to believe his lies, but that phenomenon isn't really real in your mind until you hear of a good example of it.

**Essays on Children and Family**

**Happy Endings?**

After reading the last half of Anne Hall Whitt's *The Suitcases*, I realized something that does not come into my mind very often: stories like these can have happy endings. Whitt's story has all the elements that usually spell disaster: unwanted children in poverty, a foster care system that is cold and secretive, and finally, a stay at an institutional boarding school.

The place I decided to call halfway in the book turns out to have been an inopportune stopping place. Directly after the halfway point, things begin to look up for the three sisters in the story, Betty, Anne and Carolyn. Where we left off talking about the book last week was a depressing spot indeed. I'm very glad I read the rest because the family the girls lived with after the mother with the crazy son who made them work all of the time are the Nye's, a very nice, loving, kind family. Anne and her sisters were only supposed to stay there for a week, but when the caseworker failed to pick them up the Nye's just kind of let them stay — and stay and stay — forever. The Nye's own baby daughters, born nine months before and a few years after the foster children came, never knew they weren't biological siblings. But, when Anne was fourteen, after having been with the Nye's for several years, she became increasingly violent at school and her grades dropped. Mrs. Nye very lovingly informed Anne that they needed to find a boarding school that would help her get back on track.

At this point in the book the reader thinks, "Oh, no! Another rejection; another horrible, cold institution for Anne." However, the boarding school of Crossnore located in the Blue Ridge Mountains was anything but that. Anne Hall Whitt looks back on it as
exactly what she needed. She found friends and adults who loved her and were able to push her – in the right way – to do her best.

As you well know, as a general rule of thumb my view on the system is hardly optimistic, to say the least. It is very valuable for me to read stories such as these, true stories with happy endings. I have renewed faith in the system for which I will be working. I have often given thought to working at, or, ideally, running some sort of orphanage or children’s home. Reading about a school like Crossnore that filled so many troubled children’s lives with structure, warmth, purpose and happy memories proves to me that it can be done.

**Children Have No Rights**

Children have no rights. They are not listened to, cared about, or protected by law in so many ways. Did you know the first child abuse case was prosecuted under the Humane Treatment of Animals Act because, although it was legal to remove an animal from a home where it was being beaten or abused, it was not legal to remove a child? The prosecution had to argue that Homo sapiens were technically animals in order for the law to apply. Even now, parent’s rights are always respected before those of children. They can sue and they have power. Children have none.

I can remember so clearly being in the seventh grade. I was in Honors World History with Mr. Gluff. We had to write poems using ideas or phrases from the bill of rights. Most of my classmates stood and spoke of how wonderful freedom is and how lucky we are to be in the United States, etc. Now, I do not deny that the U.S. is paradise compared to many, many other nations. That being said, when it was my turn to speak I stood and began my poem like the rest of theirs; I had a list of sorts of the freedoms we were granted. At the end, though, I put a spin on it that made my sarcasm most apparent. Each of these clauses in the Bill of Rights includes something to the effect, “For each citizen over the age of 18 . . .” So,
I ended with a question, "Do I have freedom?" The class was silent, and so was my teacher. I don’t think that question was ever answered.

Now, as I look upon the state of disarray that the welfare system is in, as well as my personal experiences with foster children, it is abundantly clear to me that children don’t have rights. They are thrown into a chance system; sometimes they end up with people who treat them as they would their own child, sometimes not. And even in those possibilities there is chance: how would these people treat their own child? Well? Poorly?

A theme echoed over and over again by foster children is inability to trust and fear of becoming attached to someone. Not surprisingly, abused children not removed from the homes also herald this same theme. What is the answer? I don’t profess to know. Honestly, the only answer I can come up with is very extreme. Of course, education about proper childcare and anger management is key. Above and beyond that, I believe I would advocate the same thing I advocated during another assignment in that seventh grade class.

The assignment was to revise a law you felt was unjust. I proposed a mandatory death penalty for and second-time perpetrator of rape, murder, spousal abuse or child abuse. At that time I didn’t connect in my head the reason why I felt so strongly about this element of the law, especially the portions of law pertaining to rape. I simply fumed over the lack of justice. I still do, but I’m jaded. Tired. I hope to have the strength and will to carry on and change the laws dealing with children especially. For example, currently a man convicted of spousal abuse may easily obtain custody of his children as long as his income is higher than the woman’s. Testimony of the mother is disallowed as “irrelevant.” This is asinine. The key to the future is stopping the cycle of abuse. I am one woman. Let it start with me.

A Place for Each Child

This week’s reading made me really wonder, “How would my life have been different if I had an ogbo - a group to which I really belonged, right from the start?” How
would our society be different if each child had a place, a purpose, a job and a little community? I believe our lives would be enriched considerably by a more communal way of life. My own childhood was fairly isolated; I’m an only child, both my parents worked all the time. More than that, though, I didn’t have a group of friends that was stable until my senior year in high school, and even then I was fraught with worries about belonging and fitting in.

In the Awkuzu tribe in Nigeria, children born within five years of one another form an ogbo, a group to which they belong for life. These are playing, working communities outside the nuclear family structure to which one belongs even if s/he moves away. Each child has a place, a team, from his or her early years onward. It makes me wonder about the topic of individualism in this tribe. Are people more conforming? Do they have a communal attitude toward their emotional lives as well, or do they encourage individualism and strong selves while championing a group work ethic? The Chagga tribe, on the east coast of Africa, also has a very similar community structure. Where did this societal structure originate in Africa? Is there a way to implement it in such large places as cities in the U.S.? Would some community reorganizing help cut down on crime and ambivalence in our society?

