

# **Curriculum Guide for Instruction in Child Maltreatment**

Prepared by

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# Curriculum Guide for Instruction in Child Maltreatment

## Purpose of the Curriculum Guide

Child maltreatment, which includes child physical abuse, sexual abuse, neglect, and psychological maltreatment, is unfortunately prevalent in today's society, with almost 3 million reports of child abuse or neglect received by child protective services (CPS) in 2003 (USDDHS, 2003). Research on the consequences of child maltreatment has elucidated the wide ranging impact of child abuse and neglect on the child, family, and society as a whole. Training for professions such as psychology, medicine, nursing, law, dentistry, social work, public health, and education has not kept pace with the demands for expertise in child abuse and neglect. Education is an essential component of the effort to prevent child maltreatment and reduce the consequences to children who experience various forms of maltreatment. This publication provides guidance for professors and lecturers who want to incorporate information about child abuse and neglect into their teaching.

There are several reasons why child maltreatment should be included in both the graduate and undergraduate curriculum. First, many students will enter professions in which they will have contact with abused and neglected children or with adults who have a history of child maltreatment. Learning about the topic, including the causes and consequences of child maltreatment, strategies for preventing abuse and neglect, strategies for identifying and investigating maltreatment, and therapeutic services for children and adults will enhance their professional work. Failure to understand the signs of maltreatment and child neglect and the potential impact of trauma on individuals can lead to failure to stop ongoing maltreatment, to misdiagnosis, to ineffective systems' approaches, and to inappropriate services. The research on a wide range of issues related to child maltreatment has expanded tremendously over the last couple of decades and students need to be aware of the advances in the area.

Second, research on child maltreatment indicates that a significant number of individuals within the general population have experienced some form of child maltreatment. Such childhood experiences can have an influence on an individual's physical, cognitive, emotional, and social development. This influence can last throughout childhood and adolescence and extend into adulthood. Education about child maltreatment can be an important component in helping students with abuse histories to understand their experiences.

Third, research suggests that child abuse and neglect is often associated with a number of factors including deficits in parenting abilities and skills, various social and demographic characteristics, and biological factors. Identifying specific abusive and neglectful parenting behaviors and disseminating information about factors associated with abusive and neglectful parental behaviors to students, might help improve understanding about child maltreatment and thus reduce the likelihood of the problem for future generations.

## Development of the Curriculum Guide

The Executive Committee of the Section on Child Maltreatment of the American Psychological Association's Division 37 appointed an ad hoc committee to create a new curriculum guide on the topic of child maltreatment for use with undergraduate and graduate students. The committee worked to combine the Section's previous curriculum guides, update references, and introduce new sections on timely topics. The Executive Committee of the Section on Child Maltreatment approved the curriculum guide in March 2006.

The guide includes introductory and advanced resources on a variety of child maltreatment topics including: 1) Definitions of child maltreatment, 2) Incidence and prevalence, 3) Causes of child maltreatment, 4) Consequences associated with child maltreatment, 5) Treatment Issues, 6) Prevention, and 7) Legal issues. The curriculum also includes resources on controversial issues in the field. The resources in this section are not included because the perspective of the resource represents "best practice" but rather, the resources in this section were selected because they represent differing perspectives on controversial issues. Finally, the guide provides online resources on child

maltreatment.

