

Preventing Child Abuse and Neglect:

An Action Planning Guide for Building A Caring Community

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October 1996 Edition

***"If there is anything
that we wish
to change in the child,
we should first examine it
and see whether it is not
something that could better
be changed in ourselves."
-- Carl Jung***

This planning guide was supported, in part, by a grant from the Kansas Health Foundation (# 9501005) to the Work Group on Health Promotion and Community Development, Schiefelbusch Institute for Life Span Studies, at the University of Kansas. The mission of the Kansas Health Foundation is to improve the quality of health in Kansas.

Preface

What are we doing for the children? How a community cares for its young tells us much about its values. A caring community has the capacity to support families and caregivers. It helps ensure safe passage to adulthood for all its children. Yet child abuse and neglect is a serious problem in many communities. It has an impact on the current and future health of our children, families, and communities. Child abuse includes emotional maltreatment, sexual violations, or nonaccidental injuries inflicted on a child by a caregiver such as severe beatings. Child neglect includes failure to provide a child with basic necessities including food, clothing, shelter, health care, and emotional support. To prevent (and minimize the harm of) child abuse and neglect requires a change in the behavior of many people, especially perpetrators of abuse and neglect, the survivors or victims of abuse and neglect, and outside observers who may be in a position to do something about the problem.

Child abuse and neglect appears to be on the rise within the United States. In 1994, for example, there were 3.14 million reported cases of maltreated children. Many of these cases are preventable. Child abuse has far-reaching consequences, such as increased risk for becoming pregnant as a teen or becoming a perpetrator, that will continue to affect coming generations. There are some promising ways to decrease risk for abuse and neglect, such as by increasing knowledge of normal child development, enhancing effective parenting skills, or assisting parents in using quality child care programs. Targeting changes in high risk situations may help prevent potential abuse and neglect. Similarly, broader systems changes, such as helping parents obtain adequate employment, or enhancing availability of quality child care may reduce risk. These goals can be accomplished through the efforts of people in a variety of sectors within the community including schools, religious organizations, health organizations, and businesses.

Comprehensive approaches may be required to create safer and more caring communities for our children. Accordingly, this planning guide highlights a variety of ways in which citizens can change communities to reduce risk for child abuse and neglect. It outlines a concrete vision for building caring communities.

Risk and Protective Factors for Child Abuse and Neglect

People touched by child abuse and neglect can be grouped into three categories: the children or adults who are survivors of abuse and neglect, perpetrators of abuse, and outside observers. A number of factors contribute substantially to risk

for child abuse and neglect for individuals in each group. The following paragraphs discuss some factors which may contribute to the maltreatment of children.

Survivors of abuse and neglect: Children who are living in poverty, or who have special needs, such as disabilities, find themselves at increased risk for child abuse and neglect. Premature infants, for example, demand extra attention since they are typically hospitalized for weeks or months after birth. Children with chronic health conditions or physical or developmental disabilities also require extra care, and caregivers may have difficulty with the added responsibility. Parental stress associated with having a low income may also increase risk for abuse and neglect. Children whose parents can provide for them economically will have fewer sources of economic stress associated with abuse and neglect. A caring community

provides economic and other types of support for low-income families and those with special needs.

Perpetrators of abuse and neglect: Parents and other caregivers who are isolated may lack the social support needed to buffer the stressors they encounter. Some parents and caregivers have few competent adults to turn to for help with child care and household responsibilities. If a parent does not receive sufficient help or time away from family duties, the probability of abuse increases. Support groups and affordable child care opportunities, for example, can provide caregivers with the outside support they need to be effective. A caring community provides support for its parents and caregivers.

Outside observers: Many cases of child abuse could be prevented if all members of the community took responsibility for the safety of its children. Strong beliefs about family privacy may prevent those who observe or suspect child abuse or neglect from becoming involved. If few neighbors, teachers, or health providers report suspected abuse and neglect, however, children will continue to suffer. Assuring the anonymity of procedures for reporting abuse or neglect, for example, may encourage more members of the community to speak out. A caring community shares responsibility for the safety of its children.

These and other risk and protective factors noted in Table 1 suggest promising strategies and tactics for creating safe and caring communities for our children. Table 1 provides a more complete list of the personal factors, such as knowledge and skills, and environmental factors relating to support and opportunities, that increase risk for child abuse and neglect and affect a community's capacity to care for all its children.

Planning for Caring Communities

This planning guide offers a number of strategies and tactics that could be incorporated into a comprehensive plan to build a caring community. It outlines changes that citizens can make themselves to support survivors, potential perpetrators, and outside observers of child abuse and neglect. These include new or modified **programs**, such as parenting programs, **policies**, such as anonymous reporting procedures, and **practices**, such as increased promotion of parenting education.

Preventing child abuse and neglect requires broad-based efforts involving many different sectors of the community. Often referred to as **community coalitions or partnerships**, these

initiatives involve key community leaders, experts in child abuse and neglect, and representatives of grassroots organizations who value caring communities. They bring together representatives from schools, the criminal justice system, religious organizations, businesses, and other sectors of the community that share a concern about the problem or have a stake in its solution. The aim of such initiatives is to foster change in communities to reduce risk for child abuse and neglect and enhance caring.

The group's **action plan** is its **vision** for a safe and caring community made concrete. How could the school environment be changed to help promote caring or prevent child abuse and neglect? What changes in religious organizations would help fulfill this mission? How can the business community do its part? How about government? The caregivers themselves? Taken together, the proposed changes in all relevant sectors of the community provide a **blueprint for action**.

The purpose of this Action Planning Guide is to enhance your community's efforts to plan for preventing child abuse and neglect and promoting caring. Chapter I provides background information on key issues and concepts in planning. Chapter II offers an overview of the planning process, with particular emphasis on clarifying the vision, mission, objectives, and strategies. Chapter III provides help in considering which sectors of the community should be involved in the initiative. Chapter IV, the heart of this guide, assists in identifying particular changes that will be sought in each relevant sector of the community. Chapter V outlines a process for building consensus on community changes to be sought. Chapter VI offers guidance in listing action steps to finalize the action plan. Finally, Chapter VII outlines a strategy for monitoring progress on goal attainment and promoting renewal of the initiative.

Best wishes for your own group's successful planning for building a caring community.

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Table 1
Risk and Protective Factors Associated with
Child Abuse and Neglect and Caring Communities

I. Personal Factors

A. Experience

1. Knowledge and Skill

Victim/Child	Parent/Caregiver	Observer/Bystander
Communication skills Problem-solving skills Rule adherence Safety skills (e.g., awareness of emergency plan numbers)	Communication skills Coping & problem-solving skills Knowledge of normal child development Stress Parenting skills Discipline techniques	Tolerance of violence and physical punishment Level of concern Awareness about child abuse and its indicators Knowledge about mandatory requirements for reporting abuse and neglect

2. History

Victim/Child	Parent/Caregiver	
Low birth weight Behavioral development Fetal drug addiction Role models Premature birth	Parental history of being abused Teen or early parenthood Planned pregnancy Foster parent Criminal experience Perverse family dynamics Personality disorder Presence of stepfather or caregiver unrelated by blood	History of difficulty in sexual relationships Substance abuse Poor hygiene and nutrition Prior history of being an abuser Marital stability Domestic violence Single parenthood Level of education and life skill

*** Bolded factors are those that the literature suggests may be among the more important contributors to child abuse and neglect.**

B. Biology/Genetics

Victim/Child	Parent/Caregiver
Behavioral disorders (e.g., attention deficit hyperactivity disorder) Mental or physical ability Chronic illness	Low IQ Mental or physical ability

II. Environmental Factors

Victim/Child	Parent/Caregiver	Observer/Bystander
Support from extended family members Social isolation Frequent change of residence Single parent household Stepfamily Affordable therapy	Support from extended family members Social isolation Poverty Employment Large families Frequent changes of residence Level of violence in the community Affordable high quality daycare and drop-off centers for children Child supervision Overcrowding in neighborhood or house Financial support for children (e.g., child tax credits, child support) Affordable therapy Government funding for child protective services	Media glorification of violent acts Community support networks and community events Societal attitudes towards family privacy Acceptance of corporal punishment (i.e., hitting children) at home and school Level of tolerance for violence in the community Neighborhoods in transition

***"Train up a child
in the way he should go;
and when he is old,
he will not depart from it."***

-- Proverbs

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Acknowledgements

Preparation of this planning guide was supported by a grant from the Kansas Health Foundation (#9501005) to the Work Group on Health Promotion and Community Development, Schiefelbusch Institute for Life Span Studies, at the University of Kansas. The Work Group's mission is to promote community health and development through collaborative research, teaching, and service. The Work Group offers opportunities for undergraduate and doctoral training in the area, providing technical assistance to a variety of community partnerships for health and development. The mission of the Kansas Health Foundation is to improve the quality of health in Kansas.

A number of citizens and professionals concerned with child abuse and neglect and building caring communities have provided feedback on earlier versions of this planning guide, including Alinda Dennis, Jacquie Fisher, Kim Murphy, Marion O'Brien, Midge Ranson, Karen Seals, and Jill Welch. They represent perspectives from academia, community prevention, and children's services.

Thanks to Peter Brull, Carrie LeBeau, Breigh Payne, and Rachel Wydeven for their support and assistance in preparing drafts of this guide. Special thanks to Corey Feit for help in creating the tables of risk and protective factors.

***"Where there is no vision,
the people perish."***

-- Proverbs

Chapter I

Key Issues and Concepts in Planning

With clarity of purpose, it is possible to address the array of issues related to building a caring community. This guide uses a process of action planning to build consensus on what can and should be done. The primary aim is to help specify the concrete ways in which the community can take action to prevent child abuse and neglect and promote caring.

This chapter explores key background issues and concepts of the planning process. At the end of this chapter, we provide planning pages that your group can use to better listen to the community, document the problem, become aware of local resources and efforts, involve key officials and grassroots leaders, and create a supportive context for planning and action.

Listening to the Community

Perhaps the most important preliminary step in action planning is to become familiar with the issues and context of the community. Group leaders begin by talking with youth, key leaders in the community, and other citizens affected by child abuse and neglect and related concerns, such as sexual abuse, substance abuse, or adolescent pregnancy. Listening contributes to a better understanding of what the issues are and what needs to be done to build a caring community.

As any community organizer will attest, it is critical to listen before taking action. Talk with a variety of people, including caregivers and youth, those at risk, and those interested in doing something about preventing child abuse and neglect and promoting caring.

In addition to talking one-on-one, group leaders can use public forums or focus groups, in which people can express their views about the issues and what can be done about them. Such public meetings should be convened with people from different neighborhoods, socioeconomic groups, and ethnic and cultural groups. This will expand available perspectives on issues and options.

Conducting listening sessions. Listening sessions are one method of becoming familiar with the issues. They consist of structured opportunities to listen to a variety of members of the community. These listening sessions go by different names including focus groups or "social reconnaissance." They are a straightforward and effective tool for gaining local knowledge about the issues and context. We recommend using these public forums to learn about the community's perspectives on local issues and options.

Within these listening sessions, it is important to record information on four aspects:

- ✓ the problem or issue
- ✓ barriers and resistance to addressing the concern
- ✓ resources for change
- ✓ recommended alternatives and solutions

Discussion leaders set a limited time for brainstorming each aspect, using newsprint to record the product of discussions. Brief reports based on the findings can be used to publicize the issue in the media, thereby enhancing the credibility of the early developing initiative.

Documenting the Problem

In addition to hearing the community's perspective on caring and abuse and neglect, it is important to document the problem using existing information sources. Public child welfare agencies maintain records of reported cases of child abuse and neglect. In addition, school systems may have data from youth risk behavior surveys that can be used to document the level of child abuse and neglect in your community. Data may be available on the number of reported and confirmed cases of child abuse and neglect per 1000 youth in your community. Similarly, public records can be used to create a scorecard for community health outcomes such as the number of injuries due to child abuse and neglect.

Such information can be used to help document the level of the problem and to consider whether further action is necessary. Later, these data can be used to determine how effective your group was in addressing the problem. (A caution: Increased community awareness and activity may beget changes in reporting, changes in enforcement patterns, and other activities that may make it difficult to conclude that there was an effect or that observed effects were due to the initiative. In fact, raising awareness of child abuse and neglect could create an increase in reported cases although actual incidence remains the same.)

Becoming Aware of Local Resources and Efforts

It is also important to be aware of existing programs and resources to deal with building a caring community and preventing or treating problems of child abuse and neglect. What programs with similar purposes already exist in the community? Talk with service providers and clients. Gather information about the scope of existing services and their effectiveness. How many people (and whom) are they serving? Can the services and programs be more effective?

Are there task forces or coalitions currently involved in supporting families or preventing child abuse and neglect? How many people are actively involved? Can the group become more effective? Knowing the issues and the environment is critical to successful planning. Were there *past* initiatives with a similar mission? Why and how did their efforts end?

Involving Key Officials and Grassroots Leaders

The planning process should be *inclusive*. We recommend that the leaders of the community initiative arrange opportunities for participation by all those interested in changing a particular sector of the community, such as schools or businesses. Key officials and leaders of each sector can be recruited, such as school officials and active parents (for the Schools Sector), or representatives from public health agencies (for the Health Organizations Sector). Similarly, leaders of grassroots community organizations should be recruited, such as those from neighborhoods and cultural communities affected by the concern.

Participants should reflect the diversity of the local community. Leaders of community partnerships must ensure that the planning group extends beyond service providers of relevant agencies. Are youth involved? Parents and guardians? People of different socioeconomic backgrounds? If the community is culturally diverse, are all racial and ethnic groups involved in planning?

Creating a Supportive Context for Planning and Action

Successful initiatives create a supportive context for ongoing planning and action. Several aspects of the group are particularly important, including its leadership, size, structure, organization, diversity, and

integration.

Leadership refers to the process by which leaders and constituents work together to bring about valued change by setting priorities and taking needed action. Successful groups have a person or small group that has accepted responsibility for their success. Leaders should have a clear vision of a safe and caring community and the ability to attract others to the vision. They also have the capacity for listening and other qualities that enable them to relate to others within the group. Good leaders have the courage, perseverance, and other attributes to help the group transform the community to better fulfill the vision. Although a single person often accepts overall responsibility, effective organizations usually have a number of leaders who work with constituents to fulfill the group's mission. Good leadership may consider taking advantage of the specialized knowledge of those experienced in children's issues.

The planning group must have a manageable **size and structure**. Most groups operate best with a maximum of 15 people. If many people are interested in working on the issues, the group can be structured into smaller groups, such as task forces organized by community sectors, which can report back to a coordinating council or the community partnership.

Some groups use a "planning retreat" in which members can focus specifically on the goals and means of the initiative. This can be accomplished in half or full day sessions that involve all or key members of the initiative.

The **organization** of the planning group is also important. In larger groups or communities, action planning might initially be done in subcommittees or task groups that are organized around each sector of the community to be involved. For example, separate task forces might be set up for businesses, schools, or law enforcement. In smaller groups or communities, action planning might be accomplished by the entire group.

The planning groups should be **diverse and integrated**. They should include officials from important sectors, such as the school superintendent or principals from the school sector. They also should include people concerned about what is going on in the sector, such as youth and caregivers who are affected by and interested in bringing about change in schools. The group must consider how the continuing participation of persons in position of authority can be maintained while preserving the involvement of other citizens without official titles.

Planning sessions must be well publicized and open to members. Final review and approval of the action plan for the community partnership, as well as its vision, mission, objectives, and strategies, will be provided by the entire group.

Overall Tips on the Planning Process

Several overall aspects of the planning process are worth noting. These tips on planning are described below.

Be Inclusive

Good planning is active and inclusive. Seek out key players with diverse viewpoints on and experience with the problems and issues. Once a diverse group of important players is at the table, it is important to get them to communicate with each other. Effective leaders often call on silent members during pauses in the discussion. They convey the value of each person's voice on the issues. Occasionally, it may be necessary to discourage an overly enthusiastic member from talking too much or dominating meetings. Leaders may do so by thanking them for their comments and indicating the importance of hearing from other members of the group.

Manage Conflict

If the group is effective in attracting diverse views, conflict among members may result. Group facilitators can recognize differences, perhaps noting the diverse experiences that give rise to divergent views. To resolve conflicts, leaders may attempt to elevate the discussion to a higher level on which there may be a basis for agreement. By reminding the group that we are all about the same shared vision of safe and caring communities, or shared mission of preventing child abuse and neglect, leaders can help members find common ground.

Use Brainstorming Rules

Group facilitators must avoid making judgments about ideas and suggestions. Brainstorming rules apply. All ideas must be heard and noted without criticism.

Be Efficient

Planning meetings must be efficient, starting and ending on time. It may be helpful to have an agenda or to build a consensus at the beginning of the meeting about what will be accomplished and in what time frame.

Communicate Products of Planning

Planning will result in a useful product. Try to structure every planning session so that it results in a product, such as a list of issues or ideas. Show off the product at the end of planning meetings, distributing copies of the products of planning to all members.

Provide Support and Encouragement

Finally, it is important to provide support and encouragement throughout the process of planning. Good planning takes time; it usually requires months to produce a detailed plan of action. Acknowledge the contributions of all participants, especially key leaders. Let the group know when it is doing a good job. Positive feedback feels good, particularly to those who are used to being criticized for their work.

Summary

This chapter provided a background in the key issues and concepts of planning. The next chapter provides an overview of the process of planning for actions, with particular emphasis on reviewing the group's vision, mission, objectives, and strategies for preventing child abuse and neglect and promoting caring.

Planning Pages

Listening to the Community

Please review the ideas in this chapter. Use these planning pages to conduct listening sessions in the community. This will help refine your group's understanding of the problem or issue, barriers and resistance to addressing the concern, resources for change, and recommended alternatives and solutions.

Your group might arrange town meetings or focus groups in which to consider these issues. Be sure to include a variety of people, including parents, those who survived child abuse, and those interested in doing something about the problem of child abuse and neglect and the goal of promoting caring.

THE PROBLEM OR ISSUE

Is child abuse and neglect a problem in this community? What are the consequences? Who is affected? How are they affected? Are there related issues of concern (e.g., substance abuse, domestic violence, or adolescent pregnancy)? Are these issues of widespread concern? Is promoting caring an issue in the community?

BARRIERS AND RESISTANCE

What key individuals or groups might oppose the group's efforts to prevent child abuse and neglect? Can they be involved effectively? What other barriers might limit the effectiveness of the prevention initiative? How can the barriers and resistance be overcome?

RESOURCES FOR CHANGE

What resources and capacities are needed to address the mission? What local individuals or groups could contribute? What financial resources and materials are needed? Where might the money and materials be obtained?

Resources Needed

Potential/Existing Sources

People/Organizations:

Financial:

Materials:

SOLUTIONS AND ALTERNATIVES

What are some alternatives for preventing child abuse and neglect and promoting caring in light of the anticipated barriers and resources? These ideas may provide an initial indication of what solutions might be acceptable to the community. (The group will refine these ideas in its action plan that is described in later chapters of this guide.)

Planning Page ***Documenting the Problem or Issue***

Please review the ideas in this chapter. Use this planning page to focus your group's efforts to document child abuse and neglect as a problem in your community.

Your group might collaborate with officials of local police departments, school districts, public child welfare agencies, and health departments to obtain existing data that could be used to document the problem.

ABUSIVE BEHAVIOR AMONG CAREGIVERS

Some school systems collect data from youth about behaviors that put them at risk to health concerns (i.e., substance abuse, violence, adolescent pregnancy). Although these surveys rarely include questions about abuse or neglect, relevant questions could be used to get at this problem. What percentage of middle and high school age youth ever experienced child abuse and neglect? What percentage have experienced it on a regular basis? How do the levels and trends compare with those of similar communities? (The Youth Risk Behavior Survey, available from the Centers for Disease Control and Prevention in Atlanta, may provide a model for how these data could be collected.) Groups can also find data in records of public child welfare agencies. Out-of-home placement rates may be obtained from social service agencies. In combination, these sources may indicate the level or amount of abusive behavior among caregivers.

POLICE AND MEDICAL RECORDS

Public records provide information on reported and confirmed cases of child abuse and neglect. What are the reported cases of child abuse and neglect (i.e., number of cases per 1000 children living in the community)? What is the rate of confirmed cases in the community? How do the levels and trends compare with those of similar communities? (County and city law enforcement agencies and public child welfare agencies may have data on the incidence of child abuse and neglect. Hospital emergency rooms may have data on injuries associated with child abuse and neglect such as collected by the National Electronic Injury Surveillance System. Keep in mind, however, that some of these sources may have data on only the most severe cases. In addition, many of these data sources are not open records; confidentiality and the interests of the data collectors need to be considered. Again, an initial increase in reported cases may indicate an increase in reporting, rather than an increase in maltreatment.)

Planning Page
Becoming Aware of Local Resources and Efforts

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of *existing* programs and resources as well as *current* and *past* efforts of groups with a similar mission.

Your group might use interviews with community leaders to help with these questions. Informants might be drawn from officials in health and human services, and the business and government sectors, as well as grassroots leaders in neighborhoods particularly affected by the concern.

EXISTING PROGRAMS AND RESOURCES

What are the existing programs, resources, and strategies being studied and/or implemented for preventing child abuse and neglect and promoting caring?

How many people (and whom) are they serving? Do these services and programs meet local needs? Can their services be made more effective through local support, or other means?

CURRENT AND PAST INITIATIVES

Are there task forces or coalitions *currently* involved in preventing child abuse and neglect or promoting caring? If so, who are they? How many people are actively involved? Are these groups as effective as they could be? Were there *past* initiatives with a similar mission? Why and how did their efforts end?

Planning Page
Involving Key Officials and Grassroots Leaders

Please review the ideas in this chapter. Use this planning page to refine your group's understanding of which key officials and grassroots groups should be involved in the initiative.

Your group might use interviews with community leaders to help with these questions. Informants might be drawn from officials in health and human services and the business and government sectors, as well as leaders in rural communities or neighborhoods particularly affected by the concern.

KEY OFFICIALS

Who can make things happen on this issue? What individuals are in a position to create (or block) change? What contact people from the initiative would be most successful in getting these key officials to become involved in the initiative? Consider involving those who may initially be for (and against) the initiative.

Key Officials to be Involved

Contact People from the Initiative

KEY GRASSROOTS LEADERS

What parts of rural communities, urban neighborhoods, or ethnic and cultural communities are particularly affected by this concern? What individuals and groups make things happen in these communities? What contact people from the initiative would be most successful in involving members of these rural areas, neighborhoods, or cultural communities?

