***Welcome to...***

1

# Caseworker Core Module I

***Family-Centered Approach to Child Protective Services***

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## Child Welfare Caseworker Core

I. **Family-Centered Approach to Child Protective Services**

II. **Engaging Families in Family- Centered Child Protective Services**

III. **Legal Aspects of Family-Centered Child Protective Services**

IV. **Assessment in Family-Centered Child Protective Services**

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## Child Welfare Caseworker Core

V. **Investigative Processes in Family-Centered Child Protective Services**

VI. **Case Planning and Family-Centered Casework**

VII. **Child Development: Implications for Family-Centered Child Protective Services**

VIII. **Separation, Placement, and Reunification in Family-Centered Child Protective Services**

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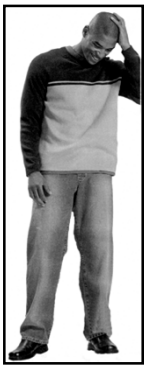
## *Agenda for Module I*



I **Introductions and Orientation**

II **The Historical and Philosophical Basis for Child Welfare**

III **Family-Centered Practice**

IV **Developing Knowledge about Culture and Cultural Diversity**

V **The Identification and Assessment of Physical Child Abuse and Neglect**

VI **Sexual Abuse**

VII **Closure**

5

## *Social Work Values*

**Freedom**

**Justice**

**Social Responsibility**

**Human Dignity**

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## Values Clarification

| Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|

7

How does knowledge of the history of child welfare values impact our understanding of child welfare today?

8

### *Guiding Principles of Child Protection*

- The child welfare system must protect children
- The child welfare system must provide family-centered services
- The child welfare system must promote permanence for all children
- The child welfare system must be culturally competent
- Placement should always be the least-restrictive, most home-like environment, as close to the child's own home as possible

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## *Continuum of Services*

Mandated Child Protective Services | Family Support Services | Enrichment

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## *Role of the Public Agency*

- Assess for serious and imminent harm; determine if immediate action is necessary to protect the child
- Assess likelihood of future serious harm; determine if child should be served by agency
- Assess family strengths and needs; determine case plan objectives and services to address factors contributing to maltreatment

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## *Role of the Public Agency*

- Develop and monitor case plans
- Coordinate family-centered services
- Recruit and train foster and adoptive parents; place children temporarily or permanently; provide supportive services to caregivers

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## *Community Responsibility for Child Protection*

***Law Enforcement***
***Prosecutors***
***Hospital staff***
***Juvenile Court***

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## *For Each Case, Determine:*

- Is this a situation of imminent and serious harm?
- Is this a mandated child protection case?
- What other community agencies or organizations should be involved (if any)?

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## *Significant Child Welfare Legislation*

- Indian Child Welfare Act (ICWA)
- Adoption Assistance and Child Welfare Act (P.L. 96-272)
- Multi-Ethnic Placement Act (MEPA)
- Adoption and Safe Families Act (ASFA)
- Child Abuse Prevention and Treatment Act (CAPTA)
- Ohio Specific Legislation

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## *MISSION OF CHILD WELFARE:*

**SAFETY**
**PERMANENCE**
**WELL-BEING**

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## *Children have rights to:*

- Adequate levels of safe, nurturant care
- Freedom from harm
- Permanency
- Legal representation

**Children's rights are absolute**

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## *Parents have rights to:*

- Physical possession of the child
- Consent to medical treatment
- Determine religious affiliation
- Care for child the way they believe proper, unless exposing child to serious harm

**Parental rights are contingent on their ability to provide safe, nurturant care**

**Residual rights remain during temporary placement**

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## Principles of Family-Centered Casework

- *Act in best interests of the child*
- *Advocate for abuse-free environment*
- *Believe most families do not want to harm child*
- *Believe in family's capacity to grow and change*

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## Principles of Family-Centered Casework

- *Uphold due process*
- *Provide culturally competent services*
- *Recognize trauma from maltreatment and separation*
- *Make comprehensive efforts to reunite*

