consistent outcomes of physical abuse. Maltreatment can negatively impact a child's emotional stability and self-regulation, problem solving skills and the ability to adapt to new or stressful situations resulting in difficulty developing stable attachments to adult caregivers. Child sexual abuse has been identified as a risk factor for teen pregnancy and several studies have suggested a link between childhood victimization and later substance abuse (Virginia Child Protection Newsletter, 2006).

These grim findings suggest that more effort must be focused on identification, early intervention and prevention of child maltreatment before it does irrevocable harm to additional victims. University of Wisconsin Cooperative Extension Family Living Program Educators already have a significant impact on the prevention of child maltreatment through parenting programs and other educational programs offered in their communities. They may also be in a position to identify potential maltreatment, support early intervention efforts and access services for families if they can accurately identify indicators of child maltreatment and understand child abuse reporting procedures and expectations.

Objectives

The following objectives were identified to give direction to the study:

1. Identify which at-risk populations, if any, are most frequently served by Family Living Educators and Wisconsin Nutrition Education Program Coordinators.
2. Evaluate respondents' perceived knowledge about child abuse and neglect.
3. Assess respondent's experiences and reporting practices of alleged child maltreatment.
4. Identify educational materials or resources that would be helpful to Extension educators dealing with allegations of child abuse or neglect.

Methodology

County based Family Living Educators/Agents and Wisconsin Nutrition Education Program (WNEP) Coordinators throughout the state of Wisconsin were contacted by email and invited to participate in an online electronic survey (Appendix A). The email briefly described the purpose of the survey and provided a hotlink to the survey website. Participation in the survey was voluntary and confidential. A short definition of the types of abuse and neglect recognized by Wisconsin Statutes was provided for participants at the website as well as additional information about how survey results would be utilized.

The email was sent to Family Living Program and Wisconsin Nutrition Education Program list serves. Of approximately 100 possible respondents, seventy-seven completed the survey. The

response rate, calculated as “surveys completed as a proportion of the eligible respondents” was 77 percent (77/100).

Findings

Frequencies

Family Living Educators and WNEP Coordinators work with a number of populations who exhibit one or more factors that increase the risk of child maltreatment. More than 90 percent of respondents indicated that they work with low income families, single parents, divorced parents and young parents with small children. More than 80 percent work with step or blended families, women with children fathered by different partners and families experiencing unemployment or financial difficulties. More than half of all respondents indicated they work with food insecure families, teen parents, families who have physical, emotional and cognitive disabilities, court mandated families, grandparents caring for grandchildren, families with a history of domestic violence and families with alcohol or other drug issues. Forty-three percent provide programs for those who are homeless and more than one-third of respondents work with incarcerated populations.

While high percentages of Family Living Educators and WNEP Coordinators work with families who may be experiencing multiple risk factors, less than half (49%) indicate they have ever made a report of child abuse or neglect to Human or Social Services. Slightly more than half (52%) indicate they have consulted with a colleague or supervisor about child maltreatment issues. Twelve percent report they have suspected child abuse or neglect but did not know what to do with their concerns.

One-third (32%) of Family Living Educators and WNEP Coordinators indicated they had no prior work experience or academic preparation/education in the area of child maltreatment and had not attended any training pertaining to child abuse and neglect. Only a little more than half of respondents (55%) indicated they had attended some training on the topic.

While nearly three-fourth (74%) of respondents indicated they are confident they can recognize the physical indicators of physical abuse, only forty-two percent were confident they could identify the behavioral indicators associated with physical abuse. Respondents' confidence in their ability to recognize the behavioral indicators of sexual abuse, neglect and emotional abuse was much lower at 34 percent, 40 percent and 36 percent respectively. Twenty percent were not confident they could recognize any indicators of abuse or neglect at all.

Ten percent of respondents indicated they did not know or are unsure who to call in their county to report suspected child abuse or neglect. Fifty-six percent responded that they only somewhat understand the reporting process and what information they should provide to the agency receiving the report. Seventeen percent did not understand the reporting process or information that needs to be provided at all. One quarter of Family Living Educators and WNEP Coordinators indicated they are reluctant to report child abuse or neglect because they do not feel qualified to make a judgment that abuse or neglect may have occurred.