## How to Use the Curriculum Guide

In this publication, topics that could be incorporated into a curriculum on child maltreatment are included along with a list of references that provide information about each topic. The first section includes resources that provide a general overview of the field including several resources and textbooks. Resources on child maltreatment definitional issues are included because it is important for students to become familiar with the variety of definitions that currently exist and the factors that have contributed to conceptually defining the various forms of child maltreatment. A section of resources related to the incidence and prevalence of child maltreatment is included to demonstrate to students the magnitude of the problem of child abuse and neglect in addition to the methodological complexities associated with gathering information on child maltreatment. Resources on the causes and correlates of child maltreatment are provided in order to expand students' understanding of the factors that contribute to the problem and potential methods of intervention. A significant body of research literature has demonstrated that child maltreatment is associated with significant physical and psychological difficulties. Resources on the consequences associated with child maltreatment are included to assist students in comprehending the range of outcomes associated with abuse and neglect as well as the methodological difficulties inherent in conducting research in this area. A section of resources addressing legal and social issues associated with child maltreatment are provided to help students understand the functioning of the legal and social systems in response to the problem of child maltreatment such as the roles of police, prosecutors, social workers, and governmental agencies. Resources that focus on the treatment interventions available for victims and perpetrators of child maltreatment are included to broaden students' understanding of methods used to ameliorate the mental health problems associated with child maltreatment. Resources on prevention programs are also provided in an effort to help students understand the most effective ways of preventing child maltreatment along with the difficulties researchers have encountered in attempting to demonstrate the effectiveness of such programs. A section on controversial issues is included to provide information about topics within the field of child maltreatment that are the subject of continuing debate. Finally, a variety of general sources of information on child maltreatment, including online resources, are also provided.

The guide is organized to include general resources for each topic at the beginning of each section, followed by resources that address the topic in more specific detail. Some of the resources will be duplicated throughout the guide when topics overlap with one another. To assist users of this guide in determining the sophistication level of each resource, references are coded according to the following key:

- (1) = good introduction to an issue, appropriate for both undergraduate and graduate training
- (2) = advanced treatment of the issue, preferable for upper-level undergraduate and graduate training

## A Final Consideration in Using the Curriculum Guide

Many students who are exposed to this curriculum will have either some direct or indirect experience with issues associated with child maltreatment. Instructors should be aware of the difficult nature of the topic of child maltreatment and attempt to be sensitive to the needs of their students. Some students may experience various negative feelings when discussing the topic of child maltreatment such as embarrassment, shame, fear, or guilt. Instructors should observe students closely for signs of discomfort and attempt to keep discussions as general and impersonal as possible.

Because so many children experience various forms of child abuse and neglect, it is likely that some students exposed to this curriculum will have directly experienced child maltreatment. As users of this curriculum, it is important that instructors are equipped to respond appropriately to a student's disclosure of abuse or neglect. Educators need to understand the importance of their personal reactions toward a victim of abuse in addition to their professional roles and responsibilities.

There is increasing evidence that supportive reactions to an individual's disclosure of abuse can be influential in shaping the subsequent impact that the abuse experience has on an individual. If victims encounter positive and therapeutic responses when they disclose abuse, then their feelings of self-blame, isolation, embarrassment, or anger may be reduced. Appropriate responses for educators include avoiding negative reactions such as shock, horror, disapproval, or anger; conveying a belief

in the victim's statements; reassuring the student that he or she is not to blame; and acknowledging and praising the victim's courage in disclosing.

Educators who receive disclosures of abuse can also play a critical role in assisting students in finding professional assistance. Instructors should consult with mental health professionals available in their area (e.g., community mental health centers, university counseling centers). Experts agree on the importance of referring individuals into therapy. Therapeutic intervention is essential for abuse victims because it helps to address initial and long-term consequences associated with abuse.

Educators have a mandated responsibility to report child abuse and neglect when they have a suspicion of ongoing abuse in children under the age of 18 years of age. Although most college students are age 18 or older, in some cases the student may be younger. In addition, some college-aged and graduate students may have younger siblings or know of other children who may be experiencing abuse. Depending on the jurisdiction, reports should be made to the local department of social services (usually referred to as child protective services), law-enforcement agencies, or central state registries. Most states require reporters to contact the appropriate agency "immediately" after suspicion has been aroused or a disclosure has been made. Educators should also make an effort to document any incident or discussion that leads them to suspect abuse (e.g., date, time, and description of the incident or discussion with the student). All states and districts within the United States provide immunity to reporters who report in good faith with the intention of ensuring a child's safety, and most state statutes contain penalties for failure to report suspected abuse (e.g., misdemeanor subject to a fine and/or jail sentence). References regarding reporting requirements can be found in section VI.F. of this Curriculum Guide.