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## *What are the implications of family-centered philosophy for:*

- Intake
- Family service workers, children in own homes
- Family service workers, children in placement

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## Analysis of The Activity

22

## *Defining:*

- Race
- Ethnicity
- Culture
- Values
- Codes of conduct
- Cultural competence

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## *Cultural Awareness Exercise*

24

## Common Errors

***Ethnocentrism***

***Cultural Relativism***

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## Cultural Pluralism

- *Uses culturally relevant information*
- *Understands all cultures have strengths and weaknesses*
- *Understands cultural traits have validity if they ensure survival*

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## Common Errors

- Stereotyping
- Overgeneralizing

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## *Child Maltreatment in the U.S.*

- Approximately, 900,000 children maltreated in 2005
- 63% neglect, 17% physical abuse, 9.5% sexual abuse, 7% psychological maltreatment, 2% medical neglect
- Slightly more girls than boys, youngest children have highest rate
- Approximately half White, one-quarter African-American, less than one-fifth Hispanic
- Fatalities: almost 1500
- Ohio stats slightly down

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## *Important facts emerge…*

- ✓ More children die from neglect than abuse
- ✓ Rate of victimization inversely related to age of child

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## Working definition of maltreatment…

*" Any recent act or failure on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents imminent risk of serious harm"*

*U.S. Dept. of Health and Human Services, 2003*

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## *Important Distinctions*

- Degree of Harm
- Inflicted Harm vs. Absence of Proper Care
- Abuse and Neglect vs. Families Who Need Help

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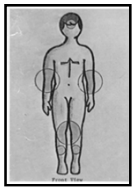
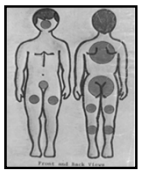
## *Inflicted vs. Accidental Injury*

- Location of injury
- The shape and appearance of the marks
- The history of how the injury incurred and logical validity
- Chronicity, multiplicity of injury, different stages of healing
- Explanation in view of child's age or development





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**The**

**Visual Diagnosis**

**of Child Physical Abuse**

**Prepared by:**

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**Thomas C. Hay, DO**
under contract to the Resource Center for Child Abuse and Neglect

**The American Academy of Pediatrics**
**The C. Henry Kempe National Center**

**This audiovisual teaching aid, which is directed toward assisting health practitioners in improving the identification of physical abuse of children, was supported by grant #90-CA-1442 from the National Center on Child Abuse and Neglect, US Department of Health and Human Services. The opinions expressed herein do not necessarily represent the views or policy of the National Center on Child Abuse and Neglect, the Administration on Children, Youth, and Families, or the Administration for Children and Families, US Department of Health and Human Services.**

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# INFLICTED BRUISES AND ABRASIONS

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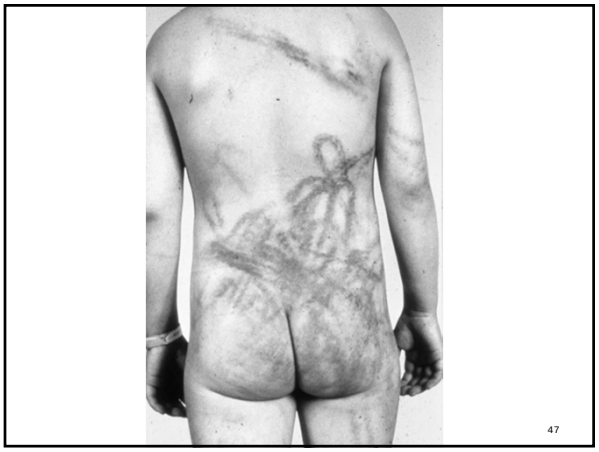
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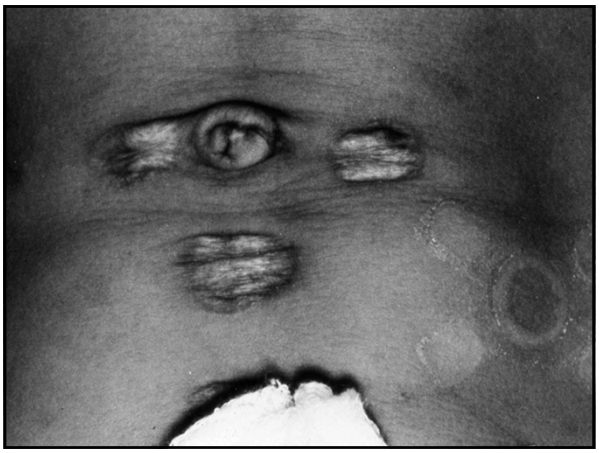