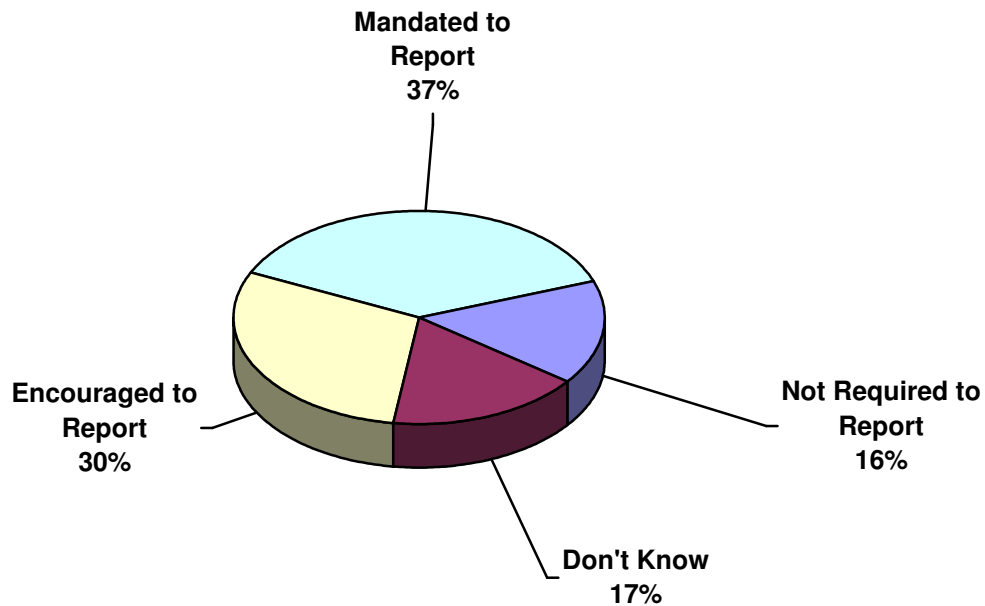
Forty-eight percent of respondents indicated that on at least one occasion they have had concerns about possible physical abuse, sexual abuse, emotional abuse or neglect of a child. Nearly half (48%) also indicated they have been approached on one or more occasion for advice or information by someone else who had concerns about physical abuse, sexual abuse, emotional abuse or neglect of a child. However, forty-two percent believe they should report only when there is clear evidence abuse has occurred, a child discloses an incident, more than one incident

has occurred, they have been told first hand or they know the information comes from a credible source. Fourteen percent don't know or are unsure when they should report.

When asked to identify their understanding of their child abuse and neglect reporting responsibilities, thirty-eight percent indicated they are mandated by Wisconsin Statutes to report. Thirty percent indicated that UW-Cooperative Extension encourages or expects them to report. Sixteen percent responded they are not required to report and seventeen percent do not know or are unsure of their reporting responsibility (Figure 1).

