

***CHILD VICTIMIZATION***  
**RESOURCE**  
**CURRICULUM**  
**TRAINING TOOL**  
**2008**

Freddie Mac Foundation Child and Adolescent Protection Center  
111 Michigan Ave, NW  
Washington DC 20010

*Child Victimization  
Training Tool  
Table of Contents*

- I. Introduction/Purpose
- II. Instructional Objectives
- III. Audience/Needs Assessment
- IV. Materials
- V. Teaching Strategies
- VI. Tools/Power Point Presentation Slides/ Content
- VII. Evaluation
- VIII. References

## ***Introduction/Purpose***

*“Child serving agencies in the District of Columbia envision the day when all children in the District are safe and healthy.” (Child Victim Model Coalition, Freddie Mac Foundation Child and Adolescent Protection Center, Children’s National Medical Center)*

It is estimated that 47.8 per 1000 children per year in the national population receives a disposition by a CPS agency. This translates to about 3,503,000 children who receive investigations or assessments. Of these, an estimated 872,000 children are found to be victims, which is approximately 24.9% of all children who receive an investigation or assessment. The national rate of victimization is 11.9 per 1,000 children per year although the rates vary by states. Washington DC is one of only 6 states with an average of greater than or equal to 20 victims per 1,000 children per year. *The rate of child victimization in the District of Columbia is two times the national average.*

It is the responsibility of the community and mandated reporters to support families and ensure their needs are met so that children are safe in their homes and community. The intent of this curriculum is to provide consistency in the identification and reporting of child victimization in an effort to help identify all children who have experienced violence. Its’ intent is to also ensure in cases of child victimization that mandated reporters are aware of their responsibility to report suspected child victimization and to provide resources to strengthen families so they are able to ensure the safety of their children. Mandated reporters serve a pivotal role in the identification and reporting of child victimization, and they are often the child’s first contact after victimization has occurred. Mandated reporters have great diversity in the services they provide and the professional ethics that guide their practice, maintaining clear policies will assist mandated reporter in meeting their reporting responsibilities.

The purpose of this curriculum is to provide mandated reporters with a standardized set of guidelines for the identification and reporting of child abuse and neglect, and how to respond to the broader issue of child victimization. Participants will learn how to recognize and respond to child abuse and neglect and other forms of child victimization, how to make a report, and what happens during an investigation. All scheduled sessions are appropriate for all levels of professionals who work with child and adolescent victims of abuse and neglect and their families. In addition, this training guide is created to provide a basic template for trainers to facilitate the presentation delivery.

## *Instructional Objectives*

Curriculum Objectives expect that the participant upon completion of the instruction “*Child Victimization*” will be able to;

- Identify who are categorized as mandated reporters
- Identify the responsibility of mandated reporters and the liability of failure to report
- Verbalize an understanding of the legal issues surrounding confidentiality and the mandated reporter
- Identify the various forms of child victimization
- Distinguish between common signs and symptoms of child victimization
- Verbalize appropriate mandated reporter responses to suspected child victimization
- Identify the appropriate steps of the reporting process
- Verbalize an understanding of the investigation process
- Reflect upon the individuals personal and emotional responses
- Verbalize biases, fears and concerns of the mandated reporter requirement and process

## ***Audience/Needs Assessment***

The instruction of the “*Child Victimization*” curriculum requires a thorough needs assessment of the anticipated audience. Gathering the needs of the audience, whether to determine literacy levels, depth of content or effective teaching strategies, will yield measurable outcomes. Several aspects of detail may prove beneficial to maintain the attention of the audience and assist with objective achievement. They are as follows;

- Length of instruction
- Environment considerations
- Depth of content for specific audiences
- Delivery strategies

## *Materials*

Materials required for the instruction of *Child Victimization* are dependent upon the anticipated audience and the desire of the instructor. One specific consideration must be the attention to literacy levels and ease of delivery to diverse audiences. It has been well documented that adult learning is facilitated with the use of visual stimulation. Thus the materials required may include but not limited to;

- Child Victimization Curriculum Resource Guide
- Audiovisual projection equipment
- Hard copy handouts
- Supplemental resource guides
- Follow-up contact resource linkage
- Evaluation tool materials
- Completion incentives (CEU, CME)

## *Teaching Strategies*

Adult learning incorporates the use of creative strategies to meet the learning needs of diverse learners. Various styles of learning have been identified by researchers who categorize adult learners as either, *Visual, Auditory, and Kinesthetic*. Anita Woolfork (2007), a noted author and researcher, with extensive knowledge of the processes of instruction to adults, contends that adult learners fall into all of the state categories with the majority learning most effectively through visual stimulation. It is also stated that visual stimulation has been shown to increase audience participation and provoke interest in topic content. Other methods of effective teaching include the sending of cues (probing for questions, welcoming feedback) to the audience, this may be most appropriately maintained with active movement around the room. The process of viewing the room as an inclusive group rather than front and back, may be accomplished by seating placement, subtle movement of the speaker to various areas and positive body language gestures.

The awareness that the instruction of “*Child Victimization*” will include a vast diversity of audiences, it would be most effective that the instructor have a basic knowledge of the expected audience learning style and needs before instruction begins.

***Tools/Power Point Presentation Slides/ Content***

(Refer to attached CD)

## *Evaluation*

Evaluation of effective learning should be accomplished with a measuring tool. After completion of the instruction “*Child Victimization*” the instructor may find it useful to provide the tool provided to assess objective goals. In some instances, the instructor may find it more useful to create a tool that works best for the specific audience being assessed. Another potential for assessment may be found in the discussion of content as the curriculum is in process. Audience participation is another measurement of content absorption reflected in the audience ability to verbalize key terms noted, such as;

- Responsibilities of mandated reporters
- Basic aspects of child victimization
- Processes of reporting
- Appropriate responses to disclosure

## *Reference*

Woolfork, Anita, E. (2007). Educational Psychology, 10<sup>th</sup> edition. Boston: Pearson.