On a different note, I read about two tribes, but one in particular, where women are dominant. I find this fascinating. The Tuareg are called the ‘people of the veil.’ However, only the men wear a veil. The men sit while the women sing and entertain, telling stories and reciting poetry. They rarely speak and look up to the women as wise and possessing knowledge. What I wouldn’t do to make that true in our society! I truly believe that if our society were matriarchal – not patriarchal with women taking over by acting in the same business-oriented, cold ways men do – but truly run in a women’s way, there would be virtually no war. The wealth of the U.S. would be spread about the world so much more. I
believe women really do possess an inherent earthiness, a wisdom, no man can achieve. It would be wonderful to live in a society that placed value in that knowledge.
**For Every Child Who Cries at Night**

In memory of Kathy Williams, 1964-1996  
Loving Mother ~ Cherished Sister  
Treasured Friend ~ Gentle Spirit

For every child who cries at night  
Alone with shame and pain and fright  
For every child who wants so much  
To only feel a gentle touch

For the beaten child, who cries in pain  
Whose tears run silent, like the rain

For the child used to satisfy lust  
Who never learns to love or trust

For the child taken from her home  
And made to feel so all alone

For the child whose home is just a shell  
Where life becomes a living hell

For the child who smiles but cannot feel  
Because of scars too deep to heal

For every child who yearns for love  
I hope and pray to God above  
To hear your cries and heal your pain  
And give you back your life again

*With love, to all the children,*  
*Kathy Williams*
anyone lived in a pretty how town
E. E. Cummings

anyone lived in a pretty how town
(with up so floating many bells down)
spring summer autumn winter
he sang his didn't he danced his did

Women and men (both little and small)
cared for anyone not at all
they sowed their isn't they reaped their same
sun moon stars rain

children guessed (but only a few
and down they forgot as up they grew
autumn winter spring summer)
that noone loved him more by more

when by now and tree by leaf
she laughed his joy she cried his grief
bird by snow and stir by still
anyone's any was all to her

someones married their everyones
laughed their cryings and did their dance
(sleep wake hope and then) they
said their nevers they slept their dream

stars rain sun moon
(and only the snow can begin to explain
how children are apt to forget to remember
with up so floating many bells down)

one day anyone died i guess
(and noone stooped to kiss his face)
bust folk buried them side by side
little by little and was by was

all by all and deep by deep
and more by more they dream their sleep
noone and anyone earth by april
wish by spirit and if by yes.

Women and men (both dong and ding)
summer autumn winter spring
reaped their sowing and went their came
sun moon stars rain

From Complete Poems: 1904-1962 by E. E. Cummings,
http://www.poets.org/poems/poems.cfm?prmlID=1185
A Message to
Sexual Abuse Victims,
Parents, & Survivors

If you are being abused, it is not your fault. The way to stop the abuse is to TELL ~ and to get help. And keep telling ~ until you get someone to protect you.

If you suspect a child is being abused, you must report it to legal authorities. Do not try to play detective on your own. Report any suspicions of abuse and seek professional help. It is a crime to not report suspected child abuse.

Silence, ignorance, and apathy are the child predator's greatest allies.

For adult survivors who have never told, you are not alone. There are many people who understand and can help. My professional recommendation is to avoid online counseling services. Also, be cautious of well-intentioned advice from online forums and chat rooms. While you may find some support, it will not replace professional help. And remember ~ predators also visit online forums. Please seek professional assistance.

Dr. Faulkner

Go to Message of Hope

http://www.prevent-abuse-now.com/home2.htm
The Pamphlet: Designing and preparing the supplementary pamphlet

i. Final draft of the pamphlet - in English
ii. Final draft of the pamphlet - in Spanish
iii. Early drafts of the pamphlet
iv. Inspirations and sources
Please take special note of the afterward, and go through it with your kids.

The little girl in the story has a problem, but it isn't her fault. You see, no one has told her she has the right to say no and get away from older people who try to hurt her, or touch her in ways that feel yucky or wrong.

But now, you know! And if someone has hurt you, or tries to hurt you, you can say no and you can tell. Tell as many people as it takes to get some help. Someone will believe you, here is help out there.

If a grown up has hurt your body, threatened you, or told you to keep a secret that feels bad... One that makes you wish you were a butterfly who could fly far away... You don't deserve that, no kid does, no matter what. And you are not alone.

If you, or someone you know, has a problem like the kid in this story, please find a grown-up to tell: Try...

A teacher,
A parent,
A counselor,
An older brother or sister,
A friend's parent,
the person reading this book to you.

If you don't know any safe, trusted grown-ups, here are some numbers to call:

1-800-SAFE-KIDS
1-800-HELPLINE

And please remember,
You are not alone.
You are not alone.
You are not alone.

Also...

Your child may feel more comfortable talking to someone other than you if they have a problem. Please accept this, and do what is best for them.

If you or someone you know has abused, there is help. Simply saying, "I turned out all right," is not the answer. Every child is different. Perhaps the way you were treated as a child did not harm you, but it would another child. Please don't take a chance with this world's precious children. Call a number below immediately, for the child's sake!

Resources

For a safety lesson plan: please write to formoreinfo_butterfly@yahoo.com

www.prevent-abuse-now.com Sexual Abuse

www.ndvh.org/GraphMen/Main.html Hotline Website: "look at the "For Kids" page too"

e-mail ndvh@ndvh.com for assistance or call

1-800-799-SAFE
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and check out

I hadn't meant to tell you this, J. Woodson
No more secrets for me, O. Wachter
My body is private, L.W. Girard
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Sexual abuse—let's talk about it, M. Hyde
Chilly stomach, J. F. Caines
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Feeling safe, feeling strong, S. N. Terkel

at your local library or bookstore.
For Parents, Caregivers, and Teachers

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1. It’s your body: a child can decide who touches him or her, once old enough to care for himself or herself.

   What this means for you: Take your child’s requests for privacy seriously. Don’t spank (this includes the touching of a private part of the body.) Respect your child’s feelings, especially when they don’t want to hug, kiss, or sit with a relative or friend. Forced touch is forced touch to a child. If you teach them they can say no, it will generalize to potentially abusive situations.