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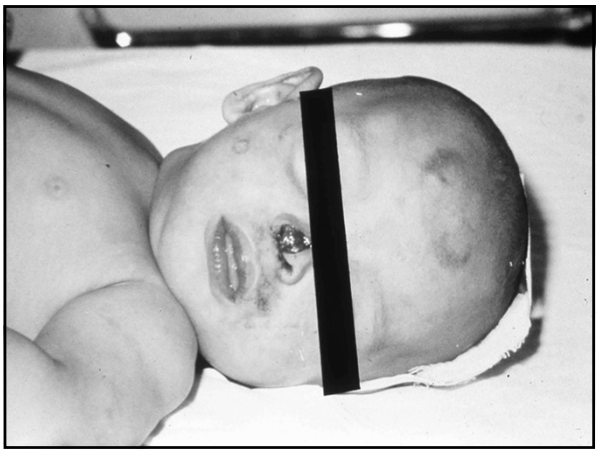

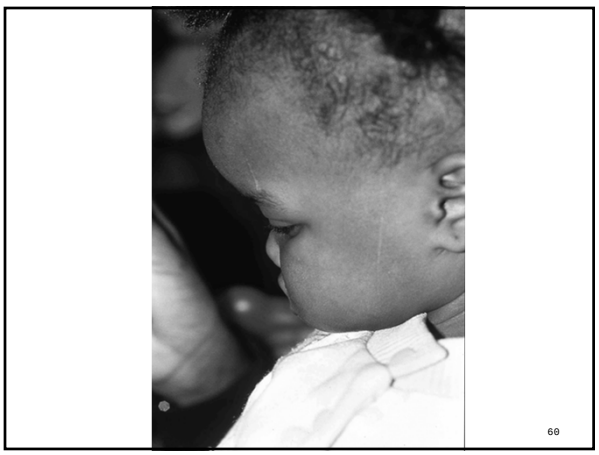
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# FRACTURES

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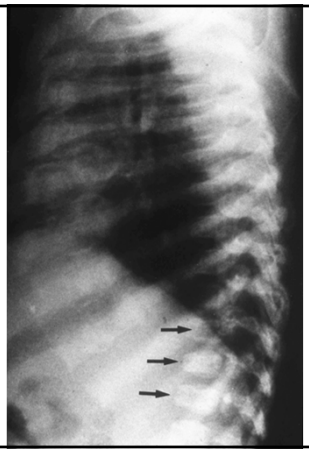