The National Child Abuse Hotline (Child Help USA: (800) 422-4453) can be an important resource for educators who come into contact with students who disclose ongoing or past abuse. The hotline provides crisis counseling, child abuse reporting information, and information and referrals for every county in the U.S. and District of Columbia. Mental health professionals staff the hotline 24 hours a day, 7 days a week.

## **Acknowledgements**

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The authors of the curriculum welcome any constructive comments about this curriculum. Of particular interest are comments about any needed changes or missing aspects of the curriculum. Feedback about the curriculum will serve as a foundation for any revised editions of the curriculum. Questions or comments about this curriculum should be directed to:

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# I. Overviews of Different Types of Child Maltreatment

## A. Overview: Textbooks and General Resources

Barnett, O., Miller-Perrin, C. L., & Perrin, R. D. (2005). *Family violence across the lifespan*. Thousand Oaks, CA: Sage Publications. (1)

Donnelly, A. C., & Oates, K. (Eds.). (2000). *Classic papers in child abuse*. Thousand Oaks, CA: Sage Publications. (1)

Fontana, V. J. (1996). *The maltreated child: The maltreatment syndrome in children: A medical, legal, and social guide* (5<sup>th</sup> ed.). Springfield, Ill: Thomas, 1996. (1)

Helfer, M. E., Kempe, R. S., & Krugman, R. D. (Eds.). (1997). *The battered child* (5<sup>th</sup> ed.). Chicago: The University of Chicago Press. (1)

Hines, D. A., & Malley-Morrison, K. (2005). *Family violence in the United States*. Thousand Oaks, CA: Sage Publications. (1)

Kendall-Tackett, K. A., & Giacconi, S. M. (Eds.). (2005). *Child victimization*. Kingston, NJ: Civic Research Institute. (2)

Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (Eds.). (2002). *World report on violence and health*. Geneva: World Health Organization. (2)

Lutzker, J. R. (Ed.). (1998). *Handbook of child abuse research and treatment*. New York: Plenum Press. (2)

Lutzker, John R (Ed). (2006). *Preventing violence: Research and evidence-based intervention strategies*. Washington, DC: American Psychological Association. (2)

Miller-Perrin, C. L., & Perrin, R. D. (2006). *Child maltreatment* (2<sup>nd</sup> edition). Thousand Oaks, CA: Sage Publications. (1)

Myers, J. E. B., Berliner, L., Briere, J., Hendrix, C. T., Jenny, C., & Reid, T. A. (Eds.). (2002). *The APSAC handbook on child maltreatment* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. (2)

Reece, R. M., & Ludwig, S. (Eds.). (2001). *Child abuse: Medical diagnosis and management* (2<sup>nd</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins. (2)

## B. Overview: Physical Abuse

Azar, S. T., & Gehl, K. S. (1999). Physical abuse and neglect. In R.T. Ammerman, M. Hersen, and C.G. Last (Eds.), *Handbook of prescriptive treatments for children and adolescents* (pgs. 329-345). Needham Heights, MA: Allyn & Bacon. (2)

Azar, S. T., & Wolfe, D. A. (1998). Child abuse and neglect. In E. Mash and R.A. Barlkey (Eds.), *Treatment of childhood disorders* (2<sup>nd</sup> ed., pgs. 501-544). New York, NY: Guildford Press. (2)

Kolko, D. J. (2002). Child physical abuse. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T.A. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 21–54). Thousand Oaks, CA: Sage Publications. (2)

Runyon, M. K., Deblinger, E., Ryan, E. E., & Thakkar-Kolar, R. (2004). An overview of child physical abuse. *Trauma, Violence, & Abuse*, 5, 65-85. (1)

Wolfe, D. A. (1999). *Child abuse: Implications for child development and psychopathology* (2nd ed.). Thousand Oaks, CA: Sage Publications. (2)

### **C. Overview: Sexual Abuse**

Berliner, L., & Elliott, D. M. (2002). Sexual abuse of children. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. A. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 55–78). Thousand Oaks, CA: Sage Publications. (2)

Cohen, J. A., & Mannarino, A. P. (1999). Sexual abuse. In R.T. Ammerman, M. Hersen, and C.G. Last (Eds.), *Handbook of prescriptive treatments for children and adolescents* (pgs. 308-328). Needham Heights, MA: Allyn & Bacon. (2)