2. Trust your feelings: teach children about the “uh-oh” feeling (intuition), and the saying, “If you feel like something’s wrong, then you’re right.”

   What this means for you: Model that you trust your own instincts and can show your own feelings. Avoid telling children, “You don’t really feel that way,” and “You shouldn’t feel like that.” Shouting at kids to stop crying, name-calling, and threats are all emotionally abusive. If you: react their feelings, they will respect their feelings.

3. Tell: talk to as many adults as it takes to get the help you need.

   What this means for you: Never discount a child’s feelings. If in doubt, talk to a counselor. The worst thing you can do is ignore it. With early help, the affects of the abuse will be much, much less severe.

   4. It’s never your fault: it is always the adult’s or teen’s fault, no matter what he or she tells the child.

   What this means for you: Often an abuser will blame alcohol abuse, the spouse’s usual of intimate contact, or even the child’s “sexy ways.” An abused child will need help (by a licensed counselor) dispelling the myths he or she has been told by the abuser. Please be aware almost all abusers are known by the child and/or parents.

   Warning Signs *

   - Bed-wetting
   - Masturbation (before puberty)
   - Depression
   - Difficulty at bath time
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   - Self-destructive behaviors
   - Moodiness
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   - Playing violently with dolls
   - Is abnormally afraid of a certain person or group of people (ex. teenage boys)
   - Talking nonsense
   - Hurting self, others, animals
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   *Please note that although children who have not been abused occasionally display these behaviors, consistent problems should be brought to the attention of a doctor or licensed therapist (such as the school counselor). And, as we say to the children, if you feel like something’s wrong, then you’re right. Please, if you suspect something and a professional denies or discredits this, go to someone else. Your child is worth it!

Especially for Teachers and Caregivers

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- If the child tells you something, make a note of it. Please take all reports seriously. Talk with your supervisor and school counselor. If possible, have the child draw a picture or write a story about the incident.
- Educate the child with books like this one and others. Write to the address on the back for a safety skills lesson including abuse prevention.
- Educate the parents. Send home notes that do not incriminate the child, such as ‘today we discussed...’ Find out about parenting classes in your area and pass out resources. Communicate which positive disciplinary techniques have worked for you with their child.

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   What this means for you: Model that you **trust your own instincts** and can **show your own feelings**. Avoid telling children, "You don't really feel that way," and "You shouldn't feel like that." **Shouting at kids to stop crying**, name-calling, and threats are all emotionally abusive. If you **respect their feelings**, they will respect their feelings.

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  - **If a report to DCFS is not in order**
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Tome por favor la nota especial del luego, y pase a través con sus niños.

La niñita en la historia tiene un problema, pero lo no es su falta. Ves, nadie le ha dicho que tiene el derecho de decir << No >> y alejarse de la gente más vieja quien intentan hacerla daño, o tocarla de los modos que sienten miedoso o mal.

¡Pero ahora, tu sabes! Y si alguien le ha hecho daño, o intenta hacerle daño, puedes decir << No! >> y puedes contarle un adulto. Dígas a tanto personas como es necesario para conseguirle ayuda. Alguien le creerás, está ayuda ahí. Si un crecido has hecho daño a su cuerpo, ha tocado en una manera que siente mala, ha amenazado, o le ha dicho guardar un secreto que se siente mal... No mereces esto, ningún niño lo merece, cueste lo que cueste.

Y no eres solo.

Si tu, o alguien que conoces, tiene un problema como el niño en esta historia, por favor encuentre a un adulto contando:

Intento...

Un maestro,
Un padre,
Un consejero,
Un hermano más viejo,
La mamá de un amigo,
O la persona que está leyendo este libro.

Si no conoces a ninguno de adultos salvos, aquí están algunos números para llamarse:

1-800-SAFE-KIDS o 1-800-HELPLINE

Y por favor recuerdes,
No estás solo, no estás solo,
No estás solo.

También...

Su niño puede sentir hablar más cómodo con alguien con excepción de usted si tienen un problema. Acepte por favor esto, y haga cuál es el mejor para él.

Si Ud. o alguien que sabe Ud. ha abusado, hay ayuda. Simplemente diciendo, el I resultó todos a la derecha. no es la respuesta. Cada niño es diferente. Quizás la manera le trataron pues un niño no le dañó, sino que otro niño. Por favor toma de don't esta ocasión con los niños preciosos de este mundo.

Recursos

Para un plan de la lección de seguridad: escriba por favor a:
formoreinfo_butterfly@yahoo.com

Abuso Sexual:
www.prevent-abuse-now.com
Teléfono directo sitio:
www.ndvh.org/GraphMen/Main.html
* Mira Ud. la página de los cabritos también

E-mail:
ndvh@ndvh.com para ayuda sobre Violencia Doméstica
O para ayuda inmediamente, llame Ud.
1-800-799-SAFE

Y finge Ud. a su biblioteca:
I hadn't meant to tell you this, J. Woodson
No more secrets for me, O. Wachter
My body is private, L. W. Girard
Your body belongs to you, S. N. Terkel
Sexual abuse—let's talk about it, M. Hyde
Chilly stomach, J. F. Caines
Your body belongs to you, C. Spelman

Mariopsas

Esperantes

La información suplementaria para los Padres, los Maestros, y los Cuidaninoises
**Para Padres, Cuidanilloses, y Maestros Mariposas Esperantes** es basado en un plan de lección de cuatro partes:

1. **Es su cuerpo: un niño puede decidir quien le toca él o ella, cuando bastante viejos para preocuparse a ellos mismos.**
   
   **Que esto significa para Usted:** Tome las demandas de su niño de un sitio privado seriamente. No da nalgadas (esto incluye el toque de una parte privada del cuerpo.) Respetan los sentimientos de su niño, especialmente cuando ellos no quieren abrazar, besar, o sentarse con un pariente o un amigo. Todos los toques forzados son los mismos a un niño. Si usted los enseña ellos no pueden decidir, esto generalizara a situaciones potencialmente abusivas.