Key Grassroots Leaders

Contact People from the Initiative

Planning Pages

Creating a Supportive Context for Planning

Please review the ideas in this chapter. Use these planning pages to consider how your group will position itself for success. In particular, note the leadership of the planning group and its preferred size and structure, organization, and plans for integration of key leaders and people affected by the concern.

LEADERSHIP

Has a person or small group accepted responsibility for the initiative's success? Consider how the leaders can enhance their vision of a safe and caring community for children. How can the leaders attract others to the vision? How can the leaders enhance their skills to relate to others within the group? How can the group select for and support those with the courage, perseverance, and other attributes necessary to help transform the community? How can the leaders continue to build their knowledge and skills concerning children's issues and the implementation of intervention strategies?

GROUP SIZE AND STRUCTURE

What is a manageable size for the planning group? If more people wish to be involved, what structure will be used to include them? Perhaps the planning group might be composed of a smaller executive or steering committee which would report to the group.

GROUP ORGANIZATION

How will the planning group be organized? In larger groups or communities, planning might initially be done in subcommittees or task groups organized around community sectors, such as schools or religious organizations. In smaller groups or communities, this might be done by the entire group.

GROUP DIVERSITY AND INTEGRATION

How will diversity and integration of differing perspectives be assured? How will influential people be involved? How will other citizens affected by the concern be involved? How can the continuing participation of those with resources, authority, and expertise be maintained while preserving the involvement of other citizens without official titles?

Chapter II

Planning Overview: Vision, Mission, Objectives, Strategies, and Action Plans

When groups develop a plan for action, they decide what they hope to accomplish and how they are going to get there. These decisions may be reached in strategic planning, the process by which a group defines its vision, mission, objectives, strategies, and action plans. This chapter provides an overview of these broader planning considerations and explains what is involved in creating or refining these elements of strategic planning. It also helps clarify considerations of where the group will direct its efforts: who is at risk and who is in a position to help with the problem or issue. At the conclusion of the chapter, we provide planning pages in which your organization may refine its goals, and targets and agents of change. The remainder of the guide will be devoted to preparing detailed action plans consistent with the identified vision, mission, objectives, and strategies.

An Overview of Strategic Planning

A complete strategic plan consists of five elements:

- Vision
- Mission
- Objectives
- Strategies
- Action Plan

Each is described below.

A **vision** states the *ideal conditions* desired for the community. A group concerned about child abuse and neglect might use the following brief phrases to capture its vision: "Safe and healthy children", "Caring families", or "Caring communities." The vision should convey the community's dream for the future. A vision should be: a) shared by members of the community, b) uplifting to those involved in the effort, and c) easy to communicate (it should fit on a T-shirt).

The **mission** describes *what* the group is going to do and *why*. The mission might refer to implementing a community-based prevention program to reduce the incidence of a negative condition, such as the incidence of child abuse and neglect, or increasing the level of a positive condition, such as safe and caring families. The mission statement must be: a) concise, b) outcome oriented, such as the outcome of reducing child abuse and neglect, and c) inclusive, not limiting in the strategies or sectors of the community to be involved.

Objectives refer to *specific measurable results* of the initiative. They include: a) key behavioral outcomes, such as number of cases of child abuse and neglect reported by health personnel, b) related community-level outcomes, such as the number of emergency medical transports related to child abuse and neglect, and c) key aspects of the process, such as adopting a comprehensive plan for preventing child abuse and neglect or promoting caring. Objectives set specified levels of change and dates by when change will occur. Example objectives include:

By the year 2000, increase by 20% the number of caregivers who regularly use positive approaches to discipline such as "time out".

By the year 2005, decrease by 40% the incidence of reported child abuse. (This indicator may take longer to reflect a change because of the current inadequate reporting methods).

By the year 2010, increase by 50% the percentage of neighborhood children who make it to adulthood safely.

The objectives must be measurable (within the limits of the measurement systems now or potentially available), challenging, important to the mission, and feasible to accomplish.

Strategies refer to *how* the initiative will be conducted. Types of strategies include building coalitions among community groups and organizations, organizing grassroots efforts at the neighborhood level, modifying access to products and services, and advocating for new programs, policies, and laws related to the mission. A group may use a variety of strategies to meet its objectives and fulfill its mission. The proposed strategies should be consistent with what is known about planned change with communities, organizations, and individual behavior.

Action plans describe how strategies will be implemented to attain the objectives. They refer to *specific action steps* to be taken to bring about changes to be sought in all relevant sectors of the community. Action steps indicate what actions will be taken (what), the responsible agents (by whom), the timing (by when), resources and support needed and available, potential barriers or resistance, and with whom communications about this plan of action should occur. Example action steps for identified changes are provided in later chapters.

Although the vision may be unique to your community, the mission, objectives, and strategies of child abuse and neglect coalitions may be largely defined by the granting agency that supported the initiative. The **mission statement** mandated by a funding initiative to prevent child abuse and neglect or build caring communities may look something like one of these:

- "To build community capacity to care for its children."
- "To reduce child abuse and neglect through a comprehensive and coordinated approach to prevention."
- "To support caring and healthy families."

A group's **objectives** for preventing child abuse and neglect and building caring communities will likely refer to the specific behaviors and outcomes of particular concern. The objectives may appear as follows:

- By the year ____, the number of caregivers who regularly receive support from neighbors will be increased by ____ percent.
- By the year ____, the incidence of child abuse and neglect will be reduced by ____ percent.

- By the year ____, the number of emergency medical transports related to child abuse will be reduced by __ percent.
- By the year ____, the number of child fatalities related to abuse will be reduced by __ percent.
- By the year ____, the number of children who make it safely to adulthood will be increased by __ percent.

Similarly, the prevention initiative's **strategies** may also be largely defined by the funding source or by the usual meaning of "coalition": collaboration between multiple sectors of the community on a common mission. A coalition's strategies might include the following:

- ✓ Use the media to promote public awareness of the consequences of child abuse and neglect and help establish prevention and positive parenting as a major community focus.
- ✓ Build a successful community coalition that involves all relevant sectors of the community in prevention of child abuse and neglect.
- ✓ Enhance grassroots involvement in prevention efforts.
- ✓ Promote coordination and integration of existing services and resources for preventing child abuse and neglect.
- ✓ Advocate for changes in programs and policies related to family support, child abuse and neglect, and their prevention.

Although your group's mission, objectives, and strategies may be mandated, its action plan will reflect your community's unique vision, goals, concerns, and experiences.

Identifying Targets and Agents of Change

When the group has determined where it is going and how it is going to get there, it will focus on key actors whose behaviors need to be changed and people who are in a position to make the changes. Clarifying whose behavior must change to address the problem will help in later planning for action.

Potential **targets of change** include all caregivers who are at particular risk to child abuse and neglect. They also include those whose action (or inaction) contributes to the problem, such as grandparents, friends and neighbors, siblings, service providers, teachers, and elected and appointed officials.

Potential **agents of change** include all those in a position to contribute to the solution or who have a responsibility to do so. They include parents and caregivers, service providers, health care providers, teachers, business people, religious leaders, and elected and appointed officials.

Summary

This chapter outlined key ideas in strategic planning that may be used to review (and perhaps revise) the broad strategic plan. The planning pages that follow provide an opportunity to apply these ideas to your own community's initiative to prevent child abuse and neglect and promote caring for children.

Planning Pages
Refining Your Group's Vision, Mission, Objectives, and Strategies

Please review the ideas in this chapter. Use these planning pages to refine your group's vision, mission, objectives, and strategies. Please note that if you are applying for grant funds, the mission, objectives, and/or strategies may be largely or fully predetermined by or negotiated with the funder.

VISION

The vision describes the ideal condition desired for the community. It conveys the community's dream for the future. It must be shared, uplifting, and easy to communicate. An example vision statement is: "Safe and healthy children."

Please state the vision of your group.

MISSION

The mission statement describes the special task or purpose of the group. It describes *what* the group intends to do and *why*. It must be concise, outcome-oriented, and inclusive. Example mission statements are: "To reduce child abuse and neglect through a comprehensive and coordinated approach to prevention," or "To be a catalyst for building a caring community."

Please state the mission of your group.

OBJECTIVES

Objectives state the goals toward which project activities are directed. Objectives describe how much will be accomplished in *specific measurable results* and state the time frame for accomplishments. (Note that increased community awareness and activity may increase reporting, making it difficult to conclude the initiative had an effect.) Objectives must be challenging, important, potentially measurable, and feasible to accomplish. Please list the objectives of your group, inserting the appropriate dates and target percentages:

By the year ____, the percentage of caregivers who regularly use positive approaches to discipline will be increased by ____ percent.

By the year ____, the incidence of child abuse and neglect will be reduced by ____ percent.

By the year ____, the percentage of neighborhood children who make it safely to adulthood will be increased by ____ percent.

STRATEGIES

Strategies describe *how* the objectives are going to be met. Broad strategies for reducing child abuse and neglect and building caring communities include: enhancing personal experience and competence, decreasing environmental stressors and barriers, and enhancing environmental support and resources.

Specific strategies related to changing individual behavior include: a) providing information, b) modeling, c) skill training, d) incentives or disincentives, e) increasing (reducing) time and effort for target behaviors, f) changing environmental design to remove barriers or enhance accessibility, g) changing policy (e.g., creation, modification, or termination), h) providing support, i) arranging mentors, j) enhancing resources, and k) providing feedback on progress.

Specific strategies related to organizational and community development include: a) community assessment and monitoring, b) public awareness and media campaigns, c) integrating and coordinating local agencies and resources, d) coalition building, e) modifying access to products and services, f) developing resources to enhance family and peer support, g) advocacy and nonviolent protest, h) enforcement of existing policies and laws, and i) changing policies and laws.

Please list the strategies to be used by your group.

Planning Page
Refining Your Group's Choice of Targets and Agents of Change

Please review the ideas in this chapter. Use this planning page to refine your group's choice of targets and agents of change.

TARGETS OF CHANGE

Targets of change include all caregivers as well as those caregivers at particular risk to child abuse and neglect. (Targets of change are those who by their actions or inaction contribute to the problem). Possible targets of change include: parents, stepfathers, grandparents and other caregivers, siblings, law enforcement officials, service providers, teachers, health care providers, and elected and appointed officials.

Please list the targets of change for your group.

AGENTS OF CHANGE

Agents of change are those who are in the best position to contribute to a caring community or who have a responsibility to do so. Possible agents of change include: parents and caregivers, friends and relatives, siblings, law enforcement officials, service providers, teachers, business people, religious leaders, health care providers, and elected and appointed officials.

Please list the agents of change for your group.

***"The only limit to our realization of tomorrow
will be our doubts of today."***

-- Franklin Delano Roosevelt

Chapter III

Involving Key Sectors of the Community

The purpose of this chapter is to guide your group's choice of community sectors, such as schools or religious organizations, which will be involved in building a caring community. Community sectors are those parts of the community which will help the group fulfill its mission. Some sectors will be selected since they provide a good way to reach caregivers and youth who are at particularly high risk for child abuse and neglect. Other sectors will be included since they offer a way to involve community members who have an interest in or responsibility for building caring communities.

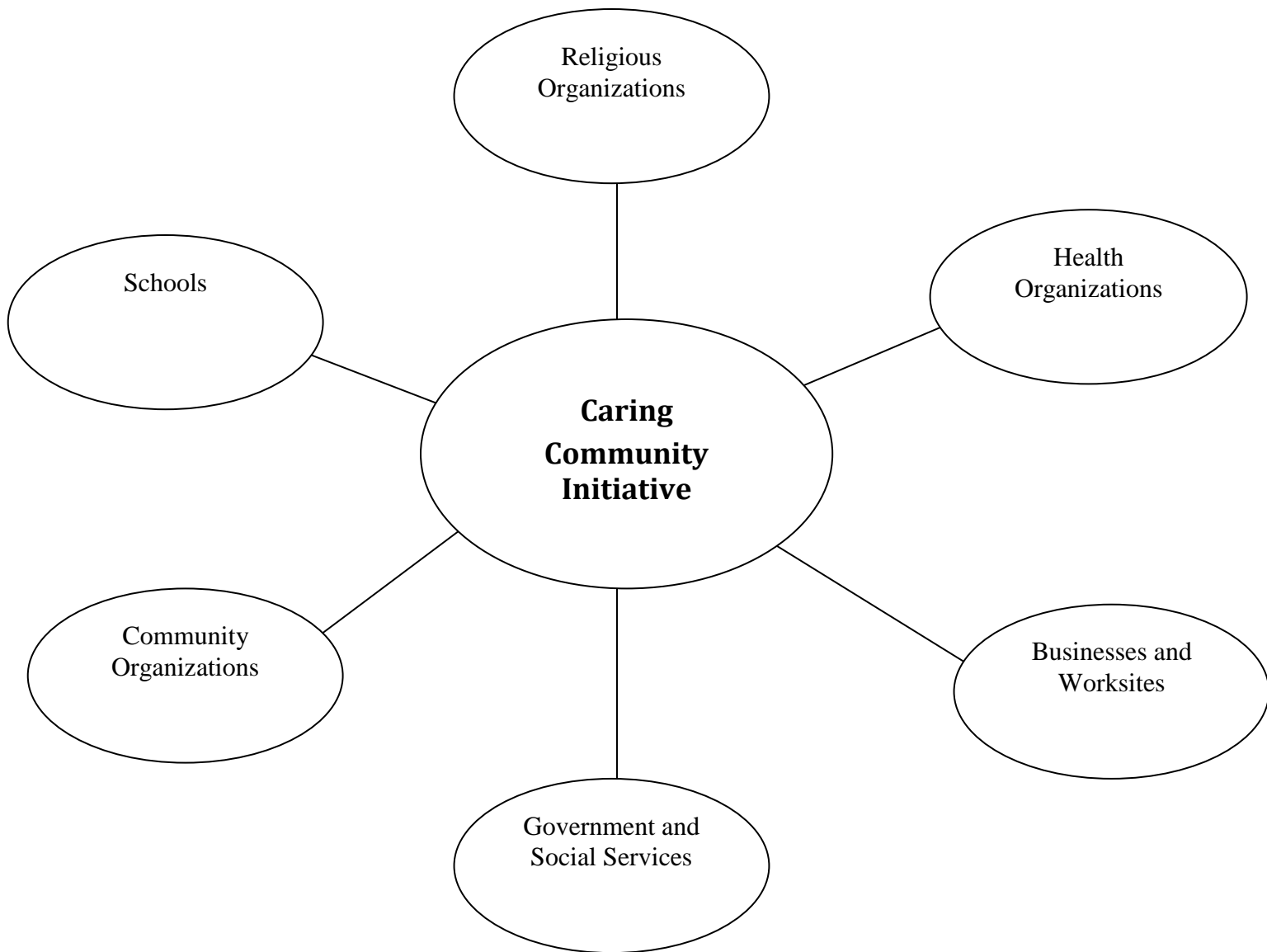
Please:

1. Review the targets and agents of change identified in the previous chapter. These are the people whom your group hopes to influence and involve in its efforts.
2. Review the diagram on the next page displaying the community sectors that make up an example community partnership to prevent child abuse and neglect and build caring communities. Consider which of these sectors of the community might be most useful in addressing the mission. Modify the chosen sectors and delete or add new ones to fit your community's special needs, resources, barriers, and experiences.
3. Use the Planning Page at the end of this chapter to identify the sectors that your group will use. Each sector should help reach your group's targets of change and/or involve your selected agents of change. Your organization's own particular sectors will reflect the overall vision, mission, objectives, and strategies, as well as local resources and opportunities.

Key Community Sectors
An Example Coalition for Preventing Child Abuse and Neglect
and Building Caring Communities

Here is a diagram of community sectors that might be involved in a community partnership for preventing child abuse and neglect and building a caring community. These are the community sectors or groups through which the partnership intends to fulfill its mission.

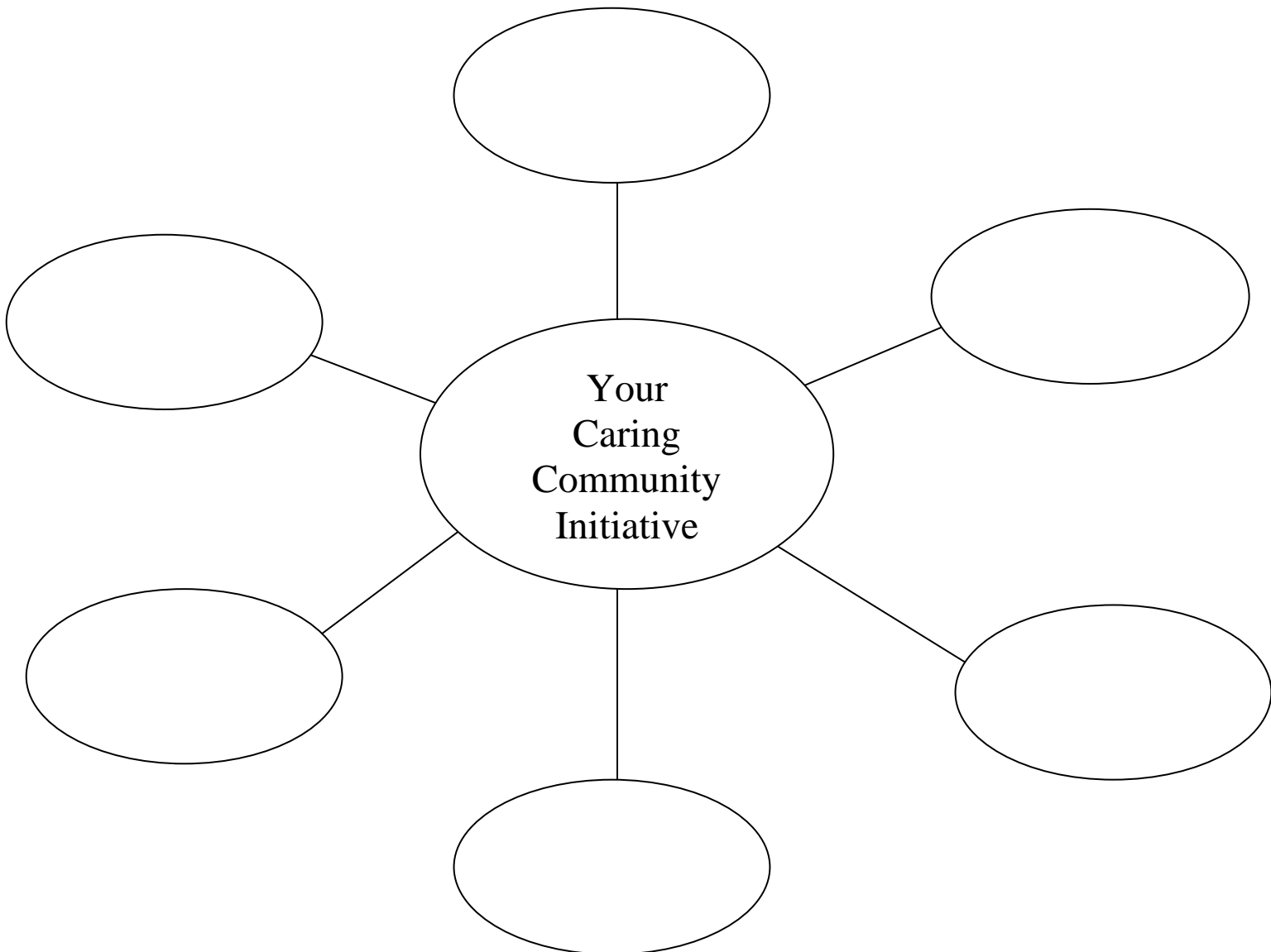
Which community sectors should be used to address your group's mission? Which of these offer good prospects for changing caregiver behaviors and involving community members with a concern about the problem of child abuse and neglect or the goal of building caring communities?



Planning Page
Choosing Community Sectors to be Involved in Your Group

Please review the diagram for the community partnership for preventing child abuse and neglect and building a caring community on the previous page. Use this page to list proposed sectors of the community in which *your* group can and will have influence. Potential sectors include schools, health organizations, criminal justice, religious organizations, and other contexts for reaching caregivers or involving those willing to help.

Review the targets and agents of change identified in the previous chapter. Consider what community sectors will best enable the group to reach the targets of change and to involve potential agents of change. Consider the following questions: Does the sector provide a way to reach large numbers of caregivers at risk to child abuse and neglect? Does it provide access to community members who have an interest in or responsibility for promoting caring for children? Is this part of the community important to the mission? Is it feasible to involve the sector in the group's efforts? What other sectors could or should be involved?



***"Action is what matters.
We are present where we act."***

-- Henri Bergson

Nobel Laureate Philosopher

Chapter IV

Preparing Your Action Plan: Identifying Community Changes to be Sought

The purpose of this chapter is to help guide the choice of community changes that your group will seek in each relevant sector of the community. To address the mission of reducing risk for child abuse and neglect and building a caring community, the group may seek to change programs, policies, and practices within a variety of sectors. These may include schools, health organizations, worksites and business organizations, government and social services, and religious organizations.

This chapter provides an inventory of possible changes that your group might seek in each sector. Ultimate decisions about what changes or improvements to seek rest with your community group. Please:

1. For each sector of the community to be involved, such as schools or business organizations, refer to the following examples of possible changes that might be sought by your group. Each example provides an illustration of a possible product of the planning process for that sector of the community.
2. Review the Inventory of Potential Changes that might be sought for each sector. Consider which changes in schools or other sectors of the community might be useful in your group's efforts to prevent child abuse and neglect and build caring communities. Modify these potential changes and delete or add new ones to fit your community's special needs, resources, and barriers.
3. Use the Planning Page at the end of each section to list a tentative set of changes to be sought in each sector. An extra copy of the Planning Page is provided for your convenience.

Note that the potential changes in the inventories are directed at key participants related to child abuse and neglect: perpetrator, survivor, and outside observer. Each section, such as schools or health organizations, begins with an example of how the respective participants can contribute to decreasing the risk of child abuse and neglect and building a caring community.

The potential changes are also oriented to different levels of the community, such as individuals and the broader environment. Some address the behaviors of people at risk, while others seek to change the behaviors of influential people, such as health providers or teachers. Some changes are directed at the environment by altering the programs, policies, and practices of important institutions or organizations.

Child abuse and neglect is a complex problem that is fostered by many levels of common practice in our communities. To build a caring community, your group should attempt to make changes for key risk and protective factors in a variety of different sectors and levels in your community. Such changes may bring about a more meaningful and lasting solution. Collaboration between sectors is an especially effective way to achieve desired results and it also helps to avoid duplication.