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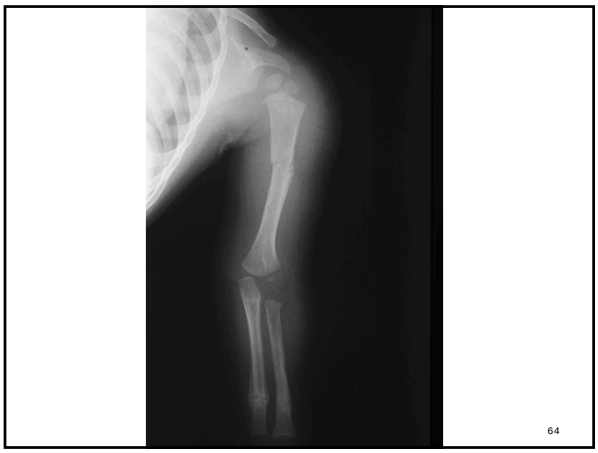
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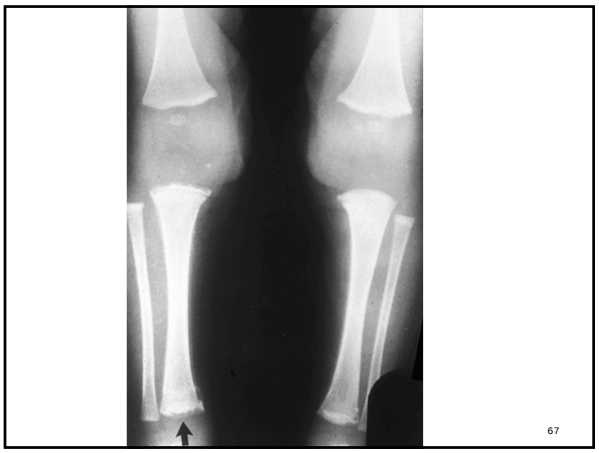


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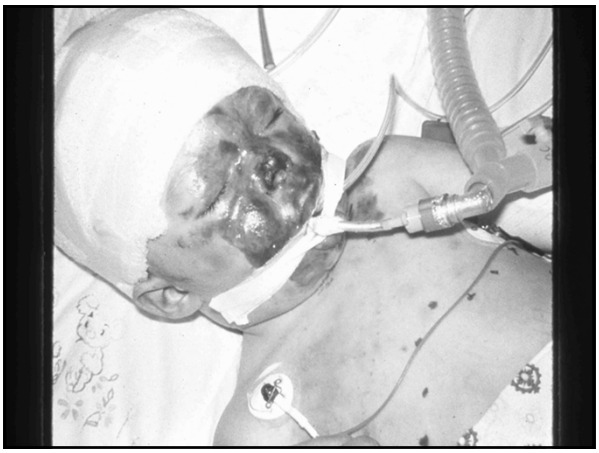