2. **Confianza sus sentimientos:** enseña a niños sobre el “u-u” sentimiento (de la intuición), y el refrán, “Si parece algo está incorrecto, entonces tienes razón.”
   
   **Que esto significa para usted:** Modela Ud. que confía en sus propios instintos y puede mostrar sus propios sentimientos. Evite decir niños, “Realmente no sienten así, y “Usted no debería parecer a esto.” Gritando en niños para parar llorar, los insultos, y amenazas son todos emocionalmente abusivos. Si usted respeta sus sentimientos, ellos respetarán sus sentimientos.

3. **Cuento:** diríjase a tanto de adultos como es necesario para conseguir la ayuda la que usted necesita.
   
   **Que esto significa para usted:** Nunca rebaje los sentimientos de un niño. Si en la duda, diríjase a un consejero. La peor cosa la que usted puede hacer es no hacen caso a ello. Con ayuda lento, los afectos del abuse va a estar muy, muy menos grave.

4. **Nunca es su falta:** siempre es la falta del adulto o joven mayor, no importa qué él o ella dice a niño.

   **Qué este significa para Usted:** Un abusador culpa a menudo abuso del alcohol, la denegación de su esposa del contacto intimo, o aún las maneras atractivas de la niña. Una niña abusada necesita la ayuda (por un consejero licenciado) que disipa los mitos sus abusador le ha dicho. Por favor enterado que los padres conocen casi todos los abusadores el niño.

   **Señales De Peligro * **
   
   - Cama-aderencia de soldadura
   - Masturbación (antes de pubertad)
   - Depresión
   - Dificultad en el tiempo del baño
   - Dificultad en el cama-tiempo
   - Dambios en hábitos el comer
   - Cambios en hábitos el dormir
   - Comportamientos mismo-destructivos
   - Moodiness
   - Dificultades sociales
   - Pesadillas
   - Regresión en comportamientos
   - Jugando violentamente con las muñecas
   - Actos hacia fuera sexual
   - Está anormalmente asustado de una cierta persona o grupo de gente (por ejemplo, muchachos adolescentes)
   - Absurdo el hablar
   - Lastimar a uno mismo, otros, animales
   - Mitiendo
   
   * Observe por favor que aunque los niños que no han sido de vez en cuando abusada exhibición estos comportamientos, los problemas constantes deben ser traidos a la atención de un doctor o de un therapist licenciado (tal como el consejero de la escuela). Y, como decimos a los niños, **si se sientes como algo está mala, entonces estás la derecha.** Si Usted sospecha algo y un profesional niega o desacredita esto, vaya por favor algún otro. ¡Su niño lo vale!

**Para los Maestros y Cuidanilloses**

Si usted cree un niño está en peligro, intenta por favor ayudarlo. Usted tiene varias opciones:

- Si hay daños físico, tome inmediatamente un cuadro. Mantenga una polaroid barata en su lugar de trabajo.
- Si el niño le dice algo, anote el. Tome por favor todos los informes seriamente. Hable con su supervisor y consejero de la escuela. Si es posible, haga que el niño dibuje un cuadro o escribe una historia sobre el incidente.

  **- Si un informe a DCFS no está en orden -
  - Eduque a un niño con los libros como éste. Escriba a la dirección en la parte posteriora para una lección de las habilidades de seguridad incluyendo la prevención del abuso.**

  - Eduque a padres. Envie las notas caseras que no incriminan a niño, tal como << hoy que discutimos... >> Descubra sobre clases para padres en su área y los distribuya de recursos. Comuníquese que las técnicas disciplinarias positivas han trabajado con su niño.

  **- Ve recursos en la parte posteriora.-**
Tome por favor la nota especial del luego, y pase a través con sus niños.

La niña en la historia tiene un problema, pero no lo es su culpa. Llámese de decir "No" y alejarse de la gente más vieja quien intentan hacerla daño, o tocarla de los modos que sienten miedoso o mal.

Pero ahora, tú sabes! Y si alguien le ha hecho daño, o intenta hacerle daño, puedes decir "No!" y puedes contarle a un adulto. Dígas a tanto personas como es necesario para conseguirle ayuda. Alguien le creerá, está ayuda ahí. Si un crecido ha hecho daño a su cuerpo, ha tocado de la manera que sienten mala, ha amenazado, o le ha dicho guardar un secreto que se siente mal… No mereces esto, ningún niño lo merece, cueste lo que cueste.

Si tú, o alguien que conozcas, tienen un problema como el niño en esta historia, por favor encuentre a un adulto contando:

Intento...

Un maestro,
Un padre,
Un consejero,
Un hermano más viejo,
La mamá de un amigo,
O la persona que está leyendo este libro.

Si no conoce a ninguno de adultos salvos, aquí están algunos números para llamarles:

1-800-SAFE-KIDS o 1-800-HELPLINE

Y por favor recuerde,

No estás solo, no estás solo,

No estás solo.

También...

Su niño puede sentir hablar más cómodo con alguien con excepción de usted si tienen un problema. Acepte por favor esto, y haga cuál es el mejor para él.

Si Ud. o alguien que sabe Ud. ha abusado, hay ayuda. Simplemente diciendo, el I resultó todos a la derecha, no es la respuesta. Cada niño es diferente. Quizás la manera le trataron pues un niño no le dañó, sino que otro niño. Por favor toma de don't esta ocasión con los niños preciosos de este mundo.