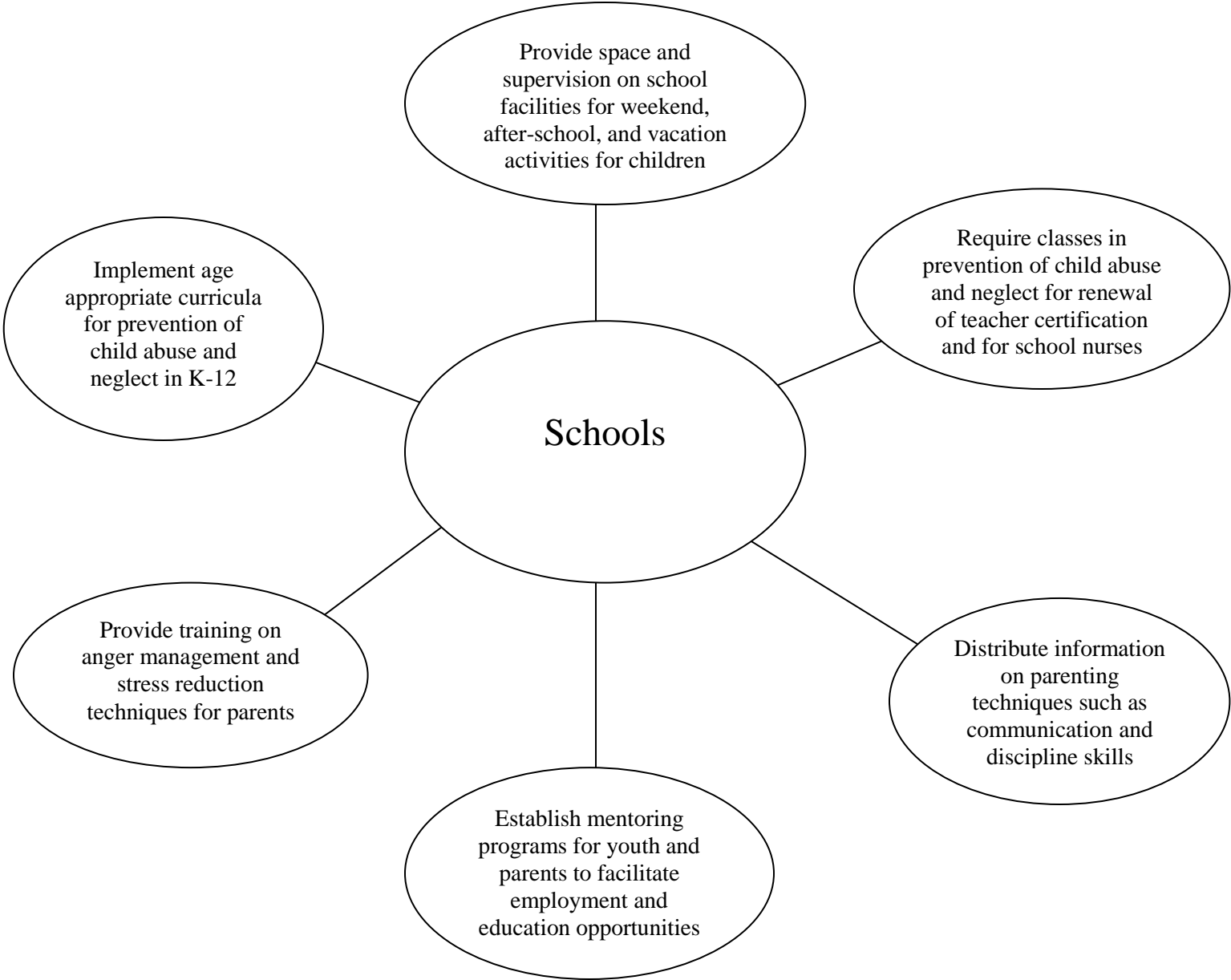
***"Children require guidance and sympathy
far more than instruction."***

-- Annie Sullivan

Part A
Changes in the Schools

(An example)

There are a number of potential changes in elementary, middle, and high schools that might contribute to the mission of reducing child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in the schools to build a caring community for children.**



Inventory of Potential Changes in the Schools

Please review this list of potential changes in a community's schools. The list notes how particular programs, policies, and practices of schools might be changed to contribute to the mission of reducing child abuse and neglect and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information or modifying school policies.

Identify those changes in the schools that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in the schools. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

- ___ 1. By ___, use newsletters, posters, pamphlets, and information sessions to educate teachers, administrators, staff, and parents or caregivers on the signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
- ___ 2. By ___, distribute pamphlets for parents and caregivers on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- ___ 3. By ___, provide information on how parents and caregivers can gain access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * ___ 4. By ___, provide information on how community members can gain access to affordable support groups and counseling programs for parents and caregivers, teen parents, single parents, step-parents, foster parents, and parents of children with special needs.
- ___ 5. By ___, publicize victim support services, such as domestic violence shelters.
- * ___ 6. By ___, provide information on child immunization, proper hygiene, and nutrition.
- ___ 7. By ___, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
- ___ 8. By ___, distribute pamphlets and videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal setting.
- ___ 9. By ___, publicly announce annual levels of locally reported child abuse and neglect, reporting increases or decreases from previous time periods.
- ___ 10. By ___, in cooperation with other organizations, establish hotlines or "warm lines" for caregivers and children to talk with a caring adult or youth (e.g., similar to maternal hotline of Parents Anonymous).
- ___ 11. By ___, conduct community forums where adults can hear from perpetrators and survivors on the problem of child abuse and neglect and what can be done about it.
- ___ 12. By ___, adopt and implement a comprehensive, effective, age-appropriate

curriculum to prevent adolescent pregnancy (including sexuality education, promotion of abstinence, information about birth control and family planning services for youth who choose to be sexually active, and negative consequences of teen parenthood).

- ___ 13. By ___, adopt and implement a comprehensive, effective, and age-appropriate curriculum for prevention of substance abuse (including information about the consequences, and training in refusal skills).
- * ___ 14. By ___, develop and distribute pamphlets and videotapes to new parents of children who have special needs (e.g., low birth weight, prematurity, disability) on developmental patterns and expected behaviors.
- ___ 15. By ___, provide a board listing current job opportunities, affordable daycare, important dates for placement tests or workshops, and other community events.
- ___ 16. By ___, incorporate information about child's developmental and academic progress into parent-teacher conference formats.
- ___ 17. By ___, develop and implement culturally-specific curricula for the prevention of child abuse and neglect in the traditions of African American, Hispanic, Asian, Native American, Caucasian, and other local cultures and religions.
- ___ 18. By ___, provide information to school nurses about detecting and reporting abuse and neglect during regular checkups (e.g., detecting injury to soft tissue).
- ___ 19. By ___, distribute information to children and caregivers about signs of child abuse and neglect, how to identify those signs, and what to do if identified.
- ___ 20. By ___, provide school board members with a child abuse and neglect awareness workshop.
- ___ 21. By ___, distribute information on birth control and family planning.
- ___ 22. By ___, _____(other).

B. Enhancing Skills

- ___ 1. By ___, provide inservice training for teachers, including skills for detecting and reporting child abuse and neglect, and supportive interaction with survivors, as well as lesson plans that incorporate information related to child abuse and neglect.
- ___ 2. By ___, provide skills training for parents and caregivers on parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation methods, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, emphasizing problem-solving skills, communication, goal-setting, and skills for finding and keeping a job.
- * ___ 5. By ___, provide training for parents in child safety (e.g., "child proofing," supervision, and selection of nonabusive caregivers).
- * ___ 6. By ___, provide specialized parenting skills training sessions for teen parents, step-fathers, single parents, and foster parents, discussing particular problems that they may face.
- ___ 7. By ___, provide ongoing training and support for parents and caregivers of children who are physically or mentally challenged.
- ___ 8. By ___, adopt and implement comprehensive, effective, and age appropriate

curricula for prevention of child abuse and neglect in grades K-12 (including information on recognizing and reporting abuse, assertiveness training, and problem solving.)

- ___ 9. By ___, provide skills training for all children in establishing caring relationships (e.g., appropriate affection, anger management, communication, conflict resolution).

- ___ 10. By ___, provide skills training to youth on how to recruit support from peers, siblings, and adults for avoiding and escaping sexual, physical, and emotional abuse.
- 11. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.

- ___ 12. By ___, provide evening workshops and classes on the topics of GED completion, higher education opportunities, resume writing, and job hunting skills.
- ___ 13. By ___, adopt and implement age-appropriate curricula to improve self care among children home alone (e.g., personal safety skills, problem solving skills for emergency situations, care of siblings).
- * ___ 14. By ___, provide skills training for youth on maintaining good self-esteem, respecting others, having self control, obeying rules, and staying in school.
- ___ 15. By ___, provide cultural sensitivity training for all staff.
- ___ 16. By ___, _____ (other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide transportation and child care for parents who attend school sponsored workshops, night classes, or other events.
- * ___ 3. By ___, provide incentives, such as school lunch credits or child care credits, for caregivers who participate in prevention programs such as parenting workshops or support groups.
- ___ 4. By ___, establish scholarship programs for youth to advance their education and training.
- ___ 5. By ___, provide incentives for school teachers to learn about and implement effective child abuse and neglect prevention curricula (e.g., certification credits).

- ___ 6. By ___, provide financial incentives for low income and at-risk students to avoid pregnancy and finish high school (e.g., cash payments with matching amounts in escrow accounts for later education and training).
- ___ 7. By ___, establish "outstanding parent" awards with nominations coming from kids.
- ___ 8. By ___, provide transportation for youth to attend school functions.
- ___ 9. By ___, _____ (other).

D. Facilitating Support from Influential Others

- ___ 1. By ___, sponsor social events for parents to get to know one another.
- ___ 2. By ___, establish mentoring programs for youth and young parents to facilitate employment, educational opportunities, guidance and support.
- ___ 3. By ___, encourage caregivers, senior citizens, and community groups to develop support systems that could help prevent maltreatment (e.g., mentoring, tutoring, and recreational activities).
- ___ 4. By ___, promote efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment.
- ___ 5. By ___, provide support groups and counseling programs for parents and caregivers, teen parents, step-parents, single parents, foster parents and parents of children with special needs.
- ___ 6. By ___, provide separate support groups and counseling programs for perpetrators and survivors of abuse and neglect.

- * ___ 7. By ___, provide opportunities for parents to serve as classroom volunteers and caring adults for children in schools.
- * ___ 8. By ___, provide help in obtaining public and legal assistance to those families who need it (e.g., AFDC, food stamps, child support collection, and Medicaid).
- ___ 9. By ___, _____(other).

E. Improving Services

- * ___ 1. By ___, develop after-school recreational programs for children.
- ___ 2. By ___, establish comprehensive, community-based efforts to prevent adolescent pregnancy.
- ___ 3. By ___, establish and maintain a network among local agencies for improving coordination of efforts to prevent child abuse and neglect.
- ___ 4. By ___, offer programs where children can spend a day with their parents on the job.
- ___ 5. By ___, establish coordinated intervention programs for youth who are victims of child abuse and neglect.
- ___ 6. By ___, provide space for community organizations to meet and work.
- ___ 7. By ___, offer advising, counseling, and referral services for couples and families.
- ___ 8. By ___, provide drop-off child care centers and volunteer babysitter networks to reduce stress for parents.
- * ___ 9. By ___, provide evening workshops and classes to parents on the topics of GED completion, higher education opportunities, resume writing, literacy, and job hunting skills.
- ___ 10. By ___, cooperate with other organizations, such as the fire department, health department, and schools in providing home safety checks to reduce risk for injury in the home (e.g., using child gates, reducing hot water temperature).
- ___ 11. By ___, establish a child abuse and neglect prevention center in the schools in cooperation with the health department.
- ___ 12. By ___, develop summer school alternative programs for children.

- ___ 13. By ___, provide annual physicals for all students in the school system, with emphases on detecting child abuse and neglect.
- * ___ 14. By ___, provide after school tutoring programs for children who are behind in school, in danger of failing, or who have learning disabilities. Recruit volunteer tutors from upper grades, neighborhood schools, colleges and the community.
- ___ 15. By ___, improve the availability and quality of services for children with disabilities.
- ___ 16. By ___, encourage health professionals and staff to be part of multidisciplinary child protection teams.
- ___ 17. By ___, _____(other).

F. Modifying Access to Services

- ___ 1. By ___, provide on-site child care for all parents attending school functions.
- ___ 2. By ___, use school facilities for community forums on child abuse and neglect prevention.
- ___ 3. By ___, provide space and supervision in school facilities for after school, weekend, and vacation activities for children.
- ___ 4. By ___, provide daycare facilities within the schools.
- ___ 5. By ___, provide clinics within the schools.
- ___ 6. By ___, provide on-site counseling or transportation to counseling.
- * ___ 7. By ___, provide a school social worker.
- ___ 8. By ___, install lighting in playgrounds to create safe places for children to play.
- ___ 9. By ___, _____(other).

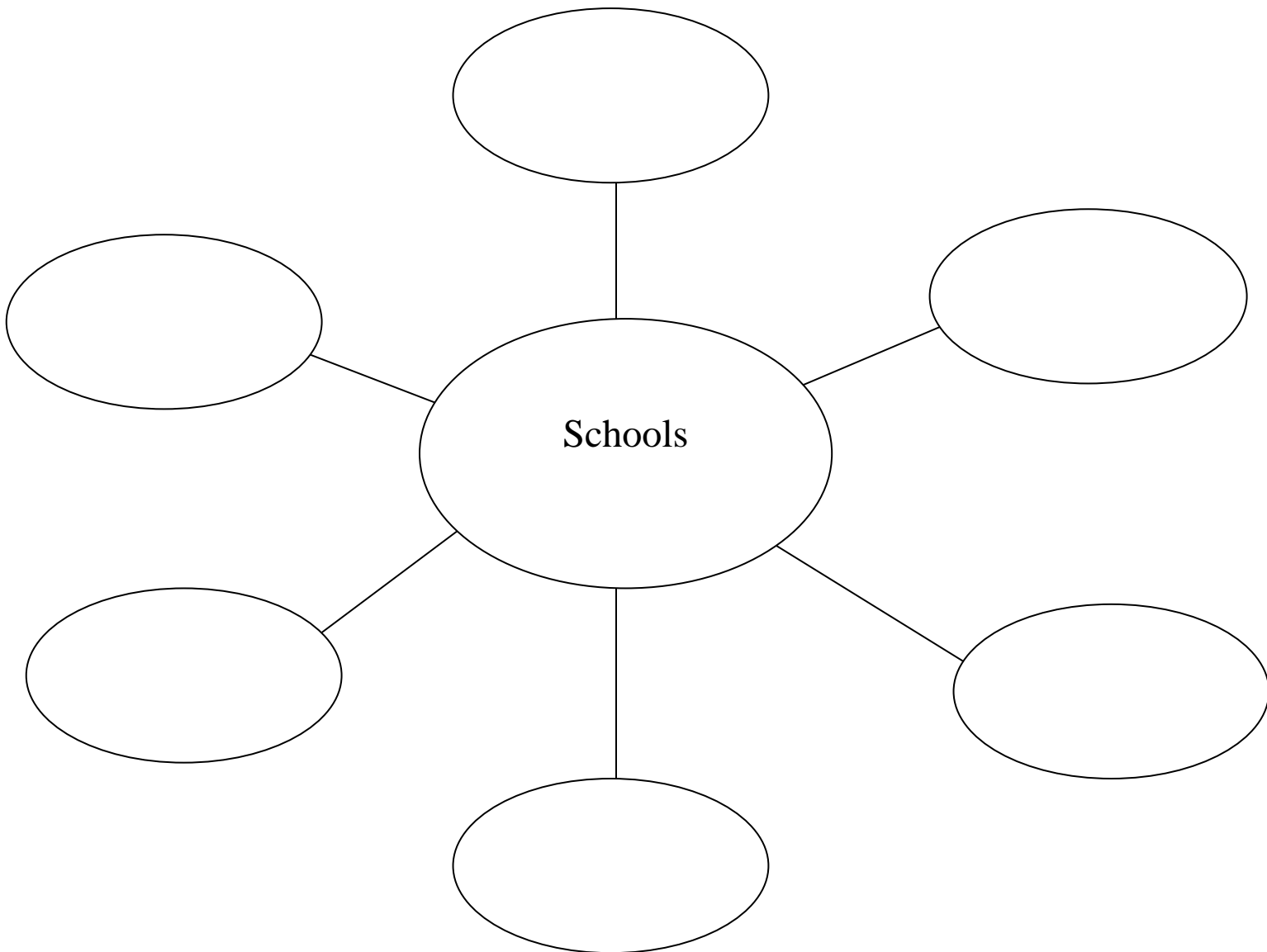
G. Changing Policies and Regulations

- * ___ 1. By ___, advocate for more severe penalties paired with rehabilitation programs for crimes against children.
- ___ 2. By ___, advocate for explicit and adequate minimum standards for child care in the county, region, and state.
- ___ 3. By ___, advocate for a more specific legal definition of neglect including unintentional injury.
- ___ 4. By ___, advocate for more specific legal definitions of physical, sexual and emotional abuse.
- ___ 5. By ___, institutionalize the use of comprehensive, effective, and age-appropriate curricula for prevention of child abuse and neglect in grades K-12.
- ___ 6. By ___, develop and implement specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- ___ 7. By ___, encourage the media to take more responsibility for keeping its portrayal of violence to a minimum.
- * ___ 8. By ___, advocate for (and enforce) policies for removal of corporal punishment from schools.
- * ___ 9. By ___, require classes in prevention and detection of child abuse and neglect for renewal of teacher certification.
- ___ 10. By ___, advocate for no "lock out" or out of school suspension policies.
- ___ 11. By ___, _____(other).

Planning Page Changes in the Schools

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle and high school levels related to the perpetrator, survivor, and outside observer, such as a teacher or school nurse.

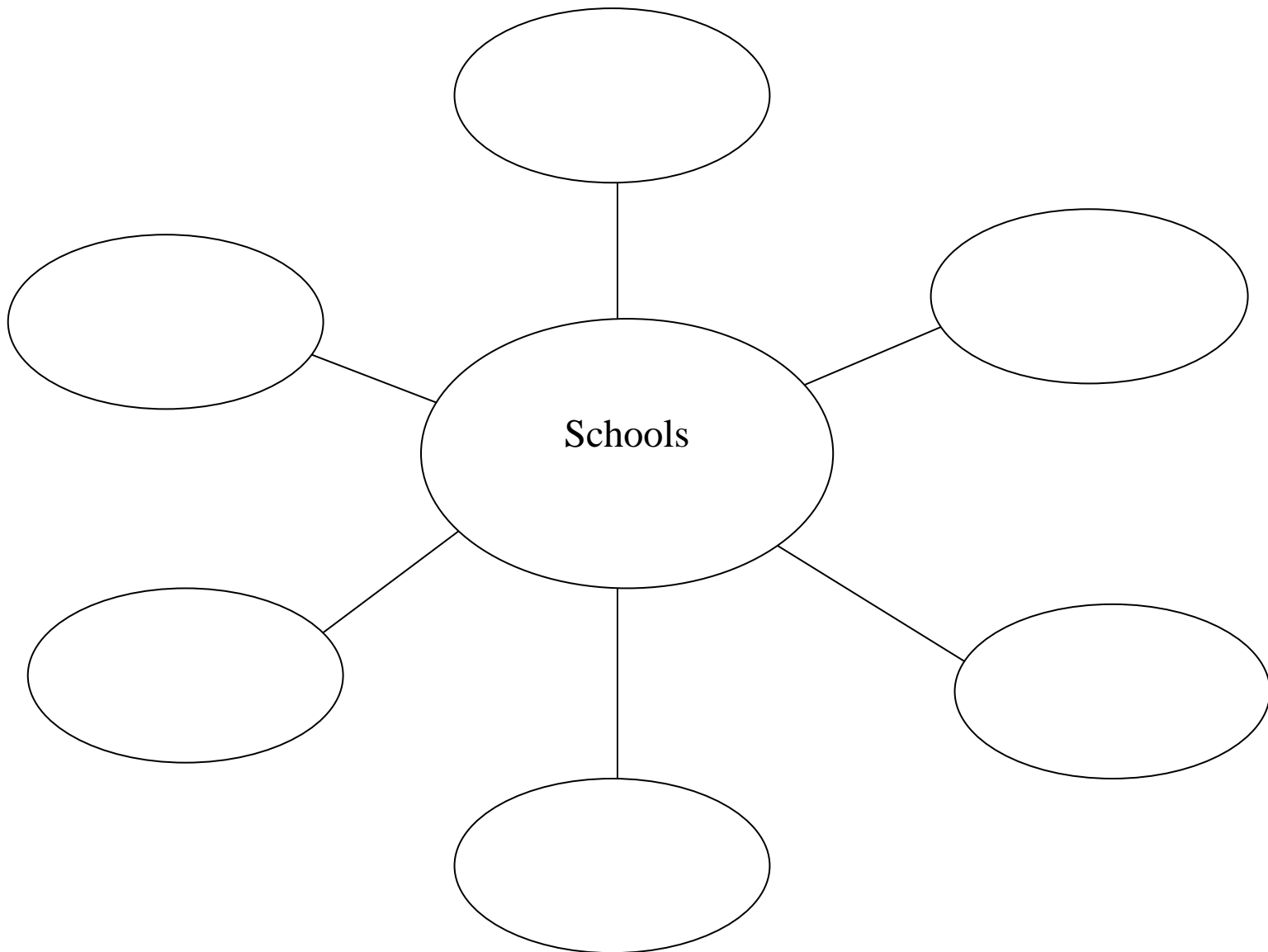
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should the schools do to build a caring community?



Planning Page Changes in the Schools

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's schools. Consider changes that can occur at the elementary, middle and high school levels related to the perpetrator, survivor, and outside observer, such as a teacher or school nurse.