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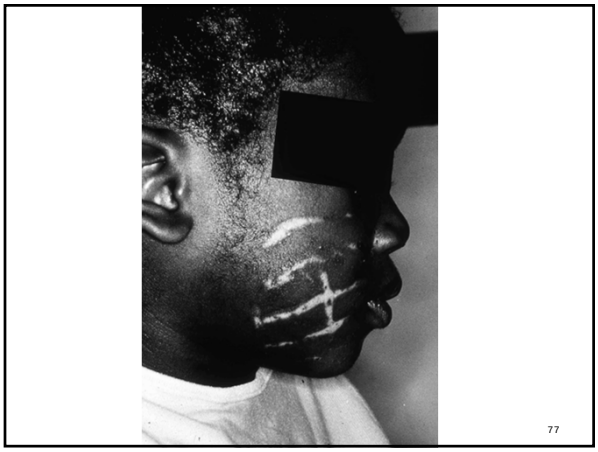
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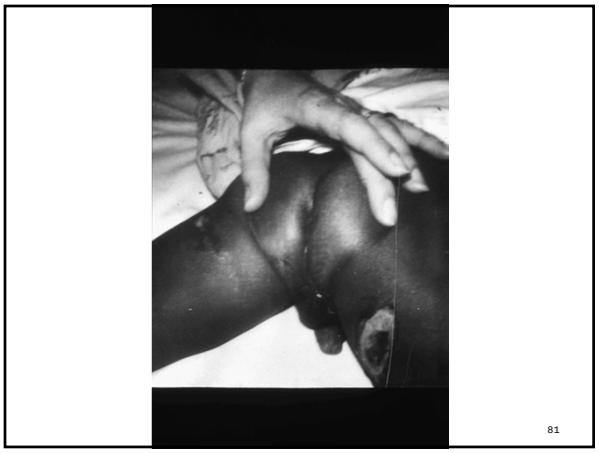
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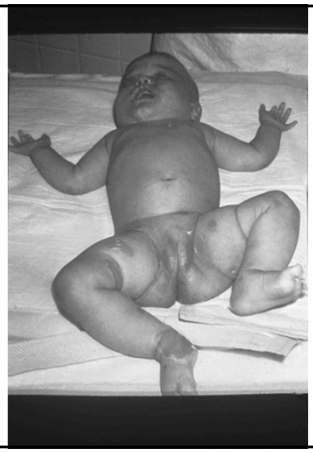
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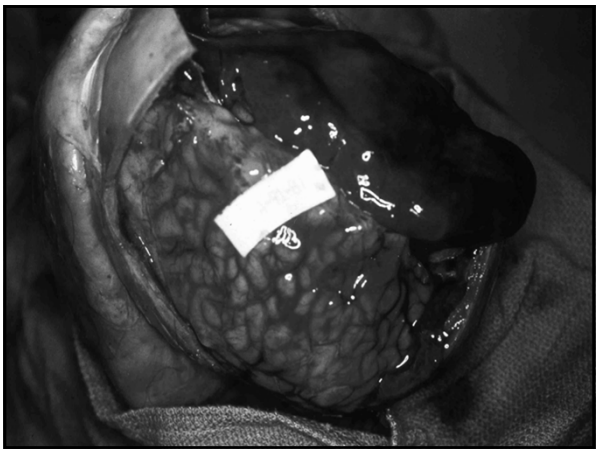
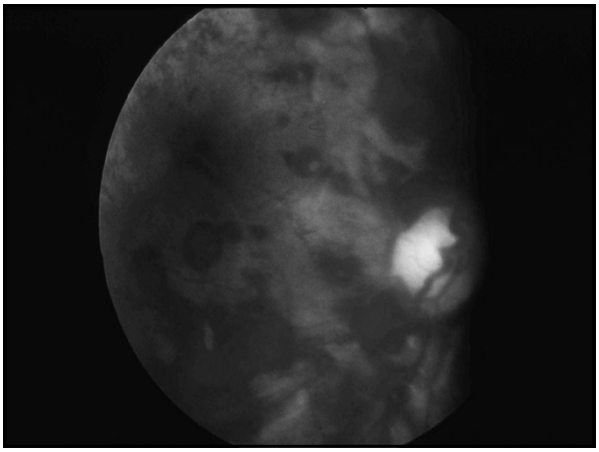
# HEAD TRAUMA RESULTING FROM CHILD ABUSE





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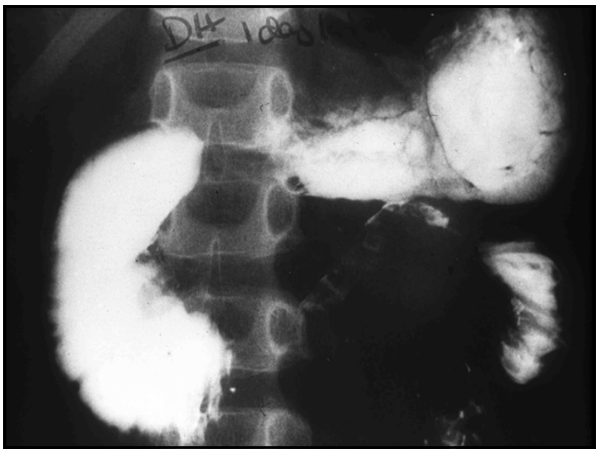
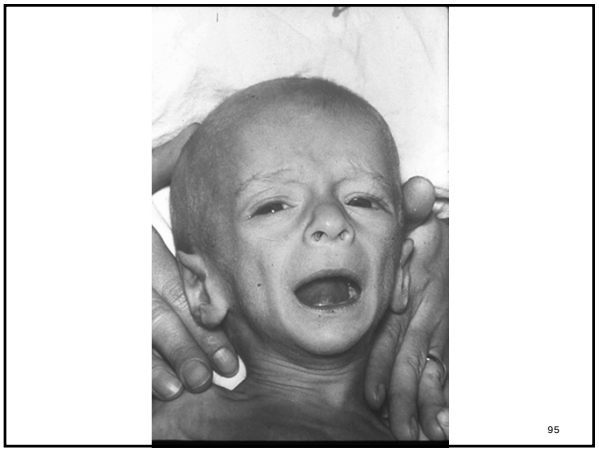