Recursos

Para un plan de la lección de seguridad: escriba por favor a:

formoreinfo_butterfly@yahoo.com

Abuso Sexual:

www.prevent-abuse-now.com
Teléfono directo sitio:

www.ndvh.org/GraphMen/Main.html

* Mira Ud. la página de los cabritos también

E-mail:

ndvh@ndvh.com para ayuda sobre Violencia Doméstica
O para ayuda inmediamente, llame Ud.
1-800-799-SAFE

Y finga Ud. a su biblioteca:

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Your body belongs to you. C. Spelman

La información suplementaria para los Padres, los Maestros, y los Cuidaníñoses
Para Padres, Cuidanitosos, y Maestros
Mariposas Esperantes es basado en un plan de lección de cuatro partes:

1. Es su cuerpo: un niño puede decidir quien le toca él o ella, cuando bastante viejos para preocuparse a ellos mismos.

Que esto significa para Usted: Tome las demandas de su niño de un sitio privado seriamente. No da nalgadas (esto induye el toque de una parte privada del cuerpo.) Respetan los sentimientos de su niño, especialmente cuando ellos no quieren abrazar, besar, o sentarse con un pariente o un amigo. Todos los toques forzados son los mismos a un niño. Si usted los enseña ellos no pueden decidir, esto generalizará a situaciones potencialmente abusivas.

2. Confianza sus sentimientos: enseñe a niños sobre el “u-u” sentimiento (de la intuición), y el refran, “Si parece algo esta incorrecto, entonces tienes razón.”

Que esto significa para usted: Modela Ud. que confía en sus propios instintos y puede mostrar sus propios sentimientos. Evite decir niños, “Realmente no sientes así, y “Usted no debería parecer a esto.” Gritando en niños para parar llorar, los insultos, y amenazas son todos emocionalmente abusivos. Si usted respeta sus sentimientos, ellos respetarán sus sentimientos.

3. Cuenta: diríjase a tanto de adultos como es necesario para conseguir la ayuda que usted necesita.

Que esto significa para usted: Nunca reboje los sentimientos de un niño. Si en la duda, diríjase a un consejero. La peor cosa la que usted puede hacer es no hacen caso a ello. Con ayuda lento, los afectos del abuse va a estar muy, muy menos grave.

4. Nunca es su falta: siempre es la falta del adulto o joven mayor, no importa qué él o ella dice a niño. Que este significa para Usted: Un abusador culpará a menudo abuso del alcohol, la denegación de su esposa del contacto íntimo, o aún las maneras atractivas de la niña. Una niña abusada necesita la ayuda (por un consejero licenciado) que disipa los mitos sus abusador le ha dicho. Por favor enterado que los padres conocen casi todos los abusadores el niño.

Señales De Peligro *
- Cama-aderencia de soldadura
- Masturbación (antes de pubertad)
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- Regresión en comportamientos
- Jugando violentamente con las muñecas
- Actos hacia fuera sexual
- Está anormalmente asustado de una cierta persona o grupo de gente (por ejemplo, muchachos adolescentes)
- Absurdo el hablar
- Lastimar a uno mismo, otros, animales
- Mitiendo
* Observe por favor que aunque los niños que no han sido de vez en cuando abusada exhibición estos comportamientos, los problemas constantes deben ser traídos a la atención de un doctor o de un therapista licenciado (tal como el consejero de la escuela). Y, como decimos a los niños, si se sienten como algo está mala, entonces está en la derecha. Si Usted sospecha algo y un profesional niega o desacredita esto, vaya por favor algún otro. ¡Su niño lo vale!

Para los Maestros y Cuidanitosos
Si usted cree un niño está en peligro, intente por favor ayudarlo. Usted tiene varias opciones:
- Si hay daños física, tome inmediatamente un cuadro. Mantenga una polaroid barata en su lugar de trabajo.
- Si el niño le dice algo, anote él. Tome por favor todos los informes seriamente. Hable con su supervisor y consejero de la escuela. Si es posible, haga que el niño dibuje un cuadro o escriba una historia sobre el incidente.
- Si un in(orme a DCFS no estti en orden -
- Eduque a niño con los libros como éste
- Escriba a la dirección en la parte posteriora para una lección de las habilidades de seguridad incluyendo la prevención del abuso.
- Eduque a padres. Envíe las notas caseras que no incriminan a niño, tal como << hoy que discutimos ... >> Descubra sobre clases para padres en su área y los distribuya de recursos. Comuníquese que las técnicas disciplinarias positivas han trabajado con su niño.
- Ve recursos en la parte posteriora.-
Please take special note of the afterward, and go through it with your kids.

The little girl in the story has a problem, but it isn't her fault. You see, no one has told her she has the right to say no and get away from older people who try to hurt her, or touch her in ways that feel yucky or wrong.

But now, you know! And if someone has hurt you, or tries to hurt you, you can say no and you can tell. Tell as many people as it takes to get some help. Someone will believe you. There is help out there.

If a grown up has hurt your body, threatened you, or told you to keep a secret that feels bad . . . One that makes you wish you were a butterfly who could fly far away . . . You don't deserve that, no kid does, no matter what. And you are not alone.

If you, or someone you know, has a problem like the kid in this story, please find a grown-up to tell: Try . . .
A teacher,
A parent,
A counselor,
An older brother or sister,
A friend's parent,
Or the person reading this book to you.

If you don't know any safe, trusted grown-ups, here are some numbers to call:

1-800-SAFE-KIDS
1-800-HELPLINE

And please remember,
You are not alone.
You are not alone.
You are not alone.

Also . . .

Your child may feel more comfortable talking to someone other than you if they have a problem. Please accept this, and do what is best for them.

If you or someone you know has abused, there is help. Simply saying, "I turned out all right," is not the answer. Every child is different. Perhaps the way you were treated as a child did not harm you, but it would another child. Please don't take this chance with this world's precious children.