Fontes, L. A. (1995). *Sexual abuse in nine North American cultures: Treatment and prevention*. Thousand Oaks, CA: Sage Publications, Inc. (2)

Mullen, P. E., King, N. J., & Tonge, B. J. (2000). Child sexual abuse: An overview. *Behaviour Change*, 17, 2-14. (1)

Wolfe, V. V. (1998). Child sexual abuse. In E. Mash and R. A. Barlkey (Eds.), *Treatment of childhood disorders* (2<sup>nd</sup> ed., pp. 545-597). New York, NY: Guilford Press. (2)

### **D. Overview: Neglect**

Dubowitz, H. (Ed.). (1999). *Neglected children: Research, practice and policy*. Thousand Oaks, CA: Sage Publications. (2)

English, D. J., Thompson, R., Graham, J. C., & Briggs, E. C. (2005). Toward a definition of neglect in young children. *Child Maltreatment*, 10, 190-206. (2)

Erickson, M. F., & Egeland, B. (2002). Child neglect. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. A. Reid (Eds.), *The APSAC handbook on child maltreatment* (2nd ed., pp. 3–20). Thousand Oaks, CA: Sage. (2)

Smith, M. G., & Fong, R. (2003). *The children of neglect: When no one cares*. New York: Brunner-Routledge. (1)

### **E. Overview: Psychological Maltreatment**

Binggeli, N. J., Hart, S. N., Brassard, M. R. (2001). *Psychological maltreatment of children*. Thousand Oaks, CA: Sage Publications. (1)

Garbarino, J., Guttman, E., & Seely, J. (1986). *The psychologically battered child*. San Francisco: Jossey-Bass. (1)

Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. *Child Abuse & Neglect*, 26, 697-714. (1)

Groves, B. M. (2002). *Children who see too much*. Boston: Beacon Press. (1)

Iwaniec, D. (1997). An overview of emotional maltreatment and failure-to-thrive. *Child Abuse Review*, 6, 370-388. (2)

Kairys, S. W., Johnson, C. F., & Committee on Child Abuse and Neglect. (2002). *The Psychological Maltreatment of Children—Technical Report*. *Pediatrics*, 109, e68. Available online at: <http://www.pediatrics.org/cgi/content/full/109/4/e68>. (2)

Loring, M. T. (1994). *Emotional abuse*. Lexington, MA: Lexington. (1)

## II. Definitions of Child Maltreatment

### A. Definitional Issues: General Resources

Bross, D. C. (1987). Defining child abuse and neglect from a legal perspective. In D.C. Bross & L.F. Michaels (Eds.), *Foundations of child advocacy: Legal representation of the maltreated child* (pp. 71-82). Lakewood, CO: Bookmakers Guild, Inc. (2)

Emery, R. E., & Laumann-Billings, L. (1998, February). An overview of the nature, causes, and consequences of abusive family relationships: Toward differentiating maltreatment and violence. *American Psychologist* 53, 121-135. (1)

Portwood, S. G. (1999). Coming to terms with a consensual definition of child maltreatment. *Child Maltreatment*, 4, 56-68. (1)

Sedlak, A. J., & Broadhurst, D. D. (1996). *Third National Incidence Study on child abuse and neglect*. Washington, DC: U.S. Department of Health and Human Services. (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. *Child Maltreatment 2003* (Washington, DC: U.S. Government Printing Office, 2005). (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (1981). *Study findings: National study of the incidence and severity of child abuse and neglect* (DHHS Publication No. OHDS 81-30325). Washington, DC: Government Printing Office. (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (1988). *Study findings: Study of national incidence and prevalence of child abuse and neglect* (DHHS Publication No. ADM 20-01099). Washington, DC: Government Printing Office. (2)

### B. Definitional Issues: Physical Abuse

Gelles, R. J., & Cornell, C. P. (1990). *Intimate violence in families* (2nd ed.). Newbury Park, CA: Sage Publications. (1)