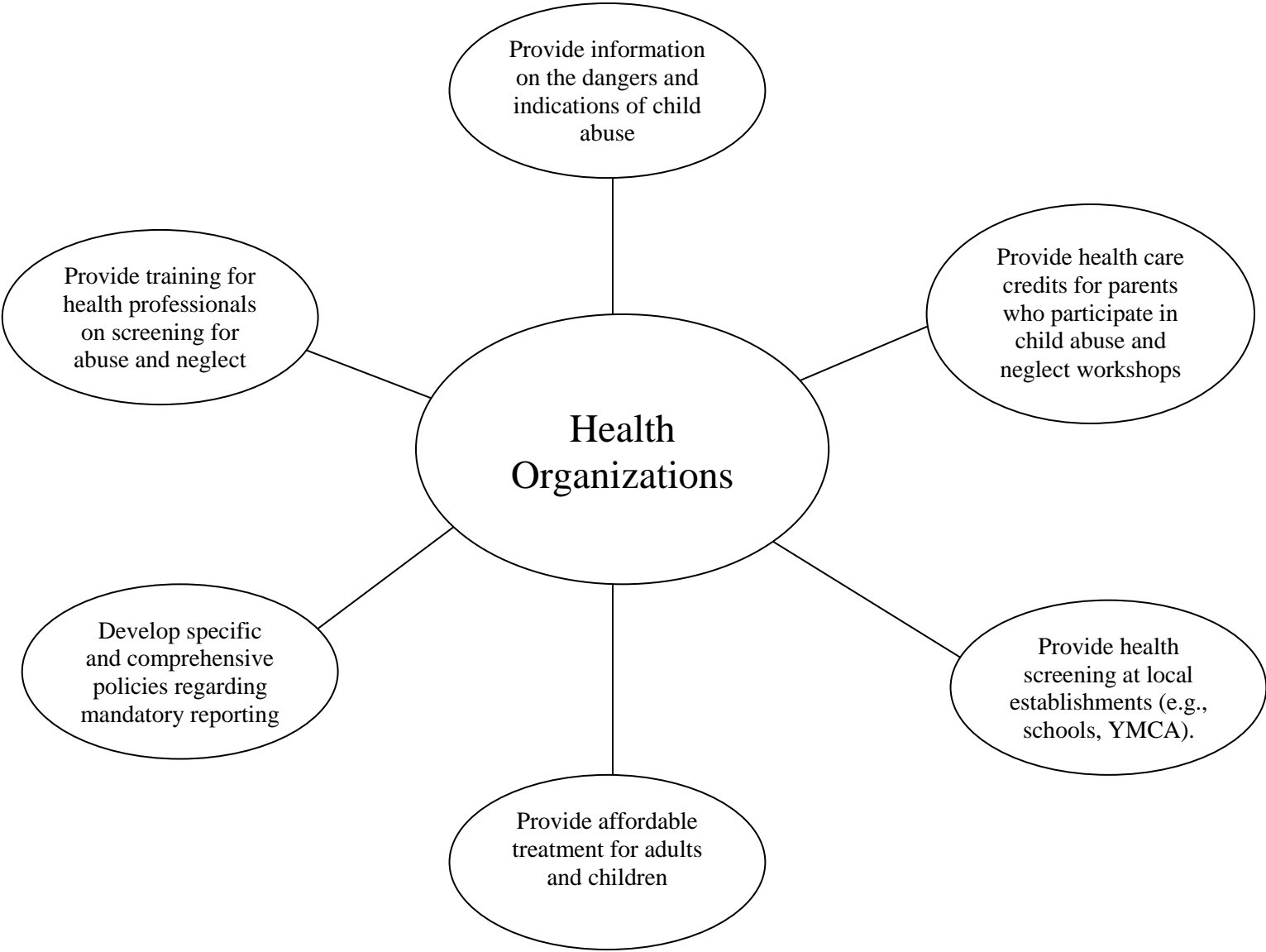
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should the schools do to build a caring community?



Part B
Changes in Health Organizations

(An example)

There are a number of potential changes in health organizations that might contribute to the mission of reducing risk for child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in health organizations to build a caring community for children**



Inventory of Potential Changes in Health Organizations

Please review this list of potential changes in a community's health organizations. The list notes how particular programs, policies, and practices of health organizations might be changed to contribute to the mission of reducing risk for child abuse and neglect and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information or modifying health care policies.

Identify those changes in the health organizations that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in health organizations. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

- ___ 1. By ___, use newsletters, posters, pamphlets, and information sessions to educate health professionals (including school nurses), parents, and caregivers on the signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
- ___ 2. By ___, distribute pamphlets and videos on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- ___ 3. By ___, provide information on how community members can have access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * ___ 4. By ___, provide information on how community members can gain access to affordable support groups and counseling programs for parents and caregivers, teen parents, single parents, step-parents, and parents of children with special needs.
- ___ 5. By ___, publicize victim support services, such as domestic violence shelters.
- * ___ 6. By ___, provide information to caregivers on child immunization, proper hygiene and nutrition.
- ___ 7. By ___, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
- ___ 8. By ___, distribute pamphlets and videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal setting.
- ___ 9. By ___, publicly announce annual levels of locally reported child abuse and neglect, reporting increases or decreases from previous time periods.
- ___ 10. By ___, in cooperation with other organizations, establish hotlines or "warm lines" for caregivers and children to talk with a caring adult or youth (e.g., similar to maternal hotline of Parents Anonymous).
11. By ___, conduct community forums where adults can hear from perpetrators and survivors on the problem of child abuse and neglect and what can be done about it.
- ___ 12. By ___, provide information on prevention of substance abuse, emphasizing

negative effects on reproduction and caregiving.

- ___ 13. By ___, develop and distribute information to patients visiting health departments, public and private clinics, and obstetric offices about dangers and indications of child abuse and neglect.
- * ___ 14. By ___, educate health providers about detecting and reporting abuse and neglect during regular appointments (e.g., detecting injury to soft tissue during children's regular checkups).
- ___ 15. By ___, offer information and discussion sessions for step-parents, especially step-fathers and live-in boyfriends, on their unique role in the family.
- ___ 16. By ___, develop and distribute pamphlets to new parents discussing the normal developmental pattern of behavior for children, including their physical and emotional needs at each stage.
- * ___ 17. By ___, develop and distribute information for the parents of children who have special needs (e.g., low birth weight, prematurity, or disability) on developmental patterns and expected behaviors.
- ___ 18. By ___, develop a discussion series where adults in the community hear from perpetrators and victims with regard to the effects of child abuse and neglect.
- ___ 19. By ___, distribute information on birth control and family planning.
- ___ 20. By ___, provide a board listing current job opportunities, affordable daycare, important dates for placement tests or workshops, and other community events.
- ___ 21. By ___, _____(other).

B. Enhancing Skills

- ___ 1. By ___, provide training for school and daycare personnel including skills for detecting and reporting child abuse and neglect, and supportive interaction with survivors.
- ___ 2. By ___, provide skills training for parents and caregivers on parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management techniques (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation methods, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, emphasizing problem-solving skills, goal-setting, and skills for finding and keeping a job.
- ___ 5. By ___, provide training in child safety (e.g., "child proofing," supervision, and selection of nonabusive caregivers).
- * ___ 6. By ___, provide specialized training sessions for teen parents, step-fathers, single parents, and foster parents, discussing particular problems they may face.
- ___ 7. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.
- ___ 8. By ___, provide ongoing training and support for parents and caregivers of children who are physically or mentally challenged.
- * ___ 9. By ___, incorporate training for parenting skills into rehabilitation programs.
- ___ 10. By ___, provide training on basic skills, such as hygiene and nutrition.
- * ___ 11. By ___, incorporate basic knowledge about emotional, physical, and sexual abuse and neglect, as well as issues of recognizing and treating victims, in all health professional curriculum (e.g., nursing, public health, medical education,

pediatrics).

- ___ 12. By ___, provide cultural sensitivity training for all staff.
- ___ 13. By ___, incorporate parenting workshops in the prenatal programs.
- ___ 14. By ___, establish training programs for health professionals on the detection of child abuse and neglect (e.g., detecting injury to soft tissue).
- ___ 15. By ___, encourage health professionals to provide in-service training for school, community agency and daycare personnel in planning, implementing and evaluating programs for preventing child abuse and neglect.
- ___ 16. By ___, _____(other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide free child care and transportation for parents who attend support groups or parenting workshops.
- ___ 3. By ___, provide incentives, such as recognition, for all sectors of the media (newspaper, radio, television) to run public service announcements against child abuse and neglect, and to advertise prevention efforts.
- * ___ 4. By ___, provide incentives for parents and caregivers who participate in child abuse and neglect prevention initiatives such as parenting workshops or support groups.
- * ___ 5. By ___, establish programs which celebrate the work of health professionals for outstanding child advocacy work (e.g., reporting, researching, or sponsoring awareness campaigns).
- ___ 6. By ___, offer flexible hours for staff to be able to spend more time with their children.
- ___ 7. By ___, provide transportation for youth to participate in support, prevention and medical programs.
- ___ 8. By ___, establish incentives for health organizations to improve their record keeping systems for cases of child abuse and neglect.
- ___ 9. By ___, _____(other).

D. Facilitating Support from Influential Others

- ___ 1. By ___, sponsor social events for parents to get to know one another.
- ___ 2. By ___, establish mentoring programs for youth and young parents to facilitate employment, educational opportunities, guidance, and support.
- ___ 3. By ___, encourage caregivers, senior citizens, and community groups to develop support systems that could help prevent maltreatment (e.g., mentoring, tutoring, and recreational activities).
- ___ 4. By ___, promote efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment.
- ___ 5. By ___, provide support groups and counseling programs for parents and caregivers, teen parents, step-parents, single parents, foster parents, and parents of children with special needs.
- ___ 6. By ___, provide separate support groups and counseling programs for perpetrators and survivors of child abuse and neglect.

- ___ 7. By ___, provide support groups and programs for unemployed parents, discussing job planning, coping strategies, and child management.
- * ___ 8. By ___, establish culturally sensitive home visitation programs for high risk mothers and foster parents to provide emotional support, health information, and parenting education during pregnancy and throughout infancy.
- ___ 9. By ___, offer advising, counseling, and referral services for couples and families.
- ___ 10. By ___, offer drug rehabilitation programs that incorporate ongoing support groups as part of treatment, targeting parents and parents to be.
- * ___ 11. By ___, provide help in obtaining public and legal assistance to those families who need it (e.g., AFDC, food stamps, child support collection, and Medicaid).
- ___ 12. By ___, establish anonymous crisis hotlines for parents trying to cope with stress.
- ___ 13. By _____, _____ (other).

E. Improving Services

- * ___ 1. By ___, develop after school volunteer, internship, and fitness programs for children.
- ___ 2. By ___, provide child care for parents during health appointments.
- * ___ 3. By ___, ensure that victims of abuse and neglect receive adequate medical and psychological care regardless of ability to pay.
- ___ 4. By ___, increase the number of agencies and organizations that conduct free parenting classes with culturally appropriate content.
- ___ 5. By ___, offer short-term child care opportunities for parents who have been hospitalized.
- ___ 6. By ___, establish comprehensive, community-based efforts to prevent adolescent pregnancy.
- ___ 7. By ___, establish and maintain a network among local agencies for improving coordination of efforts to prevent child abuse and neglect.
- ___ 8. By ___, offer programs where children can spend a day with their parents on the job.
- ___ 9. By ___, establish coordinated intervention programs for youth who are victims of child abuse and neglect.
- ___ 10. By ___, cooperate with other organizations, such as the fire department, health department, and schools, in providing home safety checks to reduce risk for injury in the home (e.g., using child gates, reducing hot water temperature).
- ___ 11. By ___, increase diversity of treatment options provided to children and families for abuse and neglect.
- ___ 12. By ___, encourage health professionals and staff to be part of multidisciplinary child protection teams.
- ___ 13. By ___, provide affordable medical treatment for adults and children.
- ___ 14. By ___, _____(other).

F. Modifying Access to Services

- * ___ 1. By ___, provide prenatal and postnatal care to all members of the community on a sliding fee scale basis, offering evening and weekend hours.
- ___ 2. By ___, establish mobile health services, including checks for physical abuse and neglect.

- * ___ 3. By ___, provide medical and psychological care on a sliding fee scale basis, offering evening and weekend hours.
- ___ 4. By ___, increase access to health care during and after pregnancy (e.g., prenatal, regular wellness checks).
- ___ 5. By ___, _____(other).

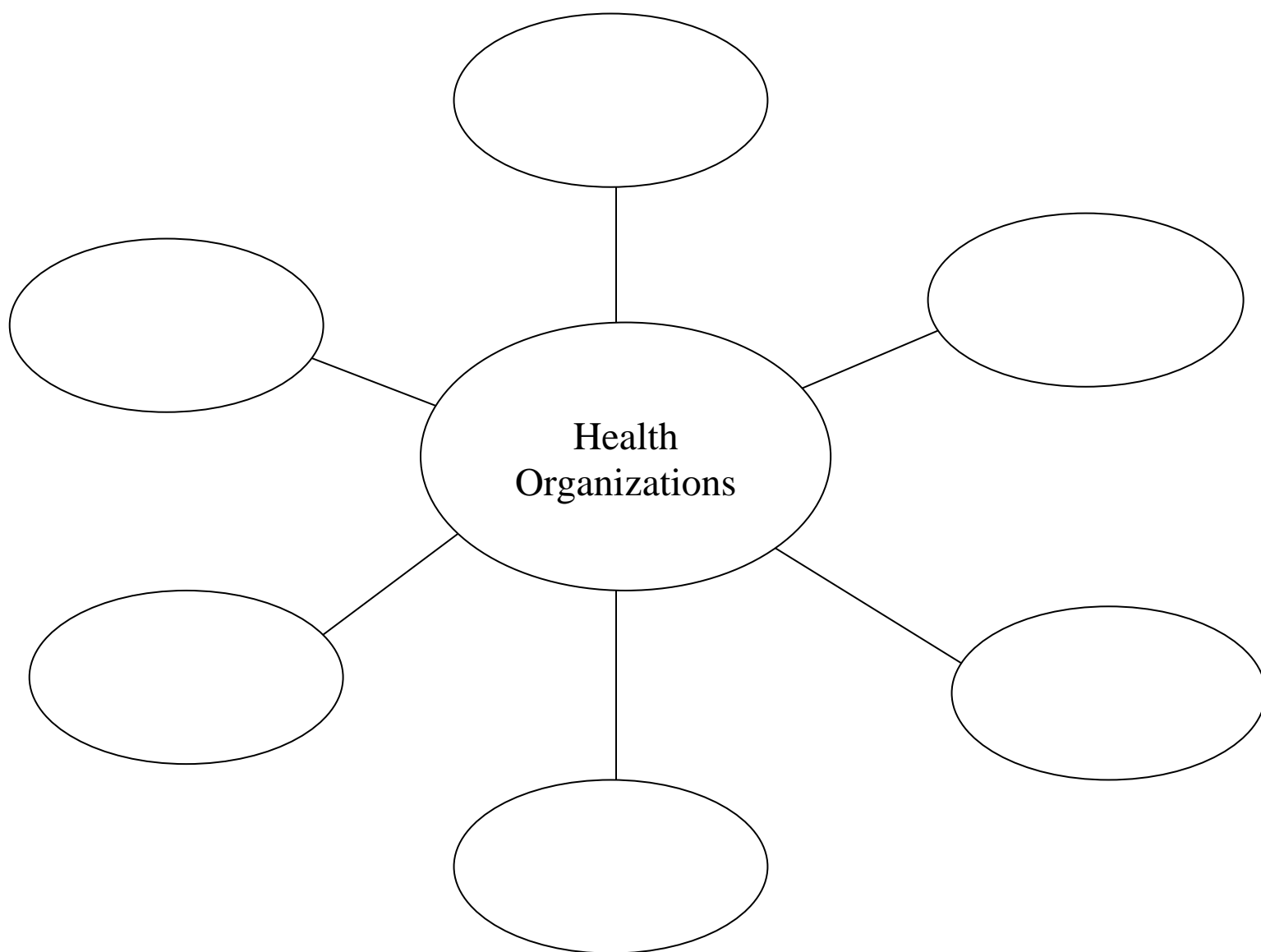
G. Changing Policies and Regulations

- * ___ 1. By ___, require documentation by medical professionals of physical findings and clinical observations of abused and neglected children.
- ___ 2. By ___, establish forensic evaluations of all questionable child deaths, including evaluations to rule out physical and sexual abuse.
- ___ 3. By ___, develop or maintain specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- ___ 4. By ___, require classes in issues surrounding child abuse and neglect for renewal of health care certification.
- ___ 5. By ___, advocate for a more specific legal definition of neglect including unintentional injury.
- * ___ 6. By ___, advocate for more severe penalties paired with rehabilitation programs for crimes against children.
- ___ 7. By ___, advocate for explicit and adequate minimum standards for child care in the county, region, and state.
- ___ 8. By ___, advocate for more specific legal definitions of physical, sexual and emotional abuse.
- ___ 9. By ___, make a history of prior abuse, including physical and sexual abuse and neglect, a part of every adult and child physical exam.
- ___ 10. By ___, include in all physical exams questions to parents concerning proper child care.
- * ___ 11. By ___, establish a policy requiring investigation of unintentional injury as a possible indicator of abuse or neglect.
- ___ 12. By ___, increase frequency of unannounced daycare visits to inspect the environment.
- ___ 13. By ___, adopt policies which require any person convicted of abuse or neglect to attend counseling and receive training in parenting skills and anger management.
- ___ 14. By ___, adopt policies that mandate or recommend every parent convicted of a substance abuse related charge (e.g., DUI, possession) to attend training on parenting and life skills.
- ___ 15. By ___, _____(other).

Planning Page ***Changes in Health Organizations***

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's health organizations. Consider all the contexts in which people receive health services including hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided. Consider changes related to the survivor, perpetrator, and outside observer.

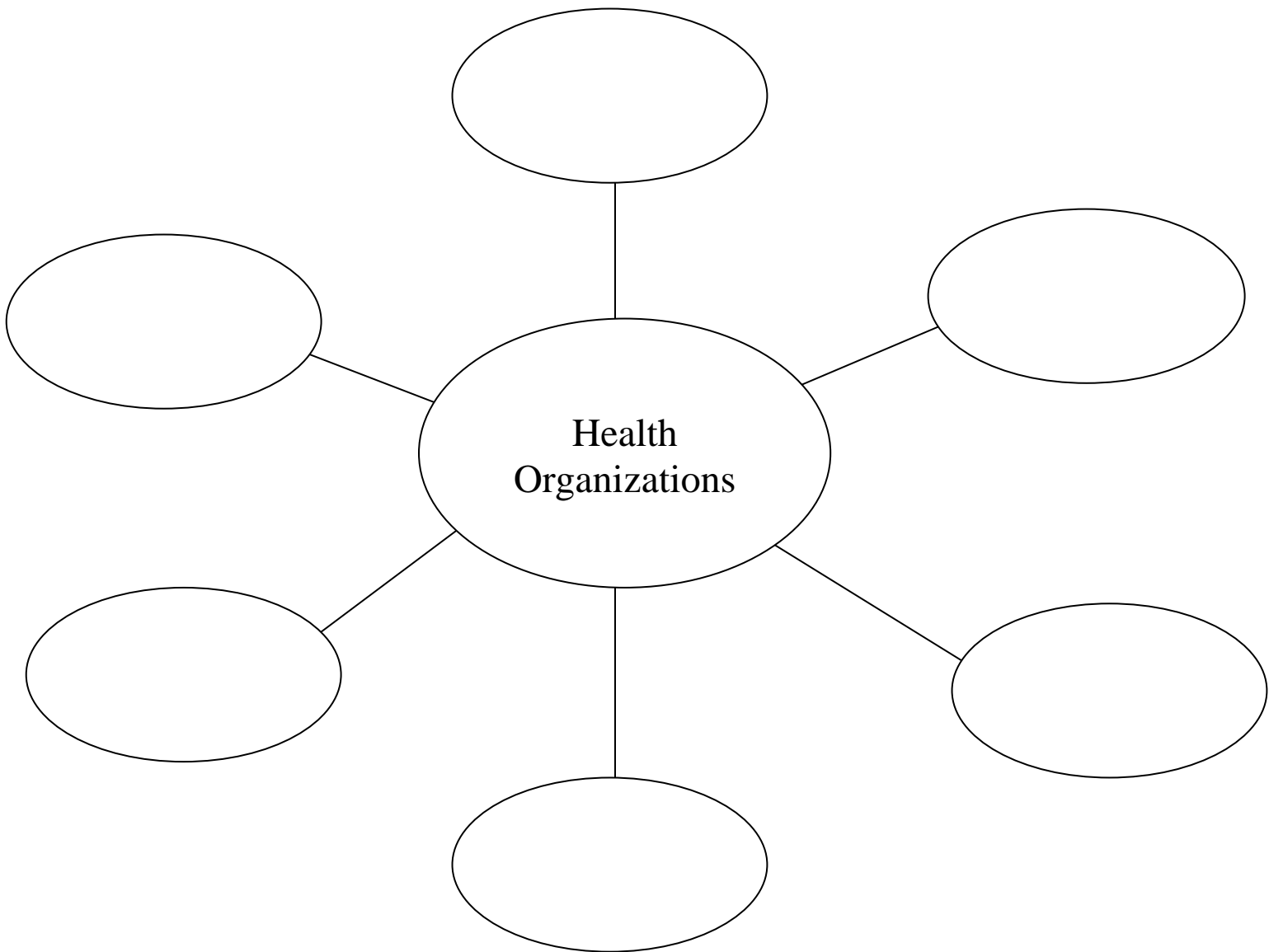
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should the health organizations do to build a caring community



Planning Page
Changes in Health Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's health organizations. Consider all the contexts in which people receive health services including hospitals, clinics, public health organizations, health education programs, physicians' offices, and other places where health care is provided. Consider changes related to the survivor, perpetrator, and outside observer.