Figure 1

Understanding of Reporting Responsibilities

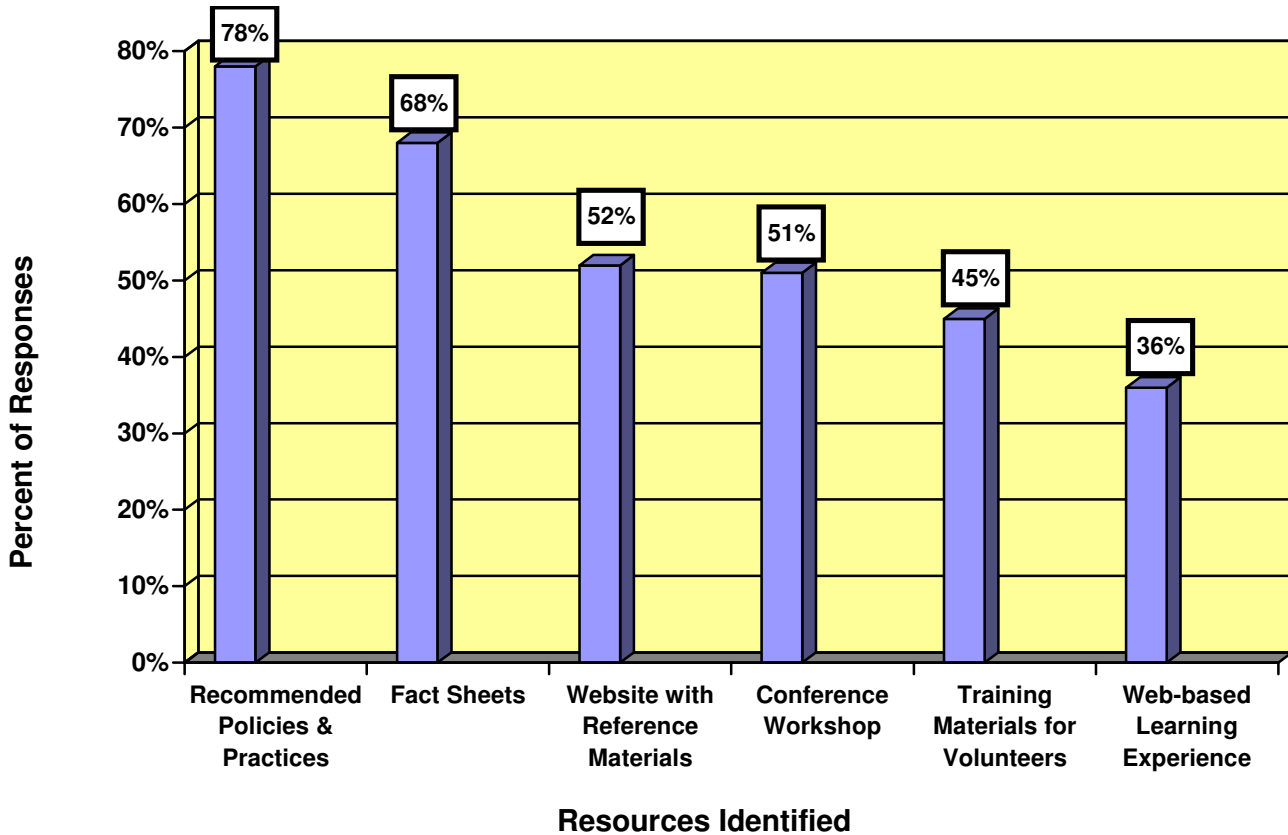


About one fourth (26%) have discussed child abuse or neglect in their county UW-Extension office. Ten percent have invited child protection professionals from their county to provide in-service training and only four percent have developed office policies pertaining to child abuse and neglect issues. Seventeen percent indicated no action has been taken to discuss abuse or neglect, receive training or develop policies and procedures in their county offices.

Respondents were asked to identify educational materials or resources pertaining to child abuse or neglect they might find helpful in their work as Extension educators (Table 1). More than three fourth (78%) identified recommended policies and practices. Other resources identified included fact sheets providing indicators of child abuse and neglect, a website with reference materials and links to other sources, a conference workshop, training materials for volunteers and a web-based learning experience.

Table 1

Resources Identified as Helpful to Educators



Cross tabulation

Cross tabulation of responses yielded interesting frequency data although none of the relationships were found to be statistically significant using Cramer's V and Phi coefficient analysis. However, cross tab results provide some additional insight.

Family Living Educators and WNEP Coordinators who had prior work experience, academic preparation/education or training in the area of child abuse/neglect were more likely to indicate they should report when there are suspicions a child may have been abused or neglected. Of work experience, academic preparation, and training, those who indicated they attended training were nearly twice as likely to indicate they would report when there are suspicions a child may have been abused or neglected.

Of the respondents who indicated they should report when there are suspicions a child may have been abused or neglected (N=34), seventy-six percent also indicated they have reported in the past to Human/Social Services or law enforcement.

Forty Family Living Educators and WNEP Coordinators (52%) indicated that in the past they have consulted with a colleague or supervisor about child abuse and neglect issues. Of those, sixty-five percent (N=26) also indicated they have reported abuse or neglect to Human/Social Services or law enforcement. For those who consulted with a colleague or supervisor but did not report, plausible explanations may include (1) the consultation process resulted in a conclusion that there is not sufficient information to believe maltreatment occurred or (2) if there was sufficient reason to suspect maltreatment, the colleague or supervisor may have reported the incident.

Conclusions

Survey results demonstrate that most University of Wisconsin Cooperative Extension Family Living Educators and Wisconsin Nutrition Education Program Coordinators work closely with one or more populations that could be defined as high risk for child maltreatment, including low income families, single parents, divorced parents and other families experiencing a variety of life stressors. DePanfilis (2006) found several family characteristics and environmental or life events that place children at-risk and may make maltreatment more likely to occur. Nearly half of survey participants indicated they have had concerns about child maltreatment and an equal number have been approached for advice or information by someone else who had concerns about child maltreatment.