Straus, M. A., Hamby, S. L., Finkelhor, D., Moore, D. W., & Runyan, D. (1998). Identification of child maltreatment with the parent-child conflict tactics scales: Development and psychometric data for a national sample of American parents. *Child Abuse and Neglect*, 22, 249-270. (2)

### C. Definitional Issues: Sexual Abuse

Haugaard, J. J. (2000). The challenge of defining child sexual abuse. *American Psychologist*, 55, 1036-1039. (1)

Ondersma, S. J., Chaffin, M., Berliner, L., Cordon, I., Goodman, G. S., & Barnett, D. (1998). Sex with children is abuse: Comment on Rind, Tromovitch, and Bauserman. *Psychological Bulletin*, 127, 8. (2)

#### **D. Definitional Issues: Neglect**

Cooney, C. (2003). Defining and classifying supervisory neglect. *Child Maltreatment*, 8, 145-156. (2)

Dubowitz, H., Black, M., Starr, R., & Zuravin, S. (1993). A conceptual definition of child neglect. *Criminal Justice and Behavior*, 20, 8-26. (1)

Dubowitz, H., Klockner, A., Starr, R., & Black, M. (1998). Community and professional definitions of child neglect. *Child Maltreatment*, 3, 235-243. (2)

Hegar, R. L., & Yungman, J. J. (1989). Toward a causal typology of child neglect. *Children and Youth Services Review*, 11, 203-220. (2)

Munkel, W. I. (1994). Neglect and abandonment. In A. E. Brodeur & J. A. Monteleone (Eds.), *Child maltreatment: A clinical guide and reference* (pp. 241-257). St. Louis, MO: Medical Publishing. (2)

Straus, M. A., & Kantor, G. K. (2005). Definition and measurement of neglectful behavior: Some principles and guidelines. *Child Abuse & Neglect*, 29, 19-29. (1)

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American Professional Society on the Abuse of Children. (1995). *Guidelines for the psychosocial evaluation of suspected psychological maltreatment in children and adolescents*. Chicago: Author. (2)

Cicchetti, D. (Ed.). (1991). Defining psychological maltreatment [Special issue]. *Development and Psychopathology*, 3. (2)

Glaser, D. (2002). Emotional abuse and neglect (psychological maltreatment): A conceptual framework. *Child Abuse & Neglect*, 26, 697-714. (2)

Hamarman, S., & Bernet, W. (2000). Evaluating and reporting emotional abuse in children: Parent-based, action-based focus aids in clinical decision-making. *Journal of the American Academy of Child and Adolescent Psychiatry*, 39, 928-930. (2)

Hamarman, S., Pope, K. H., & Czaja, S. J. (2002). Emotional abuse in children: Variations in legal definitions and rates across the United States. *Child Maltreatment*, 7, 303-311. (2)

McGee, R. A., & Wolfe, D. A. (1991). Psychological maltreatment: Toward an operational definition. *Development and Psychopathology*, 3, 3-18. (1)

O'Hagan, K. (1993). *Emotional and psychological abuse of children*. Toronto: University of Toronto Press. (1)

O'Hagan, K. P. (1995). Emotional and psychological abuse: Problems of definition. *Child Abuse & Neglect*, 19, 449-461. (1)

Schaefer, C. (1997). Defining verbal abuse of children: A survey. *Psychological Reports*, 80, 626. (2)

### **III. Incidence and Prevalence of Child Maltreatment**

#### **A. Incidence and Prevalence: General Resources**

Sedlak, A. J., & Broadhurst, D. D. (1996). *The Third National Incidence Study of Child Abuse and Neglect (NIS-3)*. Washington, DC: US Department of Health and Human Services. (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2005). *Child Maltreatment 2003: Reports from the States to the National Child Abuse and Neglect Data System* (Washington, DC: U.S. Government Printing Office). (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (1981). *Study findings: National study of the incidence and severity of child abuse and neglect* (DHHS Publication No. OHDS 81-30325). Washington, DC: Government Printing Office. (2)

U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (1988). *Study findings: Study of national incidence and prevalence of child abuse and neglect* (DHHS Publication No. ADM 20-01099). Washington, DC: Government Printing Office. (2)