Resources

For a safety lesson plan: please write to formoreinfo_butterfly@yahoo.com

www.prevent-abuse-now.com Sexual Abuse

www.ndvh.org/GraphMen/Main.html
Hotline Website "look at the "For Kids" page too

E-mail ndvh@ndvh.com for assistance or call
1-800-799-SAFE
National Domestic Violence Hotline
and check out

I hadn't meant to tell you this, J. Woodson
No more secrets for me, O. Wachter
My body is private, L.W. Girard
Your body belongs to you, S. N. Terkel
Sexual abuse—let's talk about it, M. Hyde
Chilly stomach, J. F. Caines
Your body belongs to you, C. Spelman
Feeling safe, feeling strong, S. N. Terkel

at your local library or bookstore.
FOR PARENTS, CAREGIVERS, AND TEACHERS

Butterfly Wishes is based on a four-part lesson plan:

1. **It's your body:** A child can decide who touches him or her, once old enough to care for self.

   What this means for you: Take your child's requests for privacy seriously. **Don't spank** (this includes the touching of a private part of the body.) **Respect** your child's feelings, especially when they don't want to hug, kiss, or sit with a relative or friend. **Forced touch is forced touch** to a child. If you teach them they can say no, it will generalize to potentially abusive situations.

2. **Trust your feelings:** Teach children about the "uh-oh" feeling (intuition), and the saying, "If you feel like something's wrong, then you're right."

   What this means for you: Model that you trust your own instincts and can show your own feelings. Avoid telling children, "You don't really feel that way," and "You shouldn't feel like that." **Shouting at kids to stop crying** name-calling, and threats are all emotionally abusive. If you respect your child's feelings, they will respect their feelings.

3. **Tell:** Talk to as many adults as it takes to get the help you need.

   What this means for you: **Never** discount a child's feelings. If in doubt, **talk to a counselor.**

   Early help, the affects of the abuse will be much, much less severe.

4. **It's never your fault:** It is always the adult's or teen's fault, no matter what he or she tells the child.

   What this means for you: Often an abuser will blame alcohol abuse, the spouse's refusal of intimate contact, or even the child's "sexy ways." An abused child **will need help** (by a licensed counselor) dispelling the myths he or she has been told by the abuser. Please be aware almost all abusers are known by the child and/or parents.

Especially for Teachers and Caregivers

If you believe a child is in danger, please try to help. You have several options:

- If there is physical damage, immediately take a picture. Keep a cheap Polaroid in your workplace.
- If the child tells you something, make a note of it. Please take all reports seriously. Talk with your supervisor and school counselor. If possible, have the child draw a picture or write a story about the incident.
- **If a report to DCFS is not in order** — Educate the child with books like this one and others. Write to the address on the back for a safety skills lesson including abuse prevention.

- Educate the parents. Send home notes that do not incriminate the child, such as 'today we discussed ...' Find out about parenting classes in your area and pass out resources. Communicate which positive disciplinary techniques have worked for you with their child.

Please note that although children who have not been abused occasionally display these behaviors, consistent problems should be brought to the attention of a doctor or licensed therapist (such as the school counselor). And, as we say to the children, **if you feel like something's wrong, then you're right.** Please, if you suspect something and a professional denies or discredits this, go to someone else. Your child is worth it!

Resources are listed on the back of the brochure.
This book is based on a four-part lesson plan:

i. **It's your body**: A child can decide who touches him or her, once old enough to care for self. **What this means for you**: Take your child's requests for privacy seriously. Don't spank (this includes the touching of a private part of the body.) Respect your child's feelings, especially when they don't wish to hug, kiss, or sit with a relative or friend. Forced touch is forced touch to a child. If you teach them they can say no, it will generalize to potentially abusive situations.

ii. **Trust your feelings**: Teach children about the "uh-oh" feeling (intuition), and the saying, "If you feel like something's wrong, then you're right." **What this means for you**: Model that you trust your own instincts and can show your own feelings. Avoid telling children, "You don't really feel that way," and "You shouldn't feel like that." Shouting at kids to stop crying, name-calling, and threats are all considered to be emotional abuse. If you respect their feelings, they will respect their feelings.

iii. **Tell**: Talk to as many adults as it takes to get the help you need. **What this means for you**: Never discount a child's feelings. If in doubt, talk to a counselor. The worst thing you can do is ignore it. With early help, the affects of the abuse will be much, much less severe.

iv. **It's never your fault**: It is always the adult's or teen's fault, no matter what he or she tells the child. **What this means for you**: Often an abuser will blame alcohol abuse, the spouse's refusal of intimate contact, or even the child's "sexy ways." An abused child will need help (by a licensed counselor) dispelling the myths he or she has been told by the abuser. Please be aware almost all abusers are known by the child and/or parents.

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**Warning Signs**

- Bed-wetting
- Masturbation (before puberty)
- Depression
- Difficulty at bath time
- Difficulty at bed time
- Changes in eating habits
- Changes in sleeping habits
- Self-destructive behaviors
- Moodiness
- Social difficulties
- Nightmares
- Regression in behaviors
- Playing violently with dolls
- Acts out sexually
- Is abnormally afraid of a certain person or group of people (ex. Teenage boys)
- Talking nonsense
- Hurting self, others, animals
- Lying

*Please note that although children who have not been abused occasionally display these behaviors, consistent problems should be brought to the attention of a doctor or licensed therapist (such as the school counselor). And, as we say to the children, if you feel like something's wrong, then you're right. Please, if you suspect something and a professional denies or discredits this, go to someone else. Your child is worth it!*

Especially for Teachers and Caregivers

If you believe a child is in danger, please try to help. You have several options:

- If there is physical damage, immediately take a picture. Keep a cheap polaroid in your workplace.
- If the child tells you something, make a note of it. Please take all reports seriously. Talk with your supervisor and school counselor. If possible, have the child draw a picture or write a story about the incident.
- If a report to DCFS is not in order:
  - Educate the child with books like this one and others. Write to the address on the back for a safety skills lesson including abuse prevention.
  - Educate the parents.