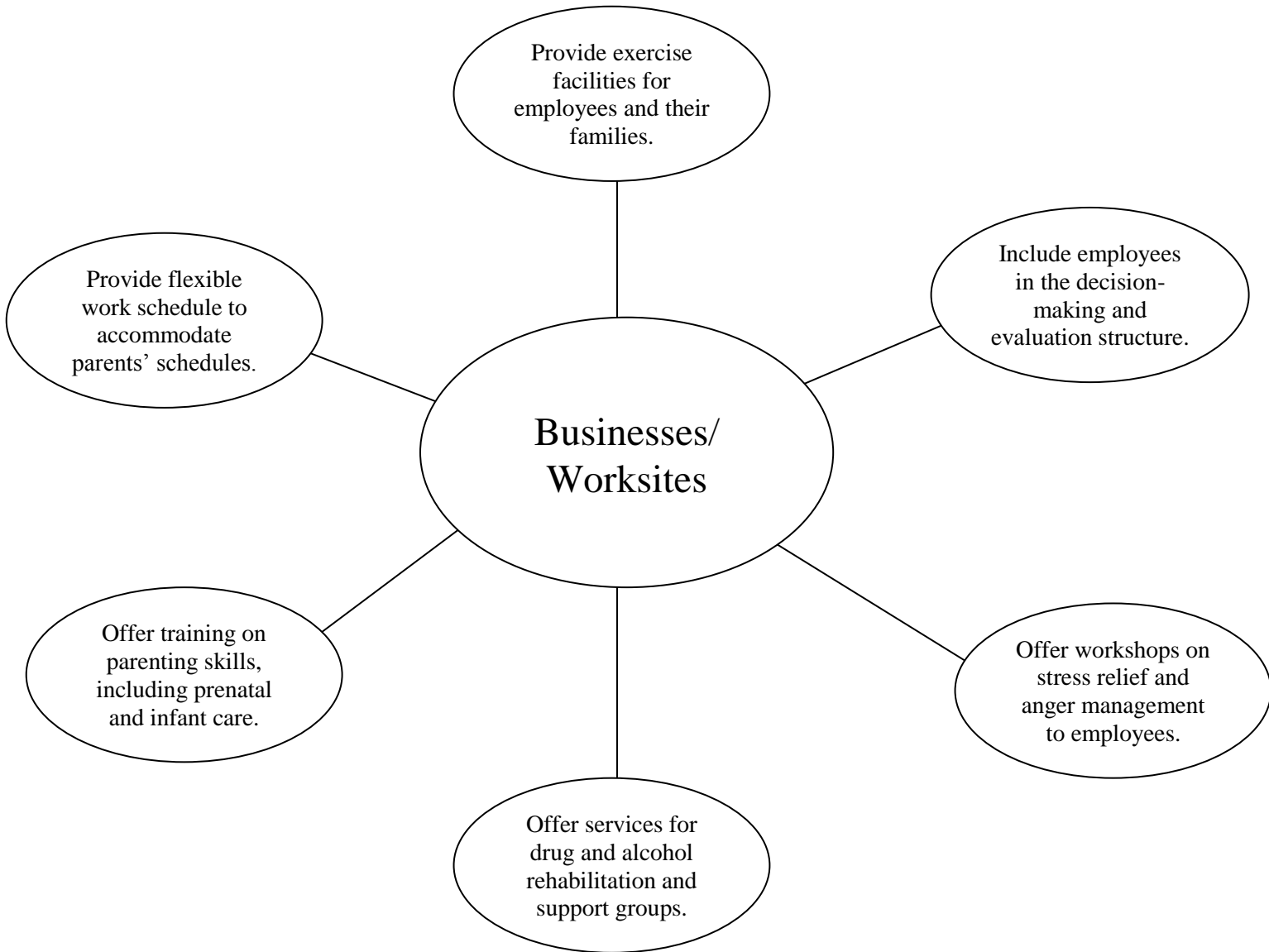
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should the health organizations do to build a caring community?



Part C
Changes in Businesses/Worksites

(An example)

There are a number of potential changes in businesses/worksites that might contribute to the mission of reducing risk for child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in businesses/worksites to build a caring community for children.**



Inventory of Potential Changes in Businesses/Worksites

Please review this list of potential changes in businesses and worksites. The list notes how particular programs, policies, and practices in the business environment might be changed to contribute to the mission of reducing risk for child abuse and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information or modifying business policies.

Identify those changes in businesses and worksites that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in businesses/worksites. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

1. By ____, use newsletters, posters, pamphlets, and information sessions to educate employees on the signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
2. By ____, distribute pamphlets and/or videotapes on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
3. By ____, provide information on how employees can gain access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * 4. By ____, provide information on how community members can gain access to support groups and affordable counseling programs for parents and caregivers, teen parents, step-parents, foster parents, and parents of children with special needs.
5. By ____, publicize victim support services, such as domestic violence shelters.
- * 6. By ____, provide information on child immunizations, proper hygiene, and nutrition.
7. By ____, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
8. By ____, distribute pamphlets and videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal setting.
9. By ____, incorporate prevention of substance abuse into employee newsletters and staff meetings emphasizing negative effects on reproduction and caregiving.
- * 10. By ____, provide a board listing affordable daycare, important dates for placement tests or workshops, and other community events.
11. By ____, provide information about the community's rate of abusive incidents in all major businesses, industries, and worksites.
12. By ____, provide information for employers regarding the costs to businesses related to abuse and neglect, including costs for health care and lost productivity.
13. By ____, provide information or preparation for those who want to obtain their GED or some form of higher education.

___ 14. By ___, _____ (other).

B. Enhancing Skills

- ___ 1. By ___, provide training for employees, including skills for detecting and reporting child abuse and neglect, and supportive interactions with survivors.
- ___ 2. By ___, provide skills training for parents and caregivers on parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation methods, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, emphasizing problem-solving skills, goal-setting, and skills for finding and keeping a job.
- ___ 5. By ___, provide training in child safety (e.g., "child proofing," supervision, selection of nonabusive caregivers).
- ___ 6. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.
- * ___ 7. By ___, provide preparation for people who are about to be unemployed with coping strategies, skills for finding a job, and time management.
- ___ 8. By ___, provide training for involved community members on fundraising, grant writing, and effective money management for prevention efforts.
- ___ 9. By ___, _____ (other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide transportation and child care for parents who wish to attend workshops, trainings, or classes.
- * ___ 3. By ___, provide incentives, such as child care credits, or paid time-off, for parents to participate in child abuse and neglect prevention initiatives such as parenting workshops or mentoring programs.
- ___ 4. By ___, establish scholarship programs for children of employees.
- ___ 5. By ___, offer financial incentives to employees who complete classes to further their education.
- * ___ 6. By ___, offer flexible hours for employees to be able to spend more time with their children.
- ___ 7. By ___, establish "outstanding parent" awards, with the nominations coming from their children.
- ___ 8. By ___, _____ (other).

D. Facilitating Support from Influential Others

- * ___ 1. By ___, sponsor social events for employees to get to know one another.
- ___ 2. By ___, establish mentoring programs to increase children's access to loving adults.
- ___ 3. By ___, encourage employees to volunteer their time as caring adults in the community (e.g., mentoring, tutoring, coaching, supervising recreational

activities).

- ___ 4. By ___, promote the efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment. ___
- ___ 5. By ___, provide on-site support groups and counseling programs for parents and caregivers.
- ___ 6. By ___, provide separate support groups and counseling programs for perpetrators and survivors of child abuse and neglect.
- * ___ 7. By ___, provide support groups and programs for soon-to-be unemployed workers, discussing job planning, coping strategies, and child management.
- ___ 8. By ___, offer drug rehabilitation programs that incorporate ongoing support groups and parenting skills training as part of treatment.
- * ___ 9. By ___, offer advising, counseling, and referral services for couples and families.
- ___ 10. By ___, offer extensive support networks for relocated families.
- ___ 11. By ___, _____ (other).

E. Improving Services

- ___ 1. By ___, develop after-school employment programs for children.
- * ___ 2. By ___, offer child care benefits for employees.
- ___ 3. By ___, offer programs where children can spend a day with their parents on the job.
- * ___ 4. By ___, offer apprenticeships and job training for youth in the community.
- ___ 5. By ___, offer more extensive health insurance plans for employees and their families, including coverage of regular wellness checks.
- * ___ 6. By ___, adopt policies that give employees more input in company decisions.
- ___ 7. By ___, provide evening workshops and classes to employees on the topics of GED completion, reading skills, and higher education opportunities.
- ___ 8. By ___, _____ (other).

F. Modifying Access to Services

- * ___ 1. By ___, establish an on-site child care facility for children of employees.
- ___ 2. By ___, provide space for community organizations to meet and work.
- ___ 3. By ___, _____ (other).

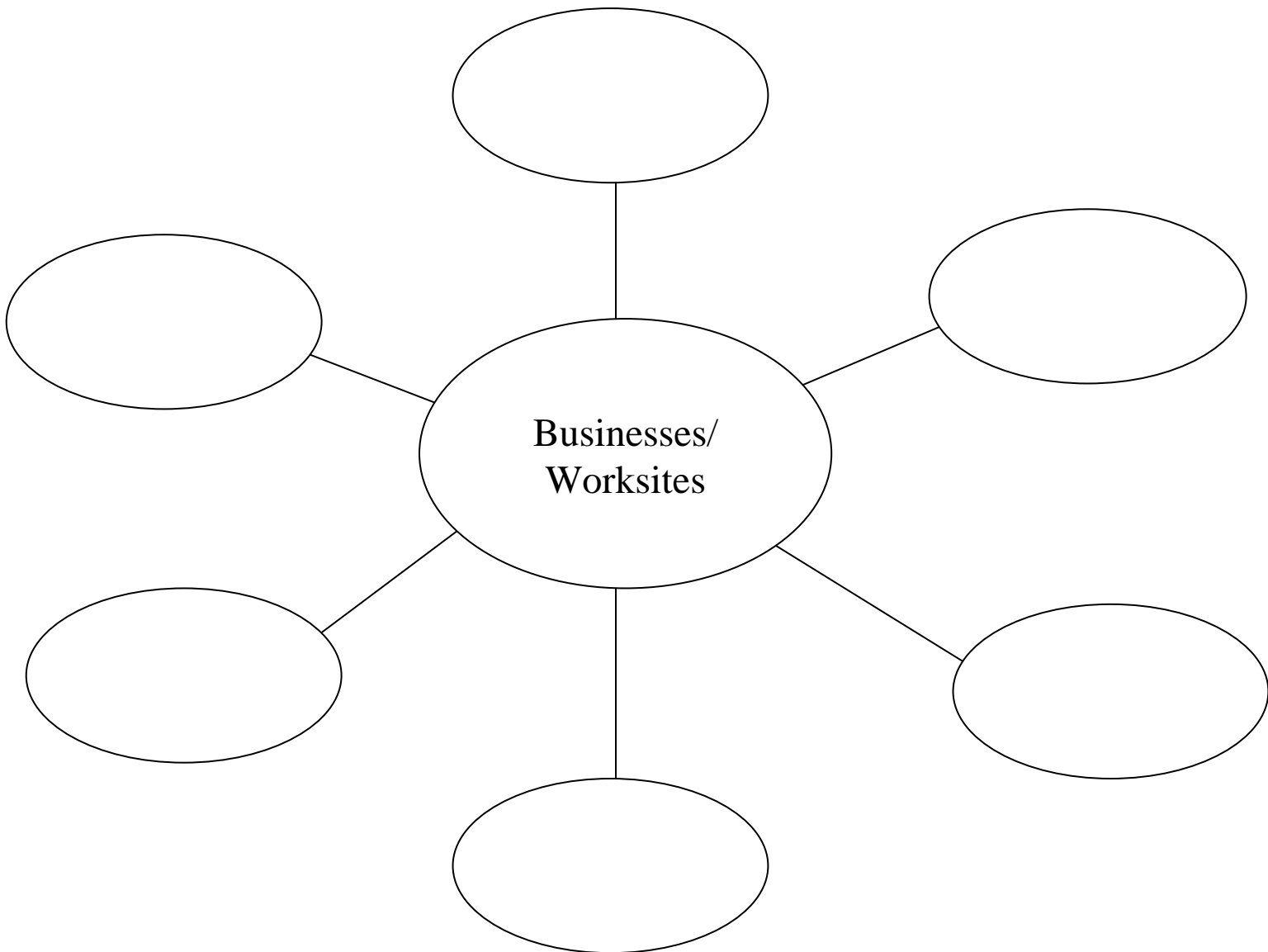
G. Changing Policies and Regulations

- ___ 1. By ___, advocate for explicit and adequate minimum standards for child care in the county, region, and state.
- * ___ 2. By ___, adopt policies that require any employee convicted for abuse or neglect to attend counseling and receive training in parenting skills and anger management.
- * ___ 3. By ___, adopt policies that support employees who require family emergency leave or temporary parental leave for new parents.
- ___ 4. By ___, develop and maintain specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- ___ 5. By ___, _____ (other).

Planning Page
Changes in Businesses/Worksites

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's businesses/worksites. Consider changes that can occur in businesses which would affect survivors of abuse, perpetrators of abuse, and outside observers.

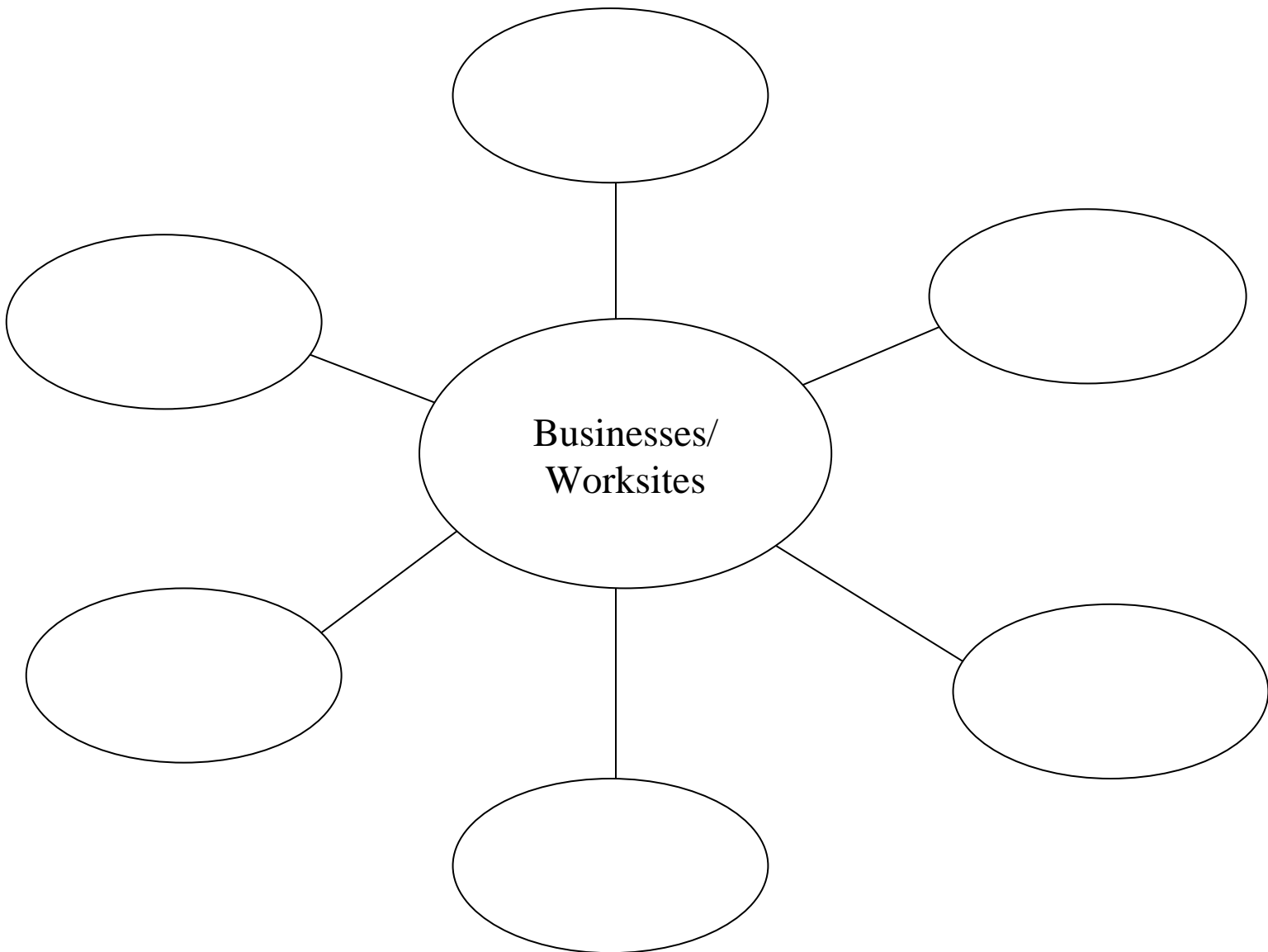
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should businesses/worksites do to build a caring community?



Planning Page
Changes in Businesses/Worksites

Please review the inventory provided earlier in this section and list tentative changes to be sought in your community's businesses/worksites. Consider changes that can occur in businesses which would affect survivors of abuse, perpetrators of abuse, and outside observers.

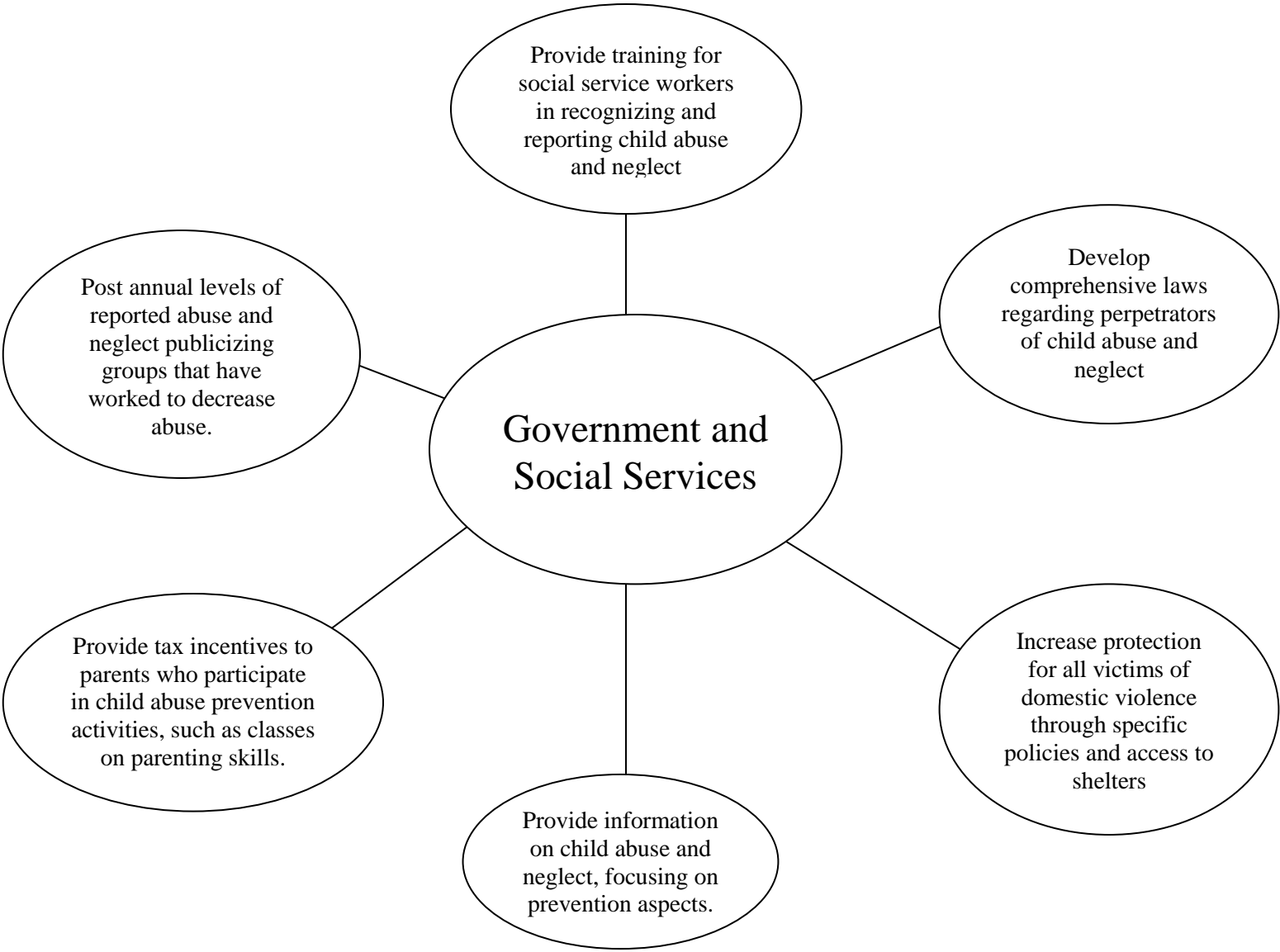
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should businesses/worksites do to build a caring community?



Part D
Changes in Government and Social Services

(An example)

There are a number of potential changes in government that will contribute to the mission of reducing risk for child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in government and social service agencies to build a caring community for children.**



Inventory of Potential Changes in Government and Social Services

Please review this list of potential changes in a community's government and social services. The list notes how particular programs, policies, and practices of the government or social service agencies or organizations might be changed to contribute to the mission of reducing risk for child abuse and neglect and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information and enhancing skills or modifying barriers and opportunities.

Identify those changes in government and social services that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in the community's government and social services. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

- * ___ 1. By ___, use public newsletters, posters, pamphlets, public service announcements, and town meetings to inform government administrators and community members about signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
- ___ 2. By ___, distribute pamphlets and/or videotapes on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- ___ 3. By ___, provide information on how community members can gain access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * ___ 4. By ___, provide information on how community members can gain access to support groups and affordable counseling programs for parents and guardians, teen parents, single parents, step-parents, foster parents, and parents of children with special needs.
- ___ 5. By ___, publicize victim support services, such as domestic violence shelters.
- * ___ 6. By ___, provide information on child immunization, proper hygiene, and nutrition.
- ___ 7. By ___, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
- ___ 8. By ___, distribute pamphlets and videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal setting.
- ___ 9. By ___, publicly announce annual levels of locally reported child abuse and neglect reporting increases and decreases from previous time periods.
- ___ 10. By ___, in collaboration with other organizations establish hotlines or "warm lines" for caregivers and children to talk with a caring adult or youth (e.g., similar to maternal hotline for Parent's Anonymous).
- ___ 11. By ___, distribute information on birth control and family planning, emphasizing the negative consequences of teen parenthood.
- ___ 12. By ___, provide information or preparation for those who want to obtain their

GED or some other form of higher education.

- * ___ 13. By ___, develop and distribute pamphlets and videotapes to new parents of children who have special needs (e.g. low birth weight, prematurity, disability) on developmental patterns and expected behaviors.
- * ___ 14. By ___, provide a board listing current job opportunities, affordable daycare, important dates for placement tests or workshops and other community events.
- ___ 15. By ___, develop a discussion series where adults in the community hear from perpetrators and victims with regard to the effects of child abuse and neglect.
- ___ 16. By ___, provide information on prevention of substance abuse emphasizing negative effects on reproduction and caregiving.
- ___ 17. By ___, increase knowledge of government staff, administrators, and community members regarding the physical, emotional, and ethical issues of reporting children who have been abused or neglected.
- ___ 18. By ___, conduct community forums where adults can hear from perpetrators and survivors on the problem of child abuse and neglect and what can be done about it.
- ___ 19. By _____, _____ (other).