#### **B. Incidence and Prevalence: Physical Abuse and Neglect**

Gelles, R. J., & Straus, M. A. (1987). Is violence toward children increasing? A comparison of 1975 and 1985 national survey rates. *Journal of Interpersonal Violence, 2*, 212–222. (2)

Gelles, R. J., & Straus, M. A. (1988). *Intimate violence*. New York: Simon & Schuster. (1)

Straus, M. A., Hamby, S. L., Finkelhor, D., Moore, D. W., & Runyan, D. (1998). Identification of child maltreatment with the parent-child conflict tactics scales: Development and psychometric data for a national sample of American parents. *Child Abuse & Neglect, 22*, 249-270. (2)

Tjaden, P., & Thoennes, N. (2000b). *Full report of the prevalence, incidence, and consequences of violence against women: Findings from the National Violence Against Women Survey* (NCJ Publication No. 183781). Washington, DC: U.S. Department of Justice. (2)

Wang, C. T., & Daro, D. (1998). *Current trends in child abuse reporting and fatalities: The results of the 1997 annual fifty state survey*. Chicago: National Center on Child Abuse Prevention Research. (2)

#### **C. Incidence and Prevalence: Sexual Abuse**

Bolen, R. M. (2001). *Child sexual abuse: Its scope and our failure*. Dordrecht, Netherlands: Kluwer Academic Publishers. (2)

Cox, P., Kershaw, S., & Trotter, J. (Eds.). (2000). *Child sexual assault: Feminist perspectives*. New York: Palgrave. (2)

Erooga, M., & Masson, H. (Eds.). (1999). *Children and young people who sexually abused others: Challenges and responses*. New York: Routledge. (2)

Finkelhor, D. (1994). Current information on the scope and nature of child sexual abuse. *Future of Children, 4*, 31–53. (1)

Finkelhor, D., & Jones, L. M. (2004). *Explanations for the decline in child sexual abuse cases*. (NCJ Publication

No.199298). Washington, DC: U.S. Department of Justice. (2)

Finkelhor, D., Moore, D., Hamby, S. L., & Straus, M. A. (1997). Sexually abused children in a national survey of parents: Methodological issues. *Child Abuse & Neglect, 21*, 1–9. (2)

Jones, L. M., & Finkelhor, D. (2003). Putting together evidence on declining trends in sexual abuse: A complex puzzle. *Child Abuse & Neglect, 27*, 133–135. (2)

Russell, D. E. H. (2000). *The epidemic of rape and child sexual abuse in the United States*. Thousand Oaks, CA: Sage Publications. (2)

## **D. Incidence and Prevalence: Psychological Maltreatment**

Claussen, A. H., & Crittenden, P. M. (1991). Physical and psychological maltreatment: Relations among types of maltreatment. *Child Abuse & Neglect, 15*, 5–18. (2)

Daro, D., & Gelles, R. J. (1992). Public attitudes and behaviors with respect to child abuse prevention. *Journal of Interpersonal Violence, 7*, 517–531. (2)

Vissing, Y. M., Straus, M. A., Gelles, R. J., & Harrop, J. W. (1991). Verbal aggression by parents and psychosocial problems of children. *Child Abuse & Neglect, 15*, 223–238. (2)

# **IV. Causes and Correlates of Child Maltreatment**

## **A. Causes and Correlates: General Resources**

Arnold, E., & Cloke, C. (1998). "Society keeps abuse hidden--the biggest cause of all": The case for child-friendly communities. *Child Abuse Review, 7*, 302-314. (2)

Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. *Psychological Bulletin, 114*, 413-434. (1)

Cicchetti, D., & Carlson, V. (1989). *Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect*. New York: Cambridge University Press. (1)

Ney, P. G., Fung, T., Wickett, A. R. (1992). Causes of child abuse and neglect. *Canadian Journal of Psychiatry, 37*, 401-405. (1)

Roberts, J. (1988). Why are some families more vulnerable to child abuse? In K. Browne, C. Davies, & K. Browne (Eds.), *Early prediction and prevention of child abuse* (pp. 43-56). Oxford, England: John Wiley & Sons. (2)