## VI. FAILURE TO THRIVE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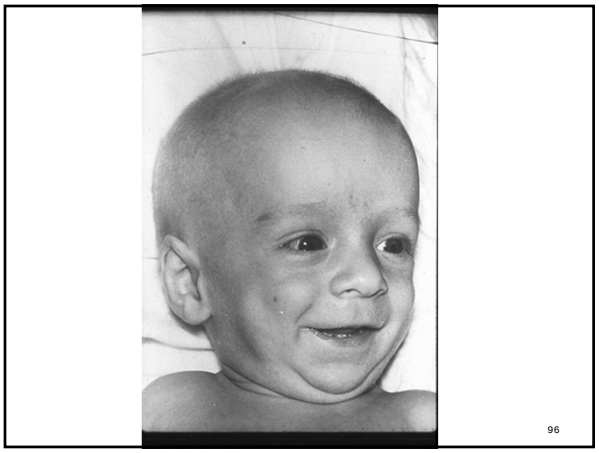
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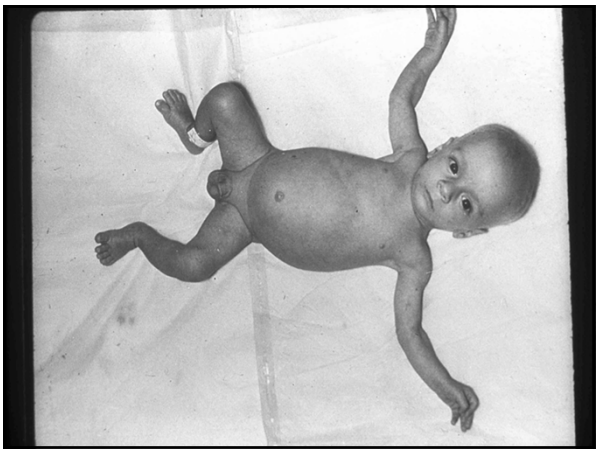

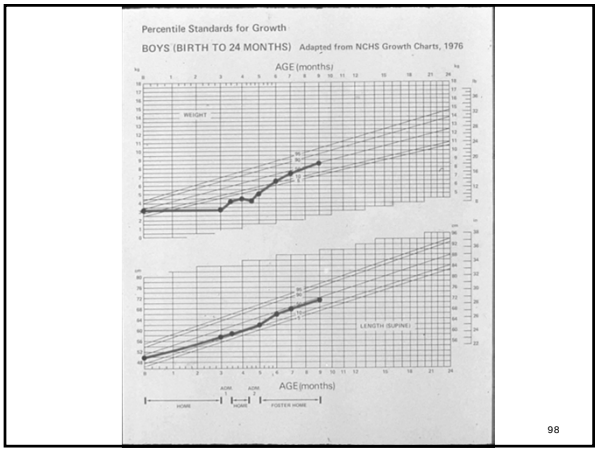
Percentile Standards for Growth
BOYS (BIRTH TO 24 MONTHS) Adapted from NCHS Growth Charts, 1976
AGE (months)
WEIGHT
LENGTH (SUPINE)
AGE (months)
HOME
FOSTER HOME
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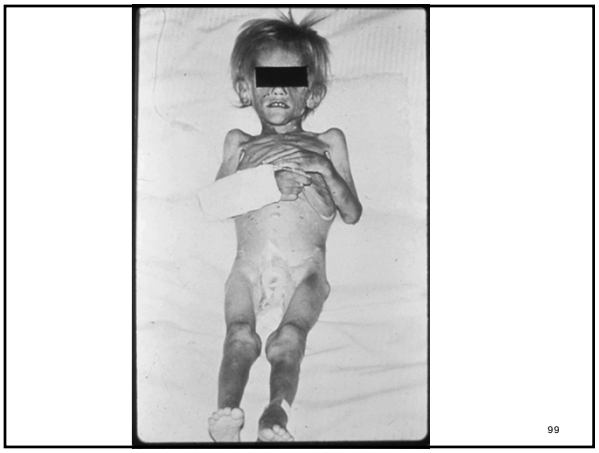
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**DIAGNOSTIC CRITERIA FOR FAILURE TO THRIVE***