B. Enhancing Skills

- ___ 1. By ___, provide training for social service workers and government staff, including skills for detecting and reporting child abuse and neglect, as well as supportive interaction with survivors.
- ___ 2. By ___, provide skills training for parents and caregivers on parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation techniques, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, problem-solving skills, communication, goal-setting, and skills for finding and keeping a job.
- * ___ 5. By ___, provide training in child safety (e.g., "child proofing," supervision, selection of nonabusive caregivers).
- ___ 6. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.
- ___ 7. By ___, provide ongoing training and support for parents and caregivers of children who are physically or mentally challenged.
- * ___ 8. By ___, provide specialized parenting skills training sessions for teen parents, step-fathers, single parents, and foster parents discussing particular problems that they may face.
- ___ 9. By ___, provide cultural sensitivity training for government and social service employees.
- ___ 10. By ___, provide skills training for children to recognize and report their own abuse, including assertiveness training.
- ___ 11. By ___, provide skills training to youth on how to recruit support from peers, siblings, and adults for avoiding sexual, physical, and emotional abuse
- * ___ 12. By ___, provide evening workshops and classes on the topics of GED completion, higher education opportunities, resume writing, and job hunting

skills.

___ 13. By _____, _____ (other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide transportation and child care for parents who wish to attend workshops, trainings or classes.
- * ___ 3. By ___, provide tax incentives or insurance reductions to parents who participate in child abuse prevention activities such as parenting workshops or support groups.
- ___ 4. By ___, establish scholarship programs for low income youth to advance their education and training.
- ___ 5. By ___, recommend use of Community Development Block Grant monies to support child abuse and neglect prevention activities (such as parenting skill classes) in low income neighborhoods as well as facilitating prevention services for the whole community.
- ___ 6. By ___, provide financial incentives, awards, or recognition for students who graduate from high school.
- ___ 7. By ___, offer flexible hours for employees to be able to spend more time with their children.
- ___ 8. By ___, award annual minigrants to grassroots organizations or individuals to establish programs to prevent or reduce child abuse and neglect.
- * ___ 9. By ___, establish stricter penalties for those who do not pay child support (e.g., revoke drivers' licenses, garnish wages, institute monetary fines).
- ___ 10. By ___, provide incentives, such as recognition, for all sectors of the media (newspaper, radio, television) to run public service announcements against child abuse and neglect and to advertise prevention efforts.
- ___ 11. By ___, establish incentives for social and government agencies to improve their record keeping systems for cases of child abuse and neglect.
- ___ 12. By _____, provide transportation for youth to participate in support and prevention programs.
- ___ 13. By _____, _____ (other).

D. Facilitating Support from Influential Others

- ___ 1. By ___, sponsor social events for government employees and community members to get to know one another.
- ___ 2. By ___, establish mentoring programs for youth and young parents to facilitate employment, educational opportunities, guidance, and support.
- ___ 3. By ___, encourage caregivers, senior citizens, and community groups to develop support systems that could help prevent maltreatment (e.g., mentoring, tutoring, and recreational activities).
- ___ 4. By ___, promote the efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment.
- ___ 5. By ___, provide support groups and counseling programs for parents and caregivers, teen parents, single parents, step-parents, foster parents, and parents

of children with special needs.

- ___ 6. By ____, provide separate support groups and counseling programs for perpetrators and survivors of abuse and neglect.
- ___ 7. By ____, provide support groups and programs for unemployed parents discussing job planning, coping strategies, and child management.
- * ___ 8. By ____, establish culturally sensitive home visitation programs for high risk mothers and foster parents to provide emotional support, health information, and parenting education during pregnancy and throughout infancy.
- ___ 9. By ____, offer advising, counseling, and referral services for couples and families.
- ___ 10. By ____, offer drug rehabilitation programs that incorporate ongoing support groups as part of treatment, targeting parents and parents-to-be.
- * ___ 11. By ____, provide help in obtaining public and legal assistance to those families who need it (e.g. AFDC, food stamps, child support collection, and Medicaid).
- ___ 12. By ____, establish anonymous crisis hotlines for parents trying to cope with stress.
- * ___ 13. By ____, provide volunteer child advocates to represent and protect victims throughout the legal process.
- ___ By _____ (other).

E. Improving Services

- ___ 1. By ____, develop after-school employment and recreational programs for children.
- ___ 2. By ____, ensure that victims of abuse and neglect receive adequate medical and psychological care, regardless of ability to pay.
- ___ 3. By ____, establish national and state programs to promote community service.
- * ___ 4. By ____, develop additional programs to support families in need (emergency grants, food pantries, etc.).
- ___ 5. By ____, increase the number of agencies or organizations that conduct free parenting classes with culturally appropriate content.
- ___ 6. By ____, cooperate with other organizations, such as the fire department, health department, and schools in providing home safety checks to reduce risk for injury in the home (e.g., using child gates, reducing hot water temperature).
- ___ 7. By ____, encourage social service professionals to be part of multidisciplinary child protection teams.
- * ___ 8. By ____, provide a coordinated program of "wrap around" services for youth experiencing abuse and neglect, that includes schools, social and rehabilitation services, legal services, and physical and mental health services.
- ___ 9. By ____, establish and maintain a network among local agencies for improving coordination of efforts to prevent child abuse and neglect.
- * ___ 10. By ____, extend available and affordable high quality daycare.
- ___ 11. By ____, increase access to shelters to protect women and children who may be victims of abuse.
- * ___ 12. By ____, develop an annual Resource Directory of Services for victims of abuse and neglect and distribute it to area clergy, businesses, schools, and other appropriate organizations.
- ___ 13. By ____, improve the availability and quality of services for children with disabilities.
- ___ 14. By ____, offer programs where children can spend a day with their parents on the

- job.
- ___ 15. By ___, provide drop-off child care centers or volunteer babysitter networks to reduce stress for parents and caregivers.
 - ___ 16. By ___, establish comprehensive, community-based efforts to reduce adolescent pregnancy (including sexuality education, promotion of abstinence, information about birth control and family planning services, and negative consequences of teen parenthood).
 - ___ 17. By ___, provide quality, out-of-home foster care services as needed to protect children.
 - ___ 18. By ___, _____ (other).

F. Modifying Access to Services

- ___ 1. By ___, provide on-site child care for parents who are meeting with government or social service providers.
- ___ 2. By ___, use government facilities for community forums on child abuse and neglect.
- * ___ 3. By ___, modify public housing to include well-lit courtyards and decent housing conditions.
- ___ 4. By ___, provide prenatal and postnatal care to all members of the community on a sliding fee scale basis, offering evening and weekend hours.
- ___ 5. By _____, _____ (other).

G. Changing Policies and Regulations

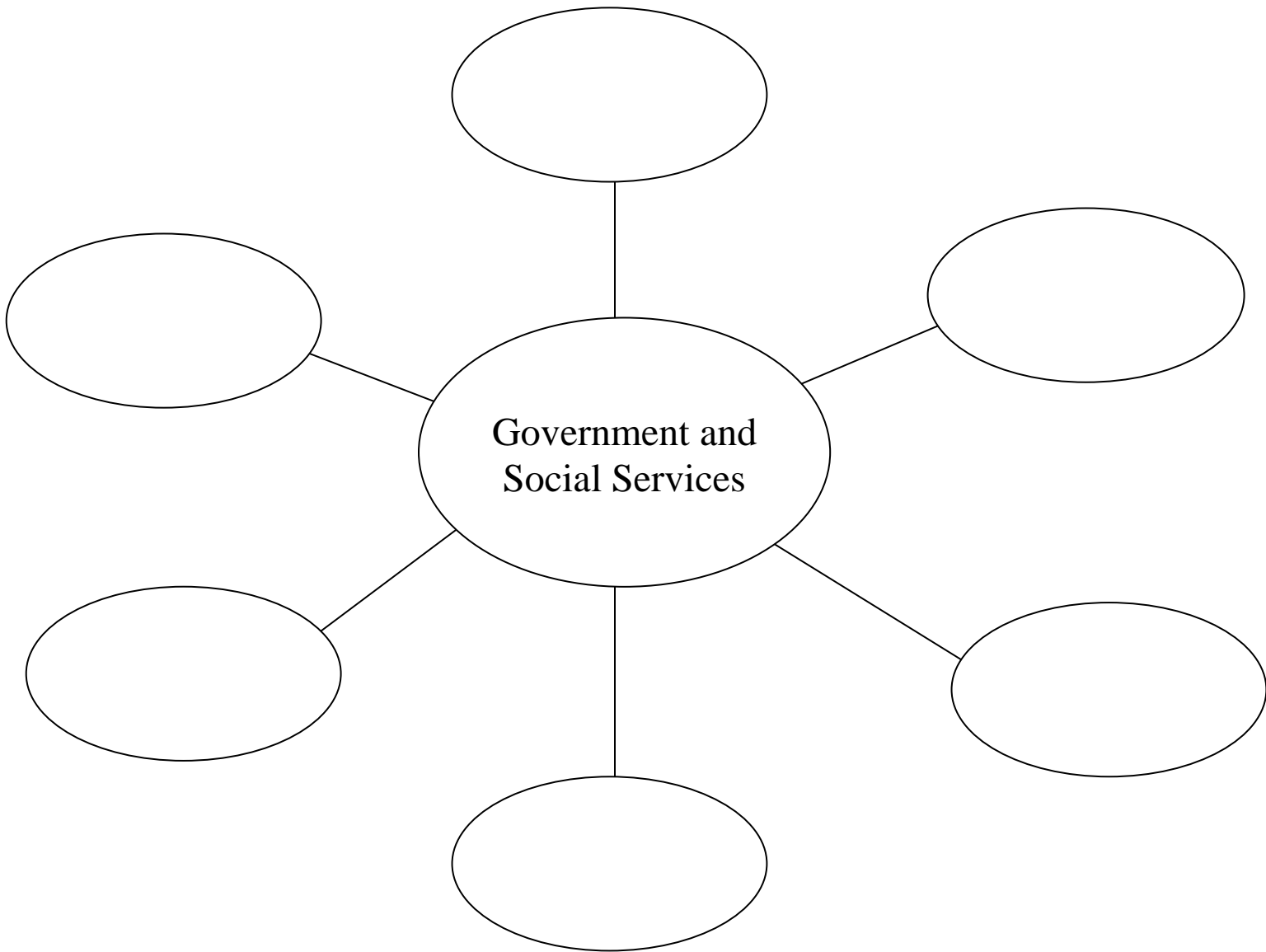
- ___ 1. By ___, set better legal standards for how to deal with emotional maltreatment.
- ___ 2. By ___, require classes in issues surrounding child abuse and neglect for recertification of service professionals.
- * ___ 3. By ___, develop a unified children's court, a system that looks at issues from the perspective of the child.
- * ___ 4. By ___, require that all children have a legal child advocate in the court system.
- * ___ 5. By ___, increase the severity of penalties for crimes against children incorporating rehabilitation programs.
- ___ 6. By ___, establish mandatory training for foster parents on parenting skills and anger management.
- ___ 7. By ___, raise minimum standards for child care in the county, region, and state.
- ___ 8. By ___, limit parental rights and discontinue entitlements for families known to abuse or neglect children.
- ___ 9. By ___, increase the frequency of unannounced daycare visits to inspect the environment.
- ___ 10. By ___, develop a more specific legal definition of neglect including unintentional injury.
- ___ 11. By ___, develop or maintain specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- ___ 12. By ___, develop more specific legal definitions of physical, sexual, and emotional abuse.
- * ___ 13. By ___, increase enforcement of child support laws to ensure adequate financial resources for caregivers and children.

- ___ 14. By ___, encourage the media to take more responsibility for keeping its portrayal of violence to a minimum.
- ___ 15. By ___, develop policies requiring frequent self-report survey assessments of risk for becoming a perpetrator or victim of child abuse and neglect (e.g., in schools, medical settings, and community organizations).
- ___ 16. By ___, require documentation by medical professionals of physical findings and clinical observations of abused and neglected children.
- ___ 17. By ___, adopt policies that require any person convicted for abuse or neglect to attend counseling and receive training in parenting skills and anger management.
- * ___ 18. By ___, adopt policies that mandate or recommend every parent convicted of a substance abuse related charge (e.g., DUI, possession) to attend training on parenting and life skills.
- ___ 19. By ___, establish a policy requiring investigation of unintentional injury as a possible indicator of abuse or neglect.
- ___ 20. By ___, _____ (other).

Planning Page
Changes in Government and Social Services

Please review the inventory provided earlier in this section and list tentative changes to be sought in local government and social services. Consider changes that can occur in government and social services which would affect survivors of abuse, perpetrators of abuse, and outside observers.

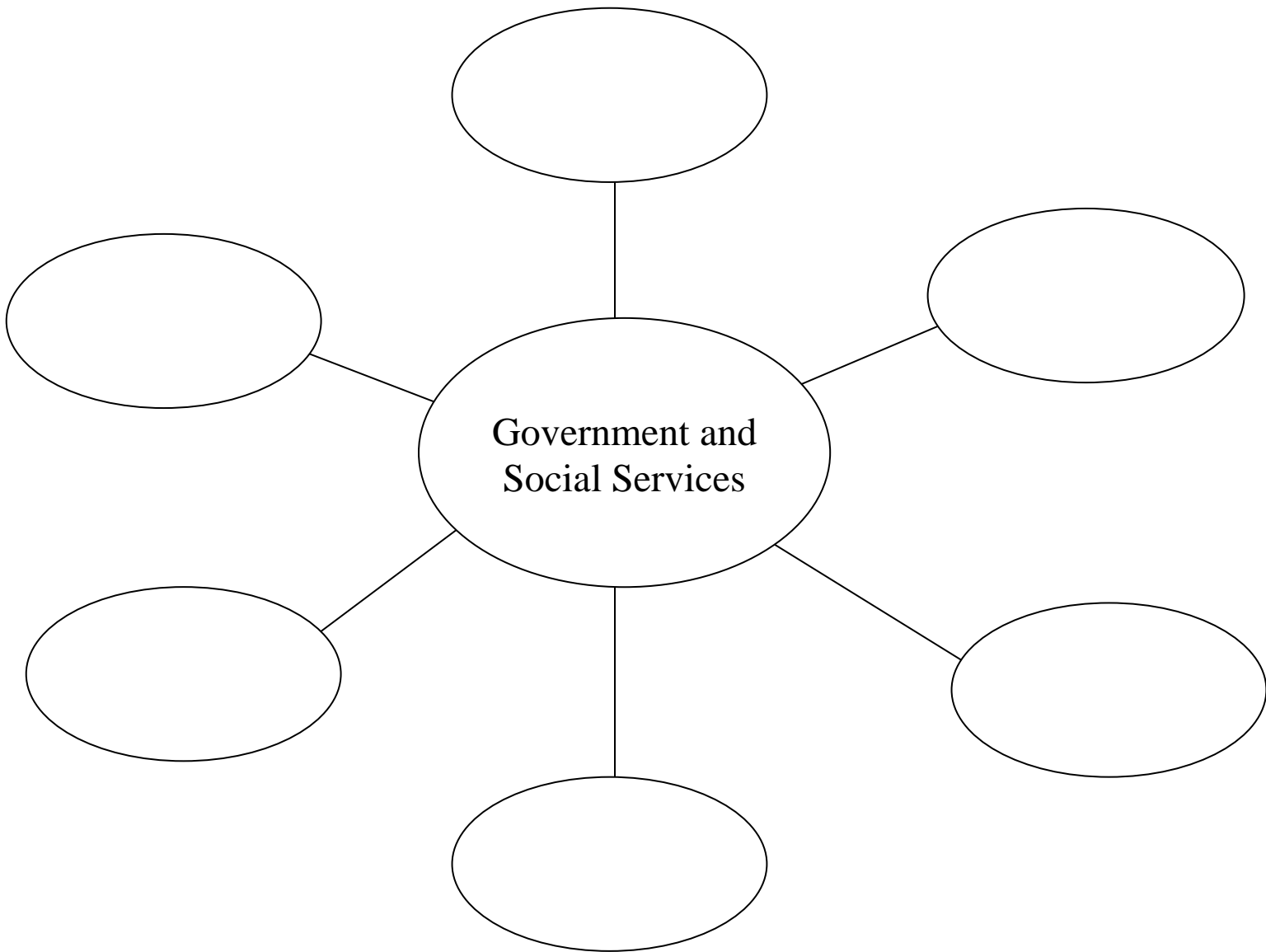
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should community government and social service agencies do to build a caring community?



Planning Page
Changes in Government and Social Services

Please review the inventory provided earlier in this section and list tentative changes to be sought in local government and social services. Consider changes that can occur in government and social services which would affect survivors of abuse, perpetrators of abuse, and outside observers.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should community government and social service agencies do to build a caring community?



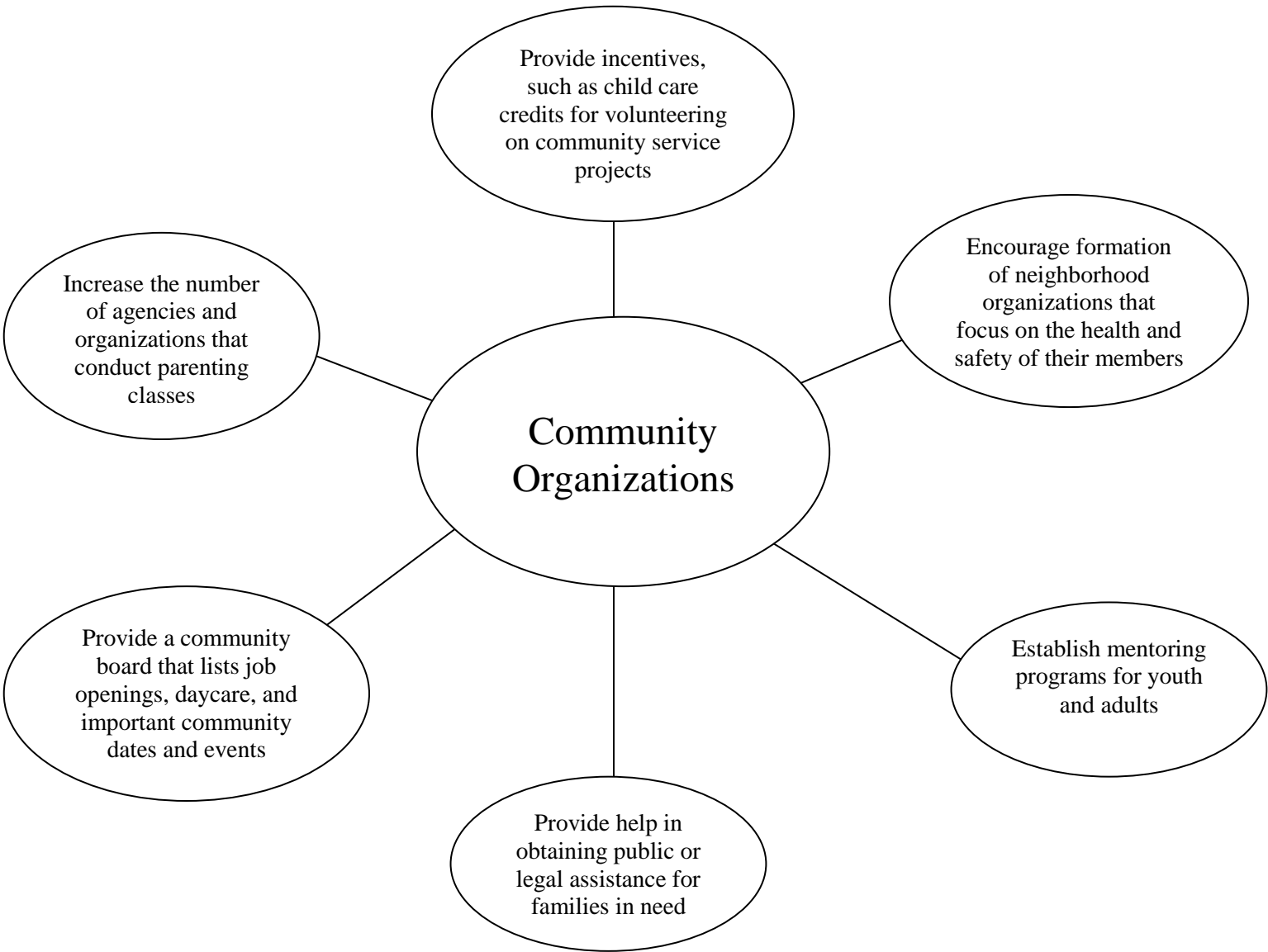
***"When will justice come?
When those who are not injured
become as indignant
as those who are."***

-- Leo Tolstoy

Part E
**Changes in Community
Organizations**

(An example)

There are a number of potential changes in a community's organizations that will contribute to the mission of reducing risk for child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in community organizations to build a caring community for children.**



Inventory of Potential Changes in Community Organizations

Please review this list of potential changes in a community's organizations. The list notes how particular programs, policies, and practices of community organizations might be changed to contribute to the mission of reducing risk for child abuse and neglect and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information or modifying community organizations' policies.

Identify those changes in the community organizations that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in the community organizations. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

1. By ____, use newsletters, posters, pamphlets, public service announcements, and information sessions to inform community members about signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
- * 2. By ____, distribute pamphlets and/or videotapes on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
3. By ____, provide information on how community members can gain access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * 4. By ____, provide information on how community members can gain access to support groups and affordable counseling programs for parents and caregivers, teen parents, single parents, step-parents, foster parents, and parents of children with special needs.
5. By ____, publicize victim support services such as domestic violence shelters.
- * 6. By ____, provide information on child immunization, proper hygiene and nutrition.
7. By ____, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
8. By ____, distribute pamphlets and/or videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal-setting.
9. By ____, publicly announce annual levels of locally reported child abuse and neglect, reporting increases or decreases from previous time periods.
10. By ____, in cooperation with other organizations, establish hotlines or "warmlines" for caregivers and children to talk with a caring adult or youth (e.g., similar to maternal hotlines of Parents Anonymous).
11. By ____, conduct community forums where adults can hear from perpetrators and survivors on the problem of child abuse and neglect and what can be done about it.
12. By ____, incorporate prevention of substance abuse into the agenda of community

- organizations emphasizing negative effects on reproduction and caregiving.
- * ___ 13. By ___, provide a board listing current job opportunities, affordable daycare, important dates for placement tests or workshops, and other community events.
 - ___ 14. By ___, provide information and preparation for those who want to obtain their GED or some form of higher education.
 - ___ 15. By ___, increase community awareness of child abuse and neglect through events such as the "clothesline" project and fundraisers.
 - ___ 16. By ___, incorporate prevention of adolescent pregnancy into the agenda of community organizations, emphasizing goal-setting, life planning, and negative consequences of teen parenthood.
 - ___ 17. By ___, _____(other).