Straus, M. A. (1991). Family violence in American families: Incidence rates, causes, and trends. In D. D. Knudsen & J. L. Miller (Eds.), *Abused and battered: Social and legal responses of family violence. Social institutions and social change* (pp. 17-34). Hawthorne, NY: Aldine de Gruyter. (2)

Tolan, P. H., & Guerra, N. (1998). Societal causes of violence against children. In P. K. Trickett and C. J. Schellenbach (Eds.), *Violence against children in the family and the community* (pp. 195-209). Washington, DC: American Psychological Association. (2)

## **B. Causes and Correlates: Intergenerational Transmission**

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## VIII. Preventing Child Maltreatment

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## **IX. Controversial Issues in the Field of Child Maltreatment**

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## **X. Online Resources on Child Maltreatment Issues**

Aside from materials specific to each of the topics discussed above, a variety of general sources of information on child abuse and neglect exist on the Internet. Following are a list of websites with child maltreatment related material.

1) [www.endabuse.org](http://www.endabuse.org): Family Violence Prevention Fund (FVPF) website. The Family Violence Prevention Fund works to help those victimized by violence and supports efforts to prevent violence within the home and in the community. The website includes information about the fund's programs and efforts to change the way health care providers, police, judges, and employers address violence.

2) [www.standupforkids.org/](http://www.standupforkids.org/): Stand Up For Kids website. Stand Up for Kids is a volunteer organization committed to helping homeless and street kids. The organization accomplishes its mission through volunteers who go to the streets to help homeless and street kids improve their lives. The website includes information about the organization and how to become involved as a volunteer.

3) [www.preventchildabuse.org/](http://www.preventchildabuse.org/): Prevent Child Abuse American website. Prevent Child Abuse America works at the national, state and community levels to prevent child abuse. The organization supports state and local prevention programs. The website includes information about the organization as well as information about advocacy, conferences, and research on child abuse.

4.) [www.csom.org](http://www.csom.org): Center for Sex Offender Management (CSOM) website. The CSOM was established in 1997 with the goal of preventing victimization by improving the management of adult and juvenile sex offenders. The site includes training curricula as well as resources on a variety of child maltreatment related topics.

5) <http://www.abanet.org/child/home.html>: American Bar Association's Center on Children and the Law website.

The mission of the Center is to improve children's lives through advances in law, justice, knowledge, practice, and public policy. The website offers information on professional training and education, publications, Internet resources, technical assistance, and counseling.

6) [www.childhelpusa.org/](http://www.childhelpusa.org/): Childhelp USA website. Childhelp USA is one of the oldest national non-profit agencies dedicated to the treatment and prevention of child abuse and neglect. The agency's mission is to meet the physical, emotional, educational, and spiritual needs of abused and neglected children by focusing efforts in the areas of treatment, prevention, and research. The website includes information about the agency's programs and services as well as general information about abuse and abuse reporting.

7) <http://nccanch.acf.hhs.gov/>: National Clearinghouse on Child Abuse and Neglect Information website. The website includes information on programs, research, legislation, and statistics to promote the safety and well-being of children and families.

8) [www.yesican.org/](http://www.yesican.org/): International Child Abuse Network website. The International Child Abuse Network holds to the following mission statement: Working world-wide to break the cycle of child abuse. The website includes definitions of child abuse and domestic violence, statistics, articles, and support resources.

9) [www.ispcan.org/](http://www.ispcan.org/): International Society for Prevention of Child Abuse and Neglect (ISPCAN) website. ISPCAN was founded in 1977 in an effort to bring together committed professionals from across the globe to work towards the global prevention and treatment of child abuse and neglect. ISPCAN's mission is to "prevent cruelty to children in every nation, in every form: physical abuse, sexual abuse, neglect, street children, child fatalities, child prostitution, children of war, emotional abuse and child labor." The website includes information about ISPCAN's goals, publications, congresses, professional training events, and world-wide activities.