Resources are listed on the back of this brochure.
Afterward & lesson explanation

Resources
Phone #’s
for more info

Parent / Teacher / Caregiver Information

Información para
Padres,
Maestros,
y cuidaniiios es
The Indiana State Department of Health's TOLL FREE telephone helpline.
Call to locate or receive information on:

- PREGNANCY HEALTH CARE
- WIC SITES / BREASTFEEDING SUPPORT
- CHILDREN'S SPECIAL HEALTH CARE SERVICES
- CHILD / ADOLESCENT HEALTH CARE
- HOOSIER HEALTHWISE / MEDICAID PROVIDERS
- MINORITY HEALTH SERVICES
- WOMEN'S HEALTH / FAMILY PLANNING SERVICES
- SUBSTANCE ABUSE PROGRAMS
- IMMUNIZATION / LEAD SCREENING SITES
- EMERGENCY SHELTERS / FOOD PANTRIES
- SUPPORT GROUPS
- SUDDEN INFANT DEATHS (SIDS)
- GENETIC / NEWBORN SCREENING SERVICES
- GED / JOB TRAINING SITES
- DAY CARE / RESpite CARE
- STOP SMOKING / DRINKING PROGRAMS
- DENTAL CARE SERVICES
- MEDICAID TRANSPORTATION PROVIDERS
and MUCH MORE....

LANGUAGE LINE AVAILABLE

MON. - FRI. 7:30 A.M. TO 5:00 P.M.

ANSWERING MACHINE AVAILABLE AT ALL OTHER TIMES

This document is supported by Title V, Maternal and Child Health Block Funds administered through the Indiana State Department of Health, Maternal and Child Health Services
Click Here if you do not want anyone to know that you have visited this website.

Featured National Organization Links

http://www.ndvh.org/GraphMen/Main.html
Assistance can be obtained by emailing ndvh@ndvh.org, though this is not an emergency email contact. If you need immediate assistance, please call the Hotline.

If something about your relationship with your partner scares you and you need to talk, call the National Domestic Violence Hotline at 1-800-799-SAFE (7233) or 1-800-787-3224 (TTY). Fax: 512-453-8541 Address: PO Box 161810, Austin, Texas 78716

NDVH is a project of Texas Council on Family Violence. Visit the TCVF website at www.tcvf.org

This Website was developed by Sterling Multimedia Productions, llc.
(Coming Soon: an engaging and interactive "Kid Friendly" page incorporating the following themes:)

Are you a child or teenager living in a home where violence occurs, either between your parents or your brothers and sisters?

If you answered yes, you should know that as a child living in an abusive household there are things that you can do to be safe.

You should not get in the middle of a fight between your parents or brothers and sisters, even if they ask you for help. This will not make the fighting stop, and you may get hurt.

If you want to help the abused person ask how or simply dial 911, learn important numbers including family and local emergency agencies, and go over a safety or escape plan with the abused person.

Tips on calling 911:

When dialing 911 there are ways to make the response quicker, and to ensure your safety. First tell the operator your name and address, tell them what is going on and where this is happening, and you should tell them if this has happened before.

Before an emergency situation occurs you should know:

- Your full name
- Your complete address including city, state and zip code
- Your entire phone number with area code
- What situations will lead you to call 911. If domestic violence is occurring in your house, you might want to make up a code word with the abused parent or sibling. If he/she uses that word then you will call 911

During an emergency situation you should know:

- Dialing 911 can reach police, the fire department or ambulance
- Try to remain calm
- When the 911 operator answers, state the problem briefly and give your full name and address
- Do not hang up the phone until the operator says to

Asking for help does not mean you are going to get in trouble, but if you do get into trouble call the police again or speak to a trusted adult. Trusted adults can include your teachers, ministers, coaches or family members. If
your parents are separated, divorced or never married, the school should know who can and cannot pick you up from school. If the person who is abusive visits your school or tries to remove you, please notify a teacher or the principal. They can help you decide what to do next.

If you need someone to talk to, there is help for you at school or somewhere in your community.

As a child living in an abusive home, it's easy to blame yourself and think that what is going on is your fault. You think "If I would be quieter, better at school, neater, more respectful and so on and so on." Living there, you must know that no matter how hard you try, it does not stop. You are not the problem.

If the abused person or the abuser at some time needs to leave the home for safety reasons, remember again this is not your fault. The abuser in your home has a problem. This person chooses to be violent or controlling. There is help for abusers. This help can come after you call the police or through counseling. The abuser needs to learn that he/she does not have the right to use violence, threats or intimidation to get what he/she wants. Staying may seem dangerous or even stupid to you, but there are reasons and some of them include your safety. Talk to the abused person, talk to a teacher, or call a hotline and make a safety plan. For more help, or someone to talk to please check the links section or call the National Domestic Violence Hotline at 1-800-799-SAFE.
A Child's Ten Commandments for Parents

1. My hands are small; please don't expect perfection whenever I make my bed, draw a picture or throw a ball. My legs are short; please slow down so that I can keep up with you.

2. My eyes have not seen the world as yours have; please let me explore safely; don't restrict me unnecessarily.

3. Housework will always be there. I'm only little for such a short time-please take the time to explain things to me about this wonderful world and do so willingly.

4. My feelings are tender; please be sensitive to my needs; don't nag me all day long. (You wouldn't want to be nagged for your inquisitiveness). Treat me as you would like to be treated.

5. I am a special gift; please treasure me as my Creator intended you to do, holding me accountable for my actions, giving me guidelines to live by and disciplining me in a loving manner.

6. I need your encouragement, not just your praise to grow. Please go easy on the criticism; you can criticize the things I do without criticizing me.

7. Please give me the freedom to make decisions concerning myself. Permit me to fail, so that I can learn from my own mistakes. Then someday I will be prepared to make the kind of decisions life will require of me.