There are several reasons why reporters do not report suspicions of child maltreatment including a lack of certainty that abuse has occurred, the belief the report will cause additional harm, and the need to maintain a good relationship with the parent or child (Kenny, 2001). A lack of training may also explain the failure of some reporters. Delaronde, King, Bendel and Reece (2000) found that 65 percent of social workers, 53 percent of physicians and 58 percent of physician assistants, all mandated reporters, were not reporting all cases of suspected abuse. The survey of 382 master's level social workers, pediatricians, physicians, and physician assistants found that fifty-seven percent of the respondents had received less than ten hours of training on their obligations as mandated reporters (Delaronde et al., 2000). In a survey of 197 teachers, 74 percent said they received "minimal" or "inadequate" academic preparation to prepare them for being a mandated reporter and 58 percent said they were not receiving adequate training on child maltreatment once they entered the field (Kenny, 2001).

One-third of Family Living Educators and WNEP Coordinators surveyed indicated they had not attended any training pertaining to child abuse or neglect. Respondents who indicated they had prior work experience, academic preparation or training pertaining to child maltreatment were more likely to correctly indicate they should report when there are suspicions a child may have been abused or neglected. Of those with work experience, academic preparation or training, those who had training were nearly twice as likely to indicate they would report when there are suspicions a child may have been maltreated. Of the respondents who actually have reported to Human/Social Services, law enforcement or both, fifty-four percent have attended training. Training appears to make a difference. To create skilled reporters, research suggests that professionals who work with at-risk children and families should receive annual training on the detection of abuse and their reporting responsibilities (Vieth, 2001).

Wisconsin Cooperative Extension Family Living Educators and WNEP Coordinators demonstrate some confusion about child abuse and neglect reporting responsibilities. About half of survey participants believe they are mandated to report child abuse or neglect when in fact, Wisconsin Statutes [Wis Stats 48.981(2)] do not list them among persons required to report. About sixteen percent believe they are not required to report, which technically is correct. However, UW

Cooperative Extension encourages and expects all educators and staff to report suspicions of child maltreatment. Also of concern are seventeen percent who do not know or are unsure of their reporting responsibilities.

Knowing where or how to report is equally important in getting families the services they need. Ten percent of survey participants do not know or are unsure who to call in their county to report suspicions of child maltreatment. Only about one-fourth understand the reporting process well or very well and know what information they need to provide. More than half only have some idea of what child protective service agencies are looking for and seventeen percent do not know at all. According to the Centers for Disease Control and Prevention, the actual number of children who experience maltreatment each year most likely exceeds estimates because many cases go unreported or undetected (CDC, 2006). Reporting suspicions of child abuse or neglect to a child protection agency can be stressful for the reporter. When reporters are unclear about what is expected or required, they may be less likely to make the call.

Nearly half of respondents believe they should report maltreatment only when there is clear evidence abuse or neglect has occurred, when a child discloses an incident of maltreatment, when more than one incident has occurred, they have observed or been told first hand about an incident or they know the information comes from a credible source. Each of these situations may provide *sufficient* reason for a Family Living Educator or WNEP Coordinator to contact the child protection agency or law enforcement. However, they are not *necessary*. Fourteen percent of survey participants were unsure what information was necessary or sufficient in order to report. According to Wisconsin Statute [48.981 (2)] “any person who has reason to suspect that a child has been abused or neglected or has reason to believe that a child has been threatened with abuse or neglect” may report. Forty-four percent of Family Living Educators and WNEP Coordinators surveyed understand that only suspicions of child maltreatment are necessary to make a report.

Professionals who interact regularly with children and families are on the front lines of the child protection system. If they are ignorant in the detection of abuse and are unable to recognize indicators of child maltreatment, victims are left unprotected (Vieth, 2001). Family Living Educators and WNEP Coordinators are not confident in their ability to identify many of the physical and behavioral indicators of abuse or neglect. Survey respondents were fairly confident they could identify physical indicators of physical abuse and neglect. However, they were less confident they could identify physical indicators of sexual abuse or emotional abuse or the behavioral indicators of any type of abuse. Twenty percent of respondents were not confident they could identify any indicators of any type of child abuse or neglect.