10) [www.ndacan.cornell.edu/](http://www.ndacan.cornell.edu/): National Data Archive on Child Abuse and Neglect website (NDACAN). NDACAN was established in 1988 to promote scholarly exchange among researchers in the child maltreatment field. NDACAN acquires microdata from leading researchers and national data collection efforts and makes these datasets available to the research community for secondary analysis. The website includes information about NDACAN's electronic mailing list, newsletter, and training opportunities through conference workshops and summer research institute.

11) [www.nccafv.org/](http://www.nccafv.org/): National Council On Child Abuse & Family Violence (NCCAFV) website. The NCCAFV is a resource center on the prevention of intergenerational family violence including child abuse, domestic violence (spouse/partner abuse), and elder abuse. The website provides information about public awareness and education materials, program and resource development consultation, and technical assistance and training.

12) [www.childabuseprevention.org/](http://www.childabuseprevention.org/): Child Abuse Prevention Association website. The mission of Child Abuse Prevention Association is to "prevent and treat all forms of child abuse by creating changes in individuals, families and society that strengthen relationships and promote healing." The goal of the association is to help children and their families overcome the traumatic effects of child abuse. The website includes general information about abuse, descriptions of the association's programs and services, and links to various support organizations.

13) <http://naccchildlaw.org/childrenlaw/childmaltreatment.html>: The National Association of Counsel for Children (NACC) website. The NACC is a non-profit child advocacy and professional membership association dedicated to providing high quality legal representation for children. The website provides information about NACC's training and technical assistance opportunities. The website also includes a public information and professional referral center.

14) [www.ndaa-apri.org/apri/programs/ncpca/ncpca\\_home.html](http://www.ndaa-apri.org/apri/programs/ncpca/ncpca_home.html): National Center for Prosecution of Child Abuse website. The center serves as a central resource for training, expert legal assistance, court reform and state-of-the-art information on criminal child abuse investigations and prosecutions. The website includes links to the center's newsletter on current topics in child abuse and child abuse publications.

- 15) [www.apsac.org/](http://www.apsac.org/): American Professional Society on the Abuse of Children (APSAC) website. APSAC's mission is to enhance the ability of professionals to respond to children and families affected by abuse and violence by providing education and other sources of information to professionals who work in the field of child maltreatment. The website includes information about APSAC services and events, child abuse publications, resources and links, child maltreatment conferences, and training institutes.
- 16) [www.acf.hhs.gov/programs/cb/index.htm](http://www.acf.hhs.gov/programs/cb/index.htm): The Children's Bureau (CB) website. The CB is the oldest federal agency for children and is located within the United States Department of Health and Human Services' Administration for Children and Families, Administration on Children, Youth and Families. The bureau assists states in the delivery of child welfare services including services to protect children and strengthen families. The website provides information about programs and funding, laws and policies, statistics and research on child abuse, child welfare monitoring, training and technical assistance in child maltreatment, and federal and state reporting systems.
- 17) [www.acf.hhs.gov/](http://www.acf.hhs.gov/): Administration for Children and Families (ACF) website. The ACF is housed within the Department of Health and Human Services and is responsible for federal programs that promote the economic and social well-being of families, children, individuals, and communities. The website includes information about services for families including adoption, foster care, as well as child abuse and neglect. The website also provides information about grant opportunities, publications, and research.
- 18) <http://abanet.org/domviol/home.html>: The American Bar Association on Domestic Violence website. The website provides information on domestic violence-related conferences and meetings, national domestic violence resource center information, and materials related to culturally diverse and immigrant domestic violence groups.
- 19) <http://www.apa.org/pi/cyf>: The American Psychological Association's Children, Youth, and Family Services Division website. The website offers links to free publications, online documents, government agencies, and news concerning the welfare of children and families.
- 20) <http://www.growing.com/nonviolent>: The Domestic Violence Project website. This website includes a variety of resources including materials directed at victims (e.g., information about keeping safe, domestic violence hotlines, support) as well as professionals (e.g., information on books, journals, and conferences).
- 21) [www.calib.com](http://www.calib.com): National Child Protection Clearinghouse website. This website provides various resources on child abuse and neglect.