B. Enhancing Skills

- ___ 1. By ___, provide training on signs of abuse and neglect, how to identify those signs, and what to do if identified.
- ___ 2. By ___, provide skills training for parents and caregivers on parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation methods, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, emphasizing problem-solving skills, communication, goal-setting, and skills for finding and keeping a job.
- * ___ 5. By ___, provide training in child safety (e.g., childproofing, supervision, and selection of nonabusive caregivers).
- ___ 6. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.
- * ___ 7. By ___, provide specialized parenting skills training for teen parents, step-parents, and foster parents discussing particular problems that they may face.
- ___ 8. By ___, provide training and ongoing support for parents of children who are physically or mentally challenged.
- ___ 9. By ___, provide skills training to youth on how to recruit support from peers, siblings, and adults, for avoiding sexual, physical, and emotional abuse.
- ___ 10. By ___, provide cultural sensitivity training for all staff of community organizations.
- ___ 11. By ___, _____ (other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide transportation and child care for parents who wish to attend workshops, trainings, or community sponsored mixers.
- * ___ 3. By ___, provide incentives such as child care credits or free health services, for parents who participate in child abuse and neglect prevention initiatives such as parenting workshops.
- ___ 4. By ___, establish scholarship programs for youth and adults to advance their

education and training.

- ___ 5. By ___, recommend use of Community Development Block Grant monies to support child abuse and neglect prevention activities (such as parenting skills classes) in low income neighborhoods as well as facilitating prevention services for the whole community.
- ___ 6. By ___, provide incentives such as recognition for all sectors of the media (newspaper, radio, and television) to run public service announcements against child abuse and neglect and to advertise prevention efforts.
- ___ 7. By ___, offer child care credits for attending training workshops, for volunteering to work in the child drop-off center, or for work on other community service projects.
- * ___ 8. By ___, provide financial incentives, awards, or recognition for students who graduate from high school.
- ___ 9. By ___, advocate for the federal government to provide incentives for states to focus on child abuse and neglect prevention.
- ___ 10. By ___, provide transportation for youth to participate in support and prevention programs.
- ___ 11. By ___, annually award minigrants to grassroots organizations or individuals to establish programs to prevent or reduce child abuse and neglect.
- ___ 12. By ___, _____(other).

D. Facilitating Support from Influential Others

- * ___ 1. By ___, sponsor and provide social activities and mixers such as block parties for community members to get to know one another.
- ___ 2. By ___, establish mentoring programs for youth and young parents to facilitate employment, educational opportunities, guidance, and support.
- ___ 3. By ___, encourage caregivers, senior citizens, and community members to develop support systems that could help prevent maltreatment (e.g., mentoring, tutoring, and recreational activities).
- ___ 4. By ___, promote the efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment.
- ___ 5. By ___, provide support groups and counseling programs for parents and caregivers, teen parents, step-parents, single parents, foster parents, and parents of children with special needs.
- ___ 6. By ___, provide separate support groups and counseling programs for perpetrators and survivors of child abuse and neglect.
- ___ 7. By ___, provide support groups and programs for unemployed parents, discussing job planning, coping strategies, and child management.
- ___ 8. By ___, establish culturally sensitive home visitation programs for high-risk mothers and foster parents to provide emotional support, health education, and parenting education during pregnancy and throughout infancy.
- ___ 9. By ___, offer advising, counseling, and referral services for couples and families.
- ___ 10. By ___, offer drug rehabilitation programs that incorporate ongoing support groups as part of treatment, targeting parents and parents-to-be.
- * ___ 11. By ___, provide help in obtaining public and legal assistance to those families who need it (e.g., AFDC, food stamps, child support collection, and Medicaid).
- ___ 12. By ___, offer extensive support networks for relocated families.

- * ___ 13. By ___, create programs that encourage neighbors to watch out for one another's children (e.g., neighborhood watch programs, block clubs).
- ___ 14. By ___, hire a grant writer.
- ___ 15. By ___, _____ (other).

E. Improving Services

- ___ 1. By ___, develop after-school employment and recreational programs for children.
- ___ 2. By ___, establish and maintain a network among local agencies for improving coordination of efforts to prevent child abuse and neglect.
- ___ 3. By ___, cooperate with other organizations, such as the fire department, health department, and schools, in providing home safety checks to reduce risk for injury in the home (e.g., using child gates, reducing hot water temperature).
- * ___ 4. By ___, increase the number of agencies or organizations that conduct free parenting classes with culturally appropriate content.
- ___ 5. By ___, establish national and state programs to promote community service.
- ___ 6. By ___, develop summer school alternative programs for children.
- ___ 7. By ___, provide affordable high quality daycare.
- * ___ 8. By ___, provide drop-off child care or volunteer babysitter networks to reduce stress for parents and caregivers.
- ___ 9. By ___, establish coordinated intervention programs for youth who are victims of abuse and neglect.
- ___ 10. By ___, provide evening workshops and classes to parents on the topics of GED completion, higher education opportunities, resume writing, literacy, and job hunting skills.
- ___ 11. By ___, improve visibility of volunteer programs that focus on children and family needs.
- ___ 12. By ___, improve the availability and quality of services for children with disabilities.
- ___ 13. By ___, increase access to shelters to protect women and children who may be victims of abuse.
- * ___ 14. By ___, develop after school tutoring programs for children and recruit volunteer tutors from upper grades, colleges, and the community.
- ___ 15. By ___, establish comprehensive community-based efforts to reduce adolescent pregnancy, including sexuality education, promotion of abstinence, information about birth control, family planning services, and negative consequences of teen parenthood.
- ___ 16. By ___, encourage service providers to participate in multidisciplinary child protection teams.
- * ___ 17. By ___, develop programs to support families in need (emergency grants, food pantries, etc.).
- ___ 18. By ___, _____ (other).

F. Modifying Access to Services

- * ___ 1. By ___, provide on-site child care for all parents attending community organization functions and services.

- ___ 2. By ___, use community organization facilities for community forums on child abuse and neglect and its prevention.
- ___ 3. By ___, use grounds near community organizations to create well-lit and supervised recreational areas.
- ___ 4. By ___, _____ (other).

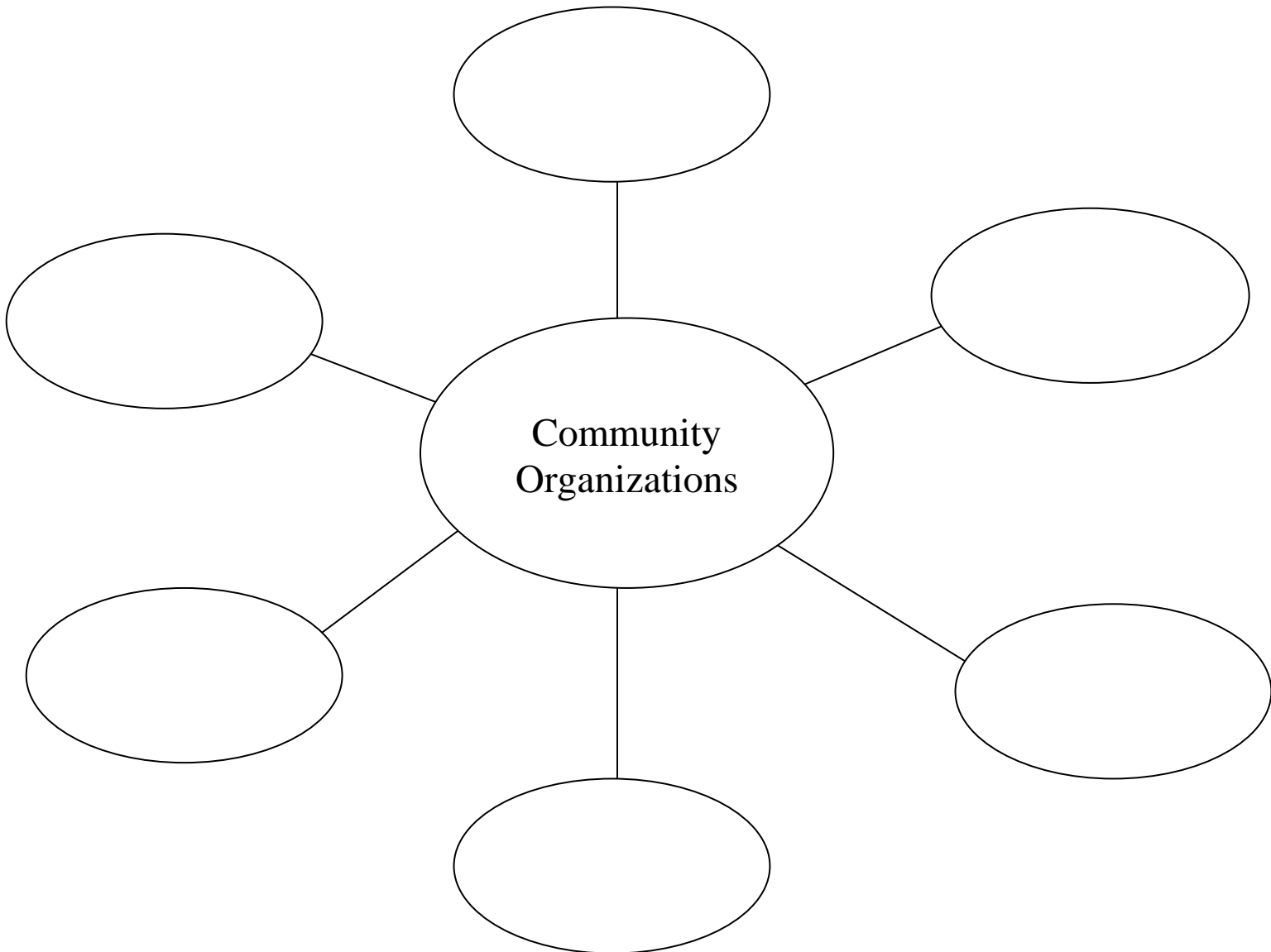
G. Changing Policies and Regulations

- ___ 1. By ___, increase the number of alcohol and drug treatment beds for underserved populations.
- ___ 2. By ___, adopt policies that require or recommend any person convicted of abuse and neglect to attend counseling and receive training on parenting skills and anger management.
- ___ 3. By ___, encourage the media to take more responsibility for keeping its portrayal of violence to a minimum.
- ___ 4. By ___, advocate for a specific legal definition of neglect including unintentional injury.
- ___ 5. By ___, develop or maintain specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- * ___ 6. By ___, advocate for more severe penalties paired with rehabilitation programs for crimes against children.
- * ___ 7. By ___, advocate for explicit and adequate minimum standards for child care in the county, region, and state.
- ___ 8. By ___, advocate for more specific legal definitions of physical, sexual, and emotional abuse.
- ___ 9. By ___, _____ (other).

Planning Page
Changes in Community Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in the community organizations. Consider changes related to survivors, perpetrators, and outside observers.

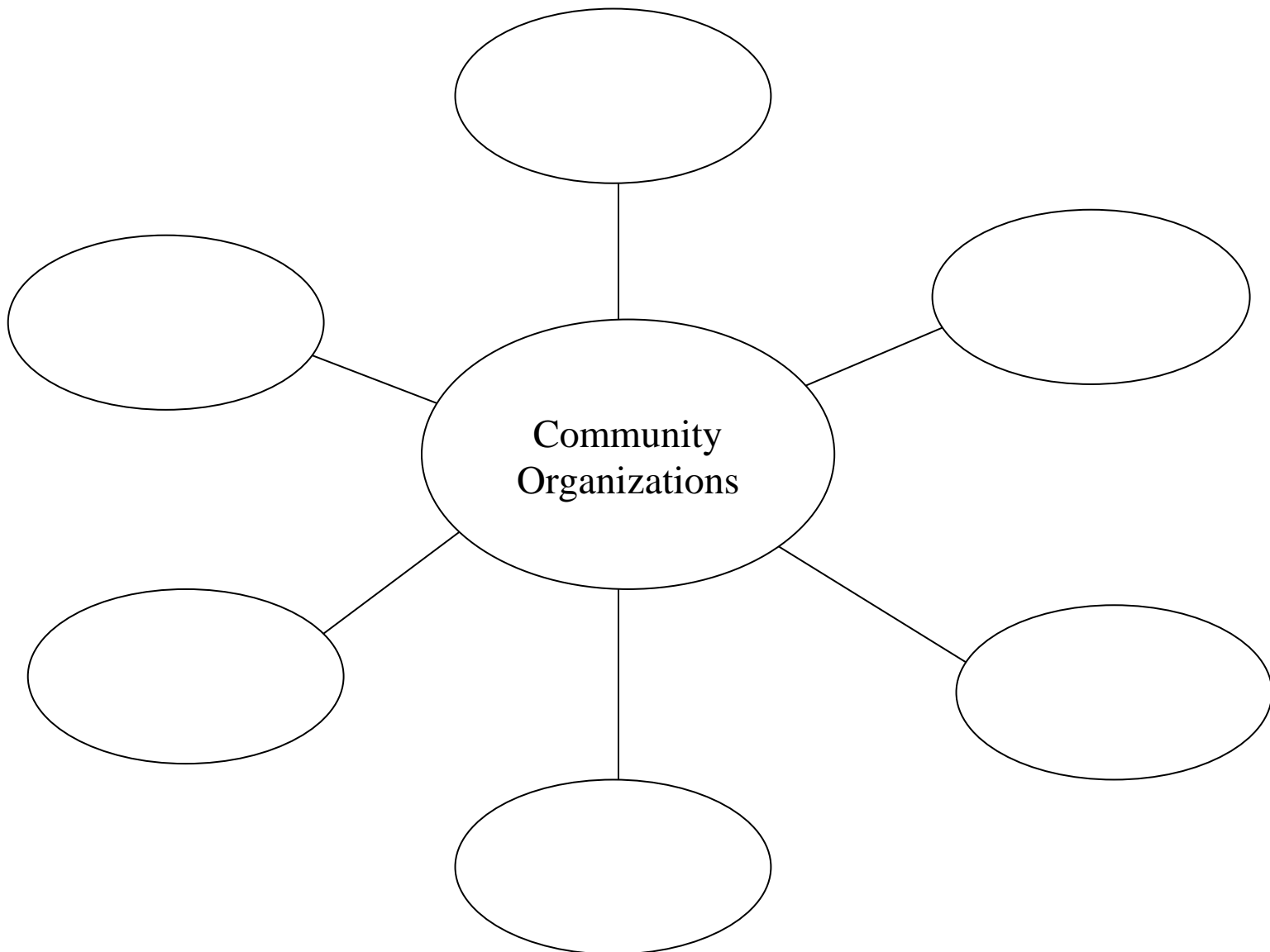
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should community organizations do to build a caring community?



Planning Page *Changes in Community Organizations*

Please review the inventory provided earlier in this section and list tentative changes to be sought in community organizations. Consider changes related to survivors, perpetrators, and outside observers.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing risk for child abuse and neglect? Are the proposed changes feasible? What more could or should community organizations do to build a caring community?



Part E
**Changes in Community
Organizations**

(An example)

There are a number of potential changes in religious organizations that might contribute to the mission of reducing child abuse and neglect and building a caring community. Here is an example of the product of planning -- **a list of changes that might be sought in churches, synagogues, and other religious organizations to build a caring community for children.**



Inventory of Potential Changes in Religious Organizations

Please review this list of potential changes in a community's religious organizations. The list notes how particular programs, policies, and practices of religious organizations might be changed to contribute to the mission of reducing risk for child abuse and neglect and building a caring community for children. These changes that might be considered are organized under several categories, such as providing information or modifying policies of religious organizations.

Identify those changes in religious organizations that may be most helpful to the group's mission and set target dates for implementing those changes. Modify these possible changes, and delete or add new ones, to fit your community's special needs, resources, and experiences.

Use the Planning Pages at the end of this section to record your group's tentative choices for changes to be sought in religious organizations. Extra copies of the Planning Pages are provided for your convenience. Items noted with stars (*) may be particularly worthy of consideration.

A. Providing Information

- ___ 1. By ___, use newsletters, posters, pamphlets, public service announcements, and staff meetings to educate staff of religious organizations on the signs and effects of child abuse and neglect, monitoring behaviors leading to abuse, and mandatory reporting laws.
- ___ 2. By ___, distribute pamphlets and/or videotapes on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- ___ 3. By ___, provide information on how community members can gain access to support groups and affordable counseling programs for survivors or perpetrators of child abuse and neglect.
- * ___ 4. By ___, provide information on how community members can gain access to support groups and affordable counseling programs for parents and caregivers, teen parents, single parents, step-parents, foster parents, and parents of children with special needs.
- ___ 5. By ___, publicize victim support services such as domestic violence shelters.
- * ___ 6. By ___, provide information on child immunization, proper hygiene, and nutrition.
- ___ 7. By ___, provide information on how community members can gain access to substance abuse support groups (e.g., Alcoholics Anonymous) and affordable counseling programs.
- ___ 8. By ___, distribute pamphlets and/or videotapes on life skills, emphasizing stress and anger management, problem-solving skills, and goal-setting.
- ___ 9. By ___, in cooperation with other organizations, establish hotlines or "warmlines" for caregivers and children to talk with a caring adult or youth (e.g., similar to maternal hotlines of Parents Anonymous).
- ___ 10. By ___, conduct community forums on the problem of child abuse and neglect and what can be done about it.
- ___ 11. By ___, incorporate prevention of substance abuse into the religious school curriculum or other educational programs (including information about the consequences and training in refusal skills).

- * ___ 12. By ___, provide a board listing current job opportunities, affordable daycare, important dates for placement tests or workshops, and other community events.
- ___ 13. By ___, promote adoption and use of comprehensive, effective and age-appropriate curricula for the prevention of child abuse and neglect in children's classes and clubs to teach children to recognize and report abuse.
- * ___ 14. By ___, develop and maintain a resource directory listing local support services for at-risk children and their families and make this anonymously available in churches.
- ___ 15. By ___, conduct seminars for parents and guardians on what religion says about child abuse and neglect.
- ___ 16. By ___, hold seminars in churches on child abuse and its consequences.
- ___ 17. By ___, create a network among ministers of all denominations where programs and strategies to prevent child abuse could be discussed.
- ___ 18. By ___, hold seminars for parents and guardians on alternative discipline techniques.
- ___ 19. By ___, distribute information on birth control and family planning.
- ___ 20. By ___, incorporate prevention of adolescent pregnancy into the Sunday school curriculum or other educational programs (emphasizing goal-setting, life planning, promotion of abstinence and negative consequences of teen parenthood).
- ___ 21. By ___, offer information and discussion sessions for step-parents on their unique role in the family.
- ___ 22. By ___, _____(other).

B. Enhancing Skills

- * ___ 1. By ___, provide annual inservice training to area clergy and religious workers, including skills for detecting and reporting child abuse and neglect, supportive interaction with survivors, and how to facilitate more effective referrals to local agencies, stressing their moral and legal obligation to report suspected cases of abuse.
- ___ 2. By ___, provide skills training on effective parenting techniques, including parent-child communication, successful discipline, and normal developmental patterns.
- * ___ 3. By ___, provide training in anger management (e.g., identifying stressful situations, learning alternative behaviors and effective confrontation methods, and utilizing relaxation techniques).
- ___ 4. By ___, provide training on life skills, emphasizing problem-solving skills, communication, goal-setting, and skills for finding and keeping a job.
- * ___ 5. By ___, provide training in child safety (e.g., "child proofing," supervision, and selection of nonabusive caregivers).
- ___ 6. By ___, establish community service programs to enhance life skills and social responsibility for adults and children, including intergenerational programs.
- ___ 7. By ___, provide specialized parenting skills training sessions for teen parents, step-parents, and foster parents discussing particular problems that they may face.
- ___ 8. By ___, provide training and ongoing support for parents and caregivers of children who are physically or mentally challenged.

- ___ 9. By ___, provide evening workshops and classes on the topics of GED completion, higher education opportunities, resume writing, and job hunting skills.
- ___ 10. By ___, provide skills training for children to recognize and report their own abuse, including assertiveness training.
- ___ 11. By ___, provide skills training for youth on maintaining good self-esteem, respecting others, having self control, obeying rules, and staying in school.
- ___ 12. By ___, provide skills training to youth on how to recruit support from peers, siblings, and adults for avoiding sexual, physical, and emotional abuse.
- ___ 13. By ___, provide age-appropriate curricula in establishing caring relationships (e.g., appropriate affection, anger management).
- ___ 14. By ___, provide cultural sensitivity training for all staff of religious organizations.
- ___ 15. By ___, _____(other).

C. Providing Incentives and Disincentives

- * ___ 1. By ___, ensure confidentiality of procedures for reporting child abuse and neglect.
- ___ 2. By ___, provide transportation and child care for parents who wish to attend workshops, trainings, or night classes.
- * ___ 3. By ___, provide incentives, such as child care credits, for parents to participate in child abuse and neglect prevention initiatives such as parenting workshops.
- ___ 4. By ___, establish scholarship programs for youth or adults to advance their education and training.
- * ___ 5. By ___, provide financial incentives, awards, or recognition for students who graduate from high school.
- ___ 6. By ___, advocate for the federal government to provide incentives for states to focus on child abuse and neglect prevention.
- ___ 7. By ___, provide transportation for youth to attend religious organization functions.
- ___ 8. By ___, _____ (other).

D. Facilitating Support from Influential Others

- ___ 1. By ___, sponsor social events and retreats for parents to get to know one another.
- ___ 2. By ___, establish mentoring programs for youth and young parents to facilitate employment, educational opportunities, guidance, and support.
- ___ 3. By ___, encourage caregivers to develop support systems that could help prevent maltreatment (e.g., mentoring, tutoring, and recreational activities).
- * ___ 4. By ___, promote the efforts of preexisting organizations for children's welfare and assist in their volunteer recruitment.
- ___ 5. By ___, provide support groups and counseling programs for parents and caregivers, teen parents, step-parents, single parents, foster parents, and parents of children with special needs.
- ___ 6. By ___, provide separate support groups and counseling programs for perpetrators and survivors of abuse and neglect.
- ___ 7. By ___, provide support groups and other programs for unemployed parents

- discussing job planning, coping strategies, and child management.
- * ___ 8. By ___, establish culturally sensitive home visitation programs for high risk mothers and foster parents to provide emotional support, health information, and parenting education during pregnancy and throughout infancy.
 - ___ 9. By ___, offer advising, counseling, and referral services for couples and families.
 - * ___ 10. By ___, provide help in obtaining public and legal assistance (e.g., AFDC, food stamps, and child support collection) for those families that need it.
 - ___ 11. By ___, offer extensive support networks for relocated families.
 - ___ 12. By ___, establish an outreach program for families which would connect them with religious organizations, allowing for a supportive and interactive relationship.
 - ___ 13. By _____, _____ (other).