Family Living Educators and WNEP Coordinators overwhelmingly (78%) indicated that recommended policies and practices pertaining to child abuse and neglect would be helpful to them in their work as Cooperative Extension educators. More than two-thirds requested fact sheets providing indicators and other information about child maltreatment. About half also requested a website with reference materials and links to other resources. An informal survey of websites of all states listed on the Cooperative Extension Service website yielded a variety of resources available to the public and Cooperative Extension educators. Most sites provided information about policies and procedures pertaining to identifying and reporting child maltreatment for 4-H staff and volunteers as well as screening of volunteers for past offenses. Some state websites provided general information including fact sheets about identification of child maltreatment indicators or links to child protection agencies or non-profit agencies with expertise in child maltreatment issues. A few Cooperative Extension Service websites such as Colorado State Cooperative Extension, Clemson University Cooperative Extension, University of Nevada Cooperative Extension and Washington State University Extension provided specific

child maltreatment reporting policies and procedures for their Cooperative Extension personnel. In some states, such as Washington and North Dakota, Cooperative Extension faculty and staff are required to report by law (mandated reporters). In other states, such as Colorado, reporting of child maltreatment is not a legal but an organizational expectation for Cooperative Extension personnel.

Implications to Profession

Vieth (2001) argues that to put an end to child abuse, abused and neglected children must be reported into the system and those reports must be of high quality. To accomplish that goal, he believes every university must teach students entering mandated reporting professions or professions working with high-risk populations the necessary skills to competently perform reporting functions. Vieth also maintains that reporters must be adequately trained on an annual basis and be well-equipped to organize all the stakeholders in their local communities around child maltreatment issues.

Family Living Educators and WNEP Coordinators work with high-risk populations. They interact regularly at food pantries, in parenting programs and other educational settings with families experiencing situational factors such as unemployment, underlying risk factors such as poverty or food insecurity, and enduring risk factors such as mental health issues that place these families at higher risk of child abuse and neglect.

University of Wisconsin Family Living Program staff are experts at assessing local needs, organizing and engaging stakeholders. They can play an important role not only in addressing child maltreatment in their programs and identifying potential victims but also as leaders creating awareness of child abuse and neglect in their communities if they have adequate knowledge and resources. The first step is to clearly understand their roles and responsibilities in reporting suspicions of child maltreatment.

Recommendations

- Family Living Educators, WNEP Coordinators and other Family Living Programs staff should have annual training on recognition and reporting of suspicions of child abuse and neglect.
- All Family Living Programs staff should have educational resources pertaining to recognition and reporting of suspected child abuse and neglect readily available.
- University of Wisconsin Cooperative Extension should have clearly defined, written expectations, policies and procedures for all personnel pertaining to the reporting of suspected child abuse and neglect.

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Appendix A

2006 Child Abuse and Neglect Survey

Introduction

The Federal Child Abuse Prevention and Treatment Act (CAPTA) defines child abuse and neglect as any recent act or failure to act on the part of a parent/caregiver or other individual which results in serious physical or emotional harm, sexual abuse or exploitation; or an act or failure to act which presents an imminent risk of serious harm to a child. Four major types of child abuse/neglect are recognized in Wisconsin:

- ▶ **Neglect** is failure to provide for a child's basic needs such as food, shelter, medical care or appropriate supervision
- ▶ **Physical abuse** includes physical injury ranging from minor bruises to severe fractures and death including shaking, choking, burning or otherwise harming a child
- ▶ **Sexual abuse** includes fondling, penetration, incest and exploitation through prostitution or production of pornographic materials
- ▶ **Emotional abuse** is a pattern of behavior that impairs a child's emotional development or sense of self worth including constant criticism, threats or rejection
- ▶

The above definitions represent just a quick overview of child abuse/neglect issues. Please take a few moments to complete the following Child Abuse and Neglect Survey to help us determine the prevalence of these issues in our UW-Extension work and our need for additional resources in this area.

The results of this survey will be used to gather and report knowledge and practices of Family Living Educators and WNEP Coordinators around issues of child abuse and neglect. Training materials and resources pertaining to child abuse and neglect will be developed based on needs identified through the survey. Your participation in this evaluation is voluntary and confidential to the extent allowed by law. Your responses will be combined with the responses of all other participants and you will not be individually identified on any report prepared.

If you have questions, please contact Pam Peterson, Family Living Educator, Door County UW-Extension, (920) 746-2260, pam.peterson@ces.uwex.edu. A copy of the Human Subjects Protection Approval Form is on file in the UW-Extension Provost and Vice Chancellor's Office, 432 N. Lake St., Madison, WI 53706. Completion of this survey implies your consent to participate.

Please complete the survey by Friday, September 22, 2006.