1. UNDERWEIGHT CONDITION
2. FAILURE TO GAIN WEIGHT AT HOME
3. RAPID WEIGHT GAIN OUT OF THE HOME (2 oz/DAY SUSTAINED FOR 1 WEEK OR A STRIKING GAIN COMPARED TO A SIMILAR INTERVAL AT HOME)
4. RAVENOUS APPETITE
5. DEPRIVATIONAL BEHAVIORS

*F.T.T. DUE TO UNDERFEEDING

**Variables affecting child's responses to abuse :**

- Age of the child
- Duration of abuse
- Frequency of the abuse
- Nature of the child's relationship with the abuser
- Type of abuse
- Available support to child
- Constitutional factors

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## Behavioral and Emotional Indicators of Physical Abuse

Infants and Toddlers

Pre-schoolers

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## Behavioral and Emotional Indicators of Physical Abuse

School-agers

Adolescents

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## *Neglected Children*

- abandoned or expelled
- malnourished and dehydrated
- lacking medical care
- dangerous physical environment
- left unsupervised
- lack physical care/hygiene
- inadequately clothed
- educational neglect

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## Behavioral and Emotional Indicators of Neglect

- Developmentally delayed
- Unresponsive, placid, apathetic, lack curiosity
- Appear hungry, tired, steal food
- Out of control
- School failure

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## Behavioral and Emotional Indicators of Neglect

- Differences in values, norms and standards of acceptance
- "Marginal" child rearing
- Poverty

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**OPTION ONE**

- Leave the children with frail aunt; hope she doesn't get sick. You'll have money for food and rent. Medical care will have to wait.

**OPTION TWO**

- Get your 9-year-old niece to stay with children. Tell her to call you at work if she has problems. She will miss school to baby sit.

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**OPTION THREE**

- Stay home from work and care for your children. Go to the clinic, Medicaid will pay the bill. Lose income, either food or rent will have to wait.

**OPTION FOUR**

- Take your child to the doctor and pay cash. Hope your landlord does not evict you as he threatened if rent was late.

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## Emotional Maltreatment

*"pattern of behavior that has an **observable** effect on the child of **causing** an emotional or mental injury"*

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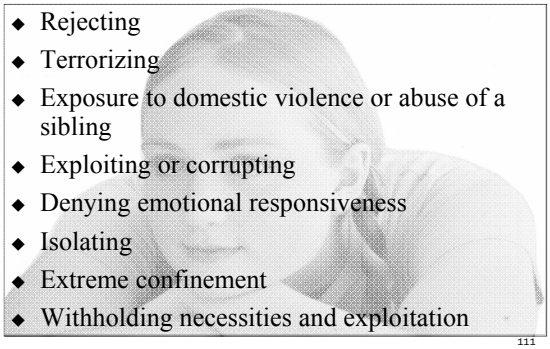
## *Emotional Maltreatment*



- Rejecting
- Terrorizing
- Exposure to domestic violence or abuse of a sibling
- Exploiting or corrupting
- Denying emotional responsiveness
- Isolating
- Extreme confinement
- Withholding necessities and exploitation