E. Improving Services

- * ___ 1. By ___, develop after-school employment and recreational programs for children.
- ___ 2. By ___, develop summer school alternative programs for children.
- ___ 3. By ___, develop after-school tutoring programs for children and recruit volunteer tutors from upper grades, colleges, and the community for children.
- ___ 4. By ___, create a church choir and/or drama group as an after-school activity for children.
- * ___ 5. By _____, develop programs to support families in need (emergency grants, food pantries, etc.).
- ___ 6. By _____, provide drop-off child care centers or volunteer babysitter networks to reduce stress for parents and caregivers.
- ___ 7. By ___, provide evening workshops and classes to parents on the topics of GED completion, higher education opportunities, resume writing, literacy, and job hunting skills.
- * ___ 8. By ___, provide affordable, high quality daycare.
- ___ 9. By ___, provide space for community organizations to meet and work.
- ___ 10. By ___, _____ (other).

F. Modifying Access to Services

- * ___ 1. By ___, provide on-site child care for all parents attending religious organization functions and services.
- ___ 2. By ___, use religious facilities for community forums on child abuse and neglect and its prevention.
- ___ 3. By ___, use the grounds near churches and other religious organizations to create well-lit and supervised recreational areas.
- ___ 4. By ___, _____ (other).

G. Changing Policies and Regulations

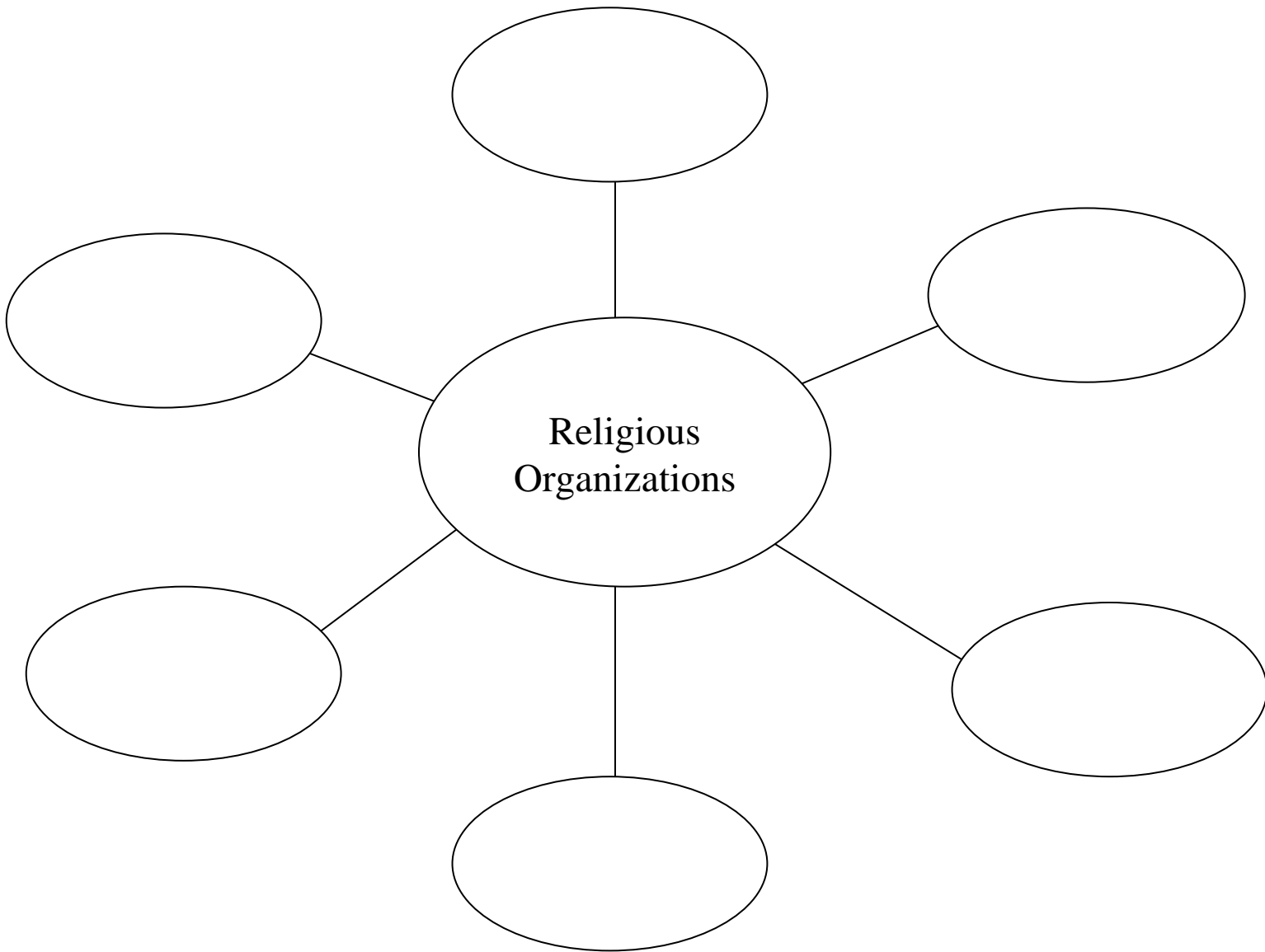
- ___ 1. By ___, encourage the media to take more responsibility for keeping its portrayal of violence to a minimum.
- ___ 2. By ___, involve religious leaders in mandating the use of effective child abuse prevention curricula in religious programs.

- * ___ 3. By ___, incorporate child abuse and neglect information into yearly seminars for ministers, priests, and rabbis.
- ___ 4. By ___, develop or maintain specific and comprehensive policies regarding mandatory reporting of child abuse and neglect.
- ___ 5. By ___, advocate for more severe penalties paired with rehabilitation programs for crimes against children.
- * ___ 6. By ___, advocate for explicit and adequate minimum standards for child care in the county, region, and state.
- ___ 7. By ___, advocate for a more specific legal definition of neglect including unintentional injury.
- ___ 8. By ___, advocate for more specific legal definitions of physical, sexual, and emotional abuse.
- ___ 9. By ___, _____(other).

Planning Page *Changes in Religious Organizations*

Please review the inventory provided earlier in this section and list tentative changes to be sought in churches, synagogues, and other religious organizations. Consider changes related to the perpetrators, survivors, and bystanders.

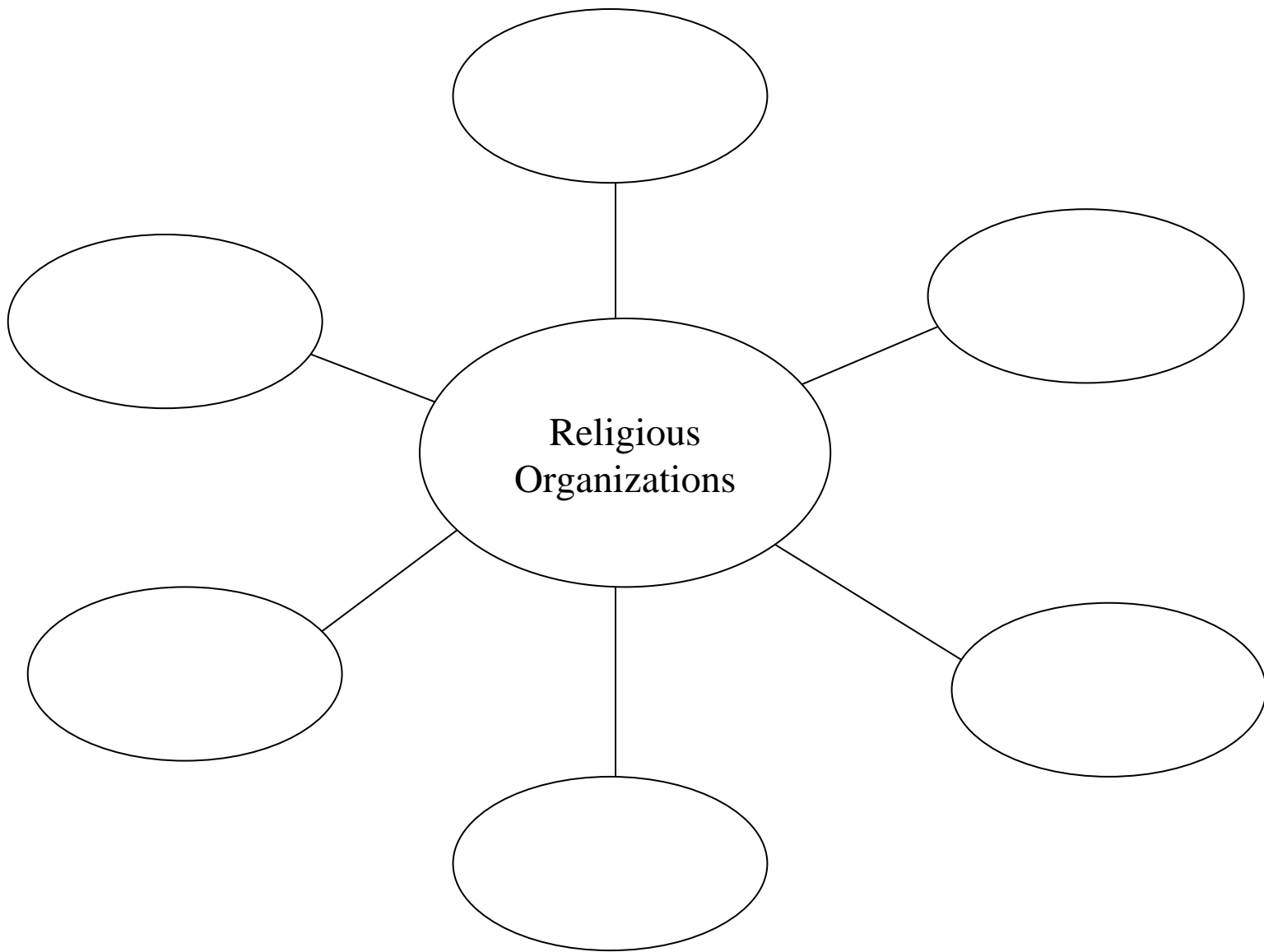
When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing child abuse and neglect? Are the proposed changes feasible? What more could or should religious organizations do to build a caring community?



Planning Page Changes in Religious Organizations

Please review the inventory provided earlier in this section and list tentative changes to be sought in churches, synagogues, and other religious organizations. Consider changes related to the survivors, perpetrators, and bystanders.

When reviewing the proposed changes, ask the questions: Are the proposed changes important to the mission of reducing child abuse and neglect? Are the proposed changes feasible? What more could or should religious organizations do to build a caring community?



Chapter V

Refining Your Action Plan: Building Consensus on Proposed Changes

The purpose of this chapter is to help guide final choices of changes to be sought by the community partnership to prevent child abuse and neglect and build a caring community. We outline a process for building consensus among group members about proposed changes to be sought. The process consists of checking the proposed changes for completeness, using a survey to build consensus, and securing a formal decision from the entire group.

Checking the Proposed Changes for Completeness

The group should review proposed changes for each sector, and for all sectors taken together. To review the proposed changes in each community sector, we recommend asking two questions:

- ✓ Taken together, do these proposed changes maximize this sector's contribution to the mission of reducing child abuse and neglect and building a caring community?
- ✓ What other changes in programs, policies, or practices could or should be made in this sector?

To review the entire set of proposed changes for all sectors, we suggest asking:

- ✓ Would all the changes, taken together, be sufficient to reduce child abuse and neglect and build a caring community to desired levels?
- ✓ What other changes in programs, policies, or practices could or should be made in the community?

Answers to the questions will contribute to a more complete set of proposed changes.

Using a Survey to Build Consensus

Using a survey to review the proposed changes can be very helpful in building consensus. We recommend listing all the proposed changes, organized by community sector, along with questions about their importance and feasibility.

For each change to be sought, we recommend asking:

- ✓ Is this proposed change *important* to the mission of reducing child abuse and neglect and building a caring community?
- ✓ Is the proposed change *feasible*?

A format that you could use in your own survey follows:

Proposed Changes in the Schools	<i>How Important</i> is it to...					<i>How Feasible</i> is it to...				
	not important		very important			not feasible		very feasible		
	1.0	2.0	3.0	4.0	5.0	1.0	2.0	3.0	4.0	5.0
1. Provide training in effective parenting skills (e.g., recognizing developmentally appropriate behavior; encouraging appropriate behavior)	0	0	0	0	0	0	0	0	0	0
2. Provide age-appropriate K-12 curricula for establishing caring relationships (e.g., appropriate affection, anger management).	0	0	0	0	0	0	0	0	0	0

Surveys should be distributed to all key audiences for the group, including its members, representatives of funding sources, and experts in preventing child abuse and neglect and building caring communities. Collect completed surveys and compute an average rating for importance and feasibility for each proposed change.

The results can be used to guide final choices. Proposed changes with high importance and high feasibility ratings should be given higher priority for action; those with lower importance or feasibility, a lower priority. It may be helpful to set a cutpoint for choosing priorities. For example, perhaps only those proposed changes with an average rating of 4.5 or higher on importance, and 3.75 or higher on feasibility might be included on the final action plan.

Securing a Formal Decision from the Entire Group

Seek formal approval of the proposed changes by the membership of the group. The *entire* membership should have the opportunity to make a decision on proposed changes for all sectors. Seek consensus, using a formal vote to resolve disputes about specific changes. Arrange for a vote of the entire membership on the complete action plan, recording the votes for and against.

Summary

This chapter described a process for helping build consensus on the complete list of proposed changes for the community sectors to be involved in the initiative. The next chapter describes how to convert these proposed changes into a final action plan.

Chapter VI

Finalizing Your Action Plan: Listing Action Steps for Proposed Changes

The purpose of this chapter is to help prepare action steps for each community change sought by your group. We recommend defining only the *major* action steps needed to attain each proposed change. It is not necessary to list all the action steps--list only the most critical steps required to create the desired change.

The action steps detail what will occur, in what amount, by whom, and by when. To prepare action steps for your action plan, define the following for each proposed change:

- ✓ what actions will be taken (what)
- ✓ the responsible agents (by whom)
- ✓ the timing (by when)
- ✓ resources and support needed and available
- ✓ potential barriers and resistance
- ✓ with whom communication about the plan should occur

A comprehensive action plan--proposed changes and related action steps--helps communicate to important audiences that the group is clearly organized. It helps demonstrate that the group understands what is needed to be effective in bringing about change.

The complete action plan includes action steps for each change to be sought. Organize the changes by community sector, listing each proposed change, and related action steps, in the order in which they are supposed to occur.

The example that follows illustrates how to list action steps for a specific change to be sought in the schools sector.

Action Steps for Identified Changes

(An Example)

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector: Schools

Community Change to be sought: By January 1999, provide training for parents in anger management at two district schools.

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?
Secure support of the district superintendent and school principals.	Staff, Committee Members	June 1998	Committee members, such as teachers, parents, or others who wish to help develop these new programs.	School principals and staff may feel that they have too much to do already and withhold support from school-based anger management programs.	Social and mental health service providers, general community.
Review, select and recommend models for anger management workshops.	Staff, Committee Members	August 1998	Committee members, mental health professionals, and teachers.		Social and mental health service providers, general community.
Provide support and background materials to schools implementing anger management workshops.	Staff, Committee Members	September 1998	Committee members; additional funding may be needed.	Parents may resent the suggestion that they do not manage anger well, and show a lack of enthusiasm for the programs.	Social and mental health service providers, general community. General Community.
Recognize and honor parents who start anger management workshops.	Staff, Committee Members	January 1999	Committee Members.		Social and mental health service providers, general community.
Report to the coalition on the implementation of the programs and their initial success.	Staff, Committee Members	January 1999	Committee Members.	Parents may have conflicting time commitments (e.g. parents who work evening and night shifts).	

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Action Steps for Identified Changes

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector:

Community Change to sought:

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?

Planning Page

Action Steps for Identified Changes

Use this page to outline action steps for each identified change to be sought in each community sector.

Community Sector:

Community Change to sought:

ACTIONS	BY WHOM	BY WHEN	RESOURCES & SUPPORT NEEDED/AVAILABLE	POTENTIAL BARRIERS OR RESISTANCE	COMMUNICATION
What needs to be done?	Who will take action?	By what date will the action be done?	What financial, human, political and other resources are needed? What resources are available?	What individuals and organizations might resist? How?	What individuals and organizations should be informed about these actions?

Chapter VII

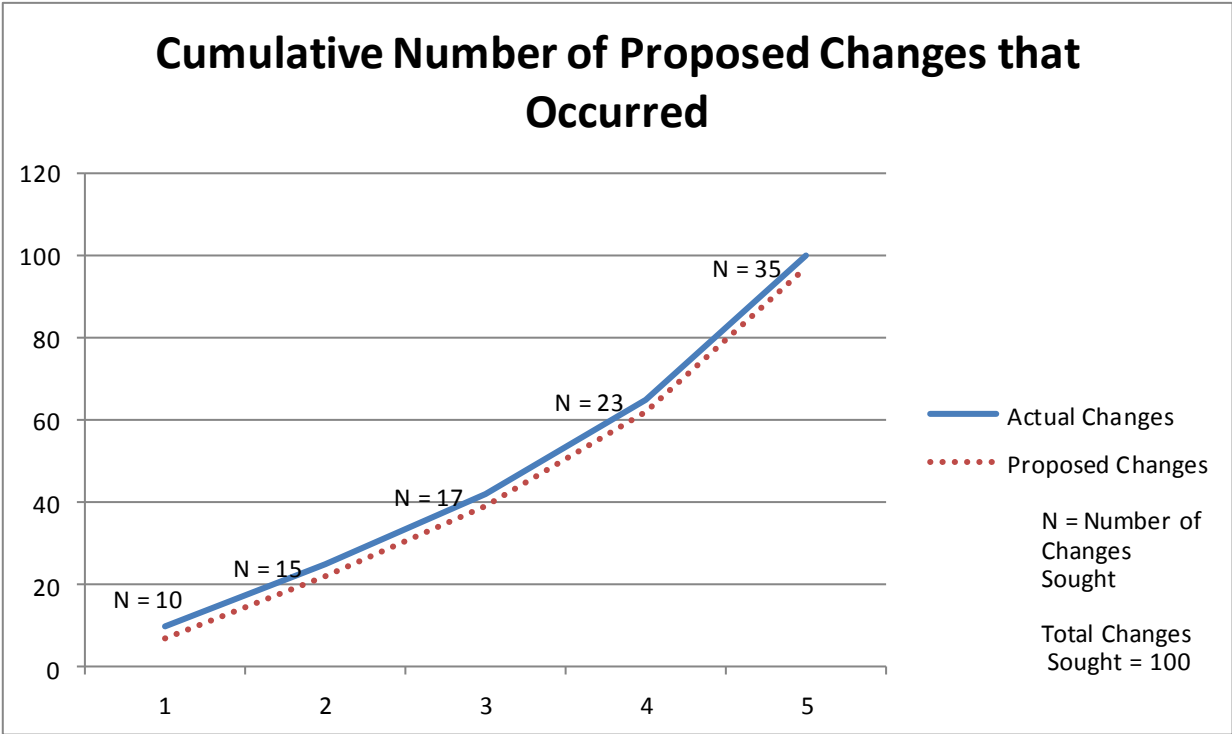
Monitoring Progress and Promoting Renewal

The purpose of this chapter is to suggest how the group might monitor progress toward goal attainment and promote renewal of the community partnership as necessary. It is important to *evaluate* the success of the group. Review the proposed changes periodically to monitor their attainment and revise your proposed changes and action plan accordingly.

Monitoring Progress

Consider creating a scorecard for your group that shows the cumulative number of proposed changes in a given year that actually occurred. You might use a graph to show how the group is doing with its action plan.

A sample graph follows. The "N" refers to the number of changes sought each year. This example group sought a total of 100 changes over five years. The solid line shows actual changes, the dotted line shows the proposed level of change.



Similar graphs might be prepared for each community sector to give insight into how progress on changes in schools compares with that in the business community, for example. The results should be reported annually to the membership of the community partnership and to funding sources.

Other graphs might be prepared to display progress toward objectives. For example, reports might include the incidence of reported child abuse and neglect.

Promoting Renewal

Even the most effective organizations require renewal periodically. Arrange ongoing review and discussion of group progress on the proposed changes. The review should involve all relevant audiences for the group, including group members, funding partners, and experts in child abuse and neglect and caring communities. Invite consideration of the importance of changes that have occurred to the mission. Communicate to all relevant audiences how their feedback was used to modify the action plan--or even the broader vision, mission, objectives, and strategies--of the group.

Revise the list of proposed changes periodically to correspond to new opportunities and challenges. When situations or opportunities change in the schools, for example, consider how the action plan might be modified. Use the inventories found in this guide to help identify new challenges that can renew your organization's efforts.

Summary

This final chapter outlined a strategy for monitoring attainment of community changes over time and providing feedback on goal attainment to the membership and funding sources. It also highlighted the importance of renewal, suggesting that groups must modify their action plans periodically to respond to new challenges and opportunities.

Epilogue

This guide has posted markers on the winding road of planning for preventing child abuse and neglect and building caring communities. The process of action planning consists of several major sets of activities, including:

- Convening a planning group in your community that consists of:
 - ✓ Key officials
 - ✓ Key grassroots leaders
 - ✓ Representatives of key sectors
 - ✓ People with experience or knowledge of the problem
 - ✓ Representatives of ethnic and cultural groups
- Listening to the community
- Documenting and analyzing the problem
- Becoming aware of local resources and efforts
- Refining your group's vision, mission, objectives, and strategies
- Refining your group's choices of targets and agents of change
- Determining what community sectors should be involved in the solution
- Developing tentative lists of changes to be sought in each sector
- Building consensus on proposed changes
- Outlining action steps for proposed changes
- Monitoring progress on goal attainment
- Renewing and revising your group's efforts as needed

When you complete these activities, *celebrate* (for now) the completion of the challenging process of action planning! You now have a **blueprint for action**.

May the wisdom of local people guide your group's efforts to prevent child abuse and neglect and build a caring community.

May all our children and grandchildren grow up in safe and caring communities.

***"The great man is he
who does not lose his child's heart."***

-- Mencious

About the Authors

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***"The future will depend on
what we do in the present."***

-- Mahatma Gandhi

In Thomas Merton's Gandhi on Non-violence