My Knowledge of Child Abuse and Neglect

1. I feel confident I can recognize (check all that apply)
 - Physical indicators of physical abuse
 - Physical indicators of sexual abuse
 - Physical indicators of neglect
 - Physical indicators of emotional abuse
 - Behavioral indicators of physical abuse
 - Behavioral indicators of sexual abuse
 - Behavioral indicators of neglect
 - Behavioral indicators of emotional abuse
 - None of the above
2. In the area of child abuse/neglect I have (check all that apply)
 - Prior work experience
 - Academic preparation/education

Attended training pertaining to child abuse/neglect
None of the above

My Knowledge of Reporting Child Abuse in My County and My Experiences with it

3. I know who to call in my county to report (select all that apply)
An incident of child abuse/neglect
A child in imminent danger
An incident of domestic violence
A housing or food emergency
I don't know/am unsure
4. I understand the child abuse/neglect reporting process and know what information I should provide to the agency receiving the report.
- Not at all Somewhat Well Very well
5. Child abuse is a serious concern which I feel I should report: (select one)
When there is clear evidence abuse has occurred
When there are suspicions a child may have been abused/neglected
When a child discloses an incident of abuse/neglect
When it becomes clear abuse/neglect has occurred more than once
When I have observed or been told first hand about the abuse/neglect by the parent or child
When I know information about abuse/neglect comes from a credible source
I don't know/am unsure
6. I am reluctant to report child abuse/neglect because (select all that apply)
I do not feel qualified to make a judgment that abuse/neglect has occurred.
I have concerns that the alleged abuser will know or find out that I reported the incident.
I have little confidence that the "system" will take any action
I have previously had a bad experience reporting/working with Human/Social Services
None of the above
Other (please specify)
7. In the past (select all that apply)
I have reported child abuse or neglect to Human/Social Services
I have reported child abuse or neglect to law enforcement
I have consulted with a colleague or supervisor
I have suspected child abuse or neglect but didn't know what to do
I have never had concerns about abuse to a child

Ways Child Abuse Touches My Work as an Extension Educator

8. Although child abuse and neglect can happen in any family, some families are at higher risk. Which of the following populations do you work with most often, have you worked with in the past, or do you plan to work with in the future? (select all that apply)
Incarcerated
Homeless
Food insecure
Low income families
Single parents
Divorced parents
Teen parents
Young parents with small children
Families with children who have physical disabilities
Families with children who have emotional/cognitive disabilities

- Step families/blended families
 - Women with children fathered by different partners
 - Migrant/immigrant families
 - Foster parents
 - Court mandated families
 - Grandparents caring for grandchildren
 - Other kinship families
 - Families with a history of domestic violence
 - Families with alcohol/other drug issues
 - Families experiencing unemployment/financial difficulties
 - Other high risk populations (please specify)
9. On at least one occasion, I have had concerns about possible physical abuse, sexual abuse, emotional abuse or neglect of a child perpetrated by: (select all that apply)
- Clients/consumers of my county UW-Extension programs
 - Volunteers helping with program activities
 - Trained individuals assisting with facilitation of UW-Extension programs
 - Outside speakers used as presenters for my programs
 - Persons providing childcare for UW-Extension programs
 - None of the above
 - Other, Please Specify
10. As an Extension educator, I have been approached for advice or information by someone having concerns about physical abuse, sexual abuse, emotional abuse or neglect of a child. (select one)
- Yes, on at least one occasion
 - Yes, on more than one occasion
 - No, I have never been approached
 - I don't know/am unsure
11. It is my understanding that UW-Cooperative Extension educators are: (select one)
- Mandated by Wisconsin Statutes to report child abuse and neglect
 - Encouraged/expected to report child abuse/neglect
 - Not required to report child abuse/neglect
 - I don't know/am unsure
12. In my county UW-Extension office: (select all that apply)
- We have discussed child abuse and neglect
 - We have developed office policies
 - We have invited county child protection professionals to do in-service training
 - We do criminal background checks on volunteers who work with children
 - None of the above
 - Other, Please Specify
13. What would be helpful to you as an Extension educator? (select all that apply)
- Fact sheets outlining indicators of child abuse and neglect
 - Web based learning experience
 - Conference workshop covering indicators and reporting
 - Training materials developed for volunteers
 - Recommended policies and practices
 - Web site with reference materials and links to other resources
 - Other, Please Specify
14. Please add any other comments or suggestions

Thank You!