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## Human Trafficking

- Sex and labor trafficking
- Across borders, within countries
- In cities, suburbs, rural areas
- Children can be trafficked from home and foster homes

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## Sex Trafficking

- Any commercial sex with youth under 18
- No coercion required to meet definition of sex trafficking
- All types of children
- GLBT and developmentally disabled youth may be especially vulnerable

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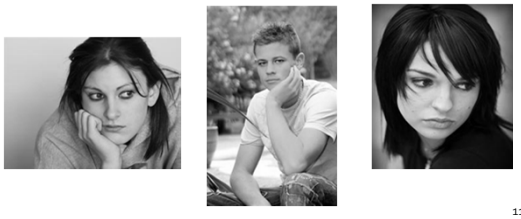
## Labor Trafficking

- Youth induced or compelled
- Perform labor by force, fraud or coercion



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## Trafficking by Family Members

- Exploit children for profit
- Dynamics of manipulation, coercion, force…

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## How Do These Children Come to the Attention of PCSAs?

- As neglect referrals
- As runaways
- Caseworkers may learn about it incidentally

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## Caseworkers' Role

Caseworkers need to be knowledgeable so they can:

- Screen
- Assess
- Know unique dynamics, recognize indicators
- Ensure child's safety
- Link with services
- Educate parents, foster caregivers, service providers

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## What to do?

If you suspect a child is being trafficked:

- Inform your supervisor
- Contact the national hotline 1-888-373-7888
- Follow local protocol

***Note:*** *Ohio Departments of Job and Family Services; Mental Health and Addiction; Health; Education; Public Safety; Youth Services; Developmental Disabilities all have protocols*

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## To Learn More…

- www.ocwpt.com for distance learning modules for foster caregivers and for caseworkers (search words - "Human Trafficking")
- OCWTP workshops on Human Trafficking
- Human Trafficking page on the "Caregiver's Corner" at www.ocwtp.com

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## *Assessment of Child Maltreatment*

| Problem Behavior | Intermediate Conditions | Relevant Strengths |
|---|---|---|

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## Assessment of Child Maltreatment

- Psycho-Social Factors
- Child Characteristics
- Environmental Factors
- Family Characteristics
- Parental Conditions that Impair Parenting

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## Psycho-Social Factors

- Low self-esteem
- Inability to trust
- Parent's preoccupation with meeting own emotional needs
- Expecting child to validate self-esteem

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## Psycho-Social Factors

- Inability to regulate emotions
- Misperceptions, unrealistic expectations and lack of empathy for children
- Use of coercive power
- Parental developmental immaturity and poorly developed parenting skills

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## Definition of Sexual Abuse

*"Contacts or interactions between a child and an adult in which the child is used for the sexual stimulation of the perpetrator or another person. Sexual abuse may also be committed by a person under the age of 18 when that person is either significantly older than the victim or is in a position of power or control over the victim."*

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## Sexual Abuse Behaviors

- Sexual exploitation
- Intra-familial sexual abuse
- Extra-familial sexual abuse
- Sexual abuse by strangers
- Exposure to developmentally inappropriate, sexually stimulating activities and materials

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## Spectrum of Sexually Abusive Behaviors of Perpetrators

**Nudity**
**Disrobing**
**Observation of child**
**Genital Exposure**
**Kissing**
**Fondling**
**Masturbation**
**Fellatio**
**Cunnilingus**
**"Dry intercourse"**
**Digital penetration vagina/anus**
**Penile penetration of the rectum**
**Sexual intercourse**

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## *The Deviant Cycle*

- Assessing Victims
- Target Selection
- Planning and Deviant Fantasy
- Grooming or Force

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## *The Deviant Cycle*

- The Offense
- Maintaining Secrecy
- Thinking Errors
- Guilt, Remorse, Shame and the Likelihood of Relapse

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*Remember the Post-Training Assignment!*

*See you in Module II!*

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