8. Please don't do things over for me. Somehow that makes me feel that my efforts didn't quite measure to your expectations. I know it's hard, but please don't try to compare me to my brother or sister.

9. Please don't be afraid to leave for a weekend together. Kids need a vacation from parents, just as parents need

http://www.prevent-abuse-now.com/helpten.htm

5/28/02
that your marriage is very special.

10. Please set a good example for me to follow in all the ways of life. I enjoy watching the things you do and want to do them just like you do.

Author unknown

http://www.prevent-abuse-now.com/helpten.htm
SAFE KIDS FOUNDATION SAFETY PACK

SAFETY TIPS FOR CHILDREN

- I will always check with my parents first.
- I will always play at home or in places with at least one other person.
- I will not trust my feelings if something feels wrong, it is wrong.
- I will put physical distance between myself and whatever is making me feel uneasy.
- I know that certain people that I don’t know can help me out of dangerous situations: women, mom’s with kids, kids, police officers in uniform, or clerks in a store.
- I know that my body belongs to me.
- I will speak and play in places my parents approve of. I will avoid streets like alleys or dark stairwells.
- I will not talk to, accept gifts, or ride from adults I do not know without my parent’s permission.

DO IT YOURSELF DNA COLLECTION KIT

- Rub a clean (preferably cotton swab) inside of cheek until moist.
- Let air dry for twenty-four hours.
- When dry, place in Zip-lock bag and seal bag.
- Fold and place Zip-lock bag in another Zip-lock bag and seal bag.
- Label with child’s name and sample date.

WHAT TO DO IF YOUR CHILD IS MISSING

1. Immediately call 911 and all other local law enforcement agencies. When law enforcement responds, present them with this Safe Kids® Kids Safety Pack. Insist that they enter the information into the National Crime Information Computer (NCIC) at once.
2. If you suspect stranger abduction, notify the Federal Bureau of Investigation. FBI will enter all unsolved cases in the NCIC.
3. Notify all local media assignment desks. Work with the media - keep in mind that the general public’s openness about your missing child could be exaggerated by the broadcasting of details.
4. Notify your local non-profit child locator service. They can log your child’s image and pertinent information on the Internet, thereby guaranteeing instantaneous worldwide poster distribution. Call the National Center for Missing and Exploited Children.
5. Keep your home phone staffed and record conversations. This may only way your child knows how to reach you.
6. Mail a photo. Volunteers will help you to post fliers in highly visible locations.
7. Your best chance of recovery is to encourage a massive law enforcement response effort by local law enforcement, media, your child and age volunteers.
8. Take care to preserve your physical well-being. Seek emergency psychological support from your church or social service agency. If that you show are leading the battle for the return of your missing child.
9. Remember - Never Give Up Hope!!

http://www.klaaskids.org/pg-safe.htm

Close Window
Resources: Internet pages and Works Cited

i. Internet pages on sexual abuse
ii. Internet pages on publishing
iii. Works Cited page
CHILD ABUSE: STATISTICS, RESEARCH, AND RESOURCES

By Jim Hopper, Ph.D.
(last revised 5/18/2002)

I am a researcher and therapist with a doctorate (Ph.D.) in clinical psychology. I have conducted survey research on rates of child abuse. I have also studied the lasting effects of child abuse - initially the psychological and behavioral effects in men, more recently the effects on memory and biology. I am a licensed clinical psychologist, and for thirteen years I have been a therapist to men and women abused in childhood, providing individual and group treatment.

In my work as a Research Associate at the Boston University School of Medicine and The Trauma Center in Brookline, Massachusetts, I investigate the effects of child abuse and other traumas on people who have been diagnosed with posttraumatic stress disorder (PTSD). My main areas of interest are the characteristics of traumatic memories, effects of trauma on biological systems involved in emotion regulation, and how effective biological and psychological treatments not only reduce symptoms but alter biology. My main collaborator in that work is Dr. Bessel van der Kolk, a leader in the field of psychological trauma.

The contents of this page reflect my level of experience and expertise, as well as opinions I have formed over the years.

Finally, please note: I work with adults who were abused in childhood, not abused children or their caregivers.

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- Sources of Statistics - Official Numbers, Actual Numbers, & Estimates
- Statistics Are Human Creations - Tools to Avoid Being Confused & Misled

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- Official Statistics: Canada
- Official Statistics: Australia
- Official Statistics: England
- Retrospective Survey Research Methods - Tools for Critical Understanding

http://www.jimhopper.com/abstats/
Introduction - Unavoidable Controversies & Biases, in Historical Contexts

Contents

- When thinking about statistics on child abuse, it is helpful to know that the very idea of "child abuse" is controversial.
  - Only recently, and only in particular countries and cultures, has the abuse of children come to be seen as a major social problem and a main cause of many people's suffering and personal problems.
  - Of course children have been abused throughout human history. But for people to think about child abuse as we do now, to create legal definitions and government agencies that can remove children from their homes, and to conduct thousands of research studies on the effects of abuse - these are historically and culturally embedded developments.
  - Some believe that, for the first time in history, we are beginning to face the true prevalence and significance of child abuse. Others worry that many people have become obsessed with child abuse and deny any personal responsibility for their problems while "blaming" them on abuse and bad parenting. (I believe that each view has some validity.)
  - Clearly, then, some very large contexts and controversies shape debates about particular issues concerning child abuse.

- Statistics on rates of child abuse and neglect are controversial.

- All statistics on the incidence and prevalence of child abuse and neglect are disputed by some experts. (Incidence refers to the number of new cases each year, and prevalence to the percentage of people in a population who have had such experiences.)

- Why?
  - Complex and subtle scientific issues are involved in studies that generate these statistics.
  - Even the most objective scientific research is imperfect. At least one or two methods used in any study must be chosen by researchers based on opinions and judgements, not just facts and logic. The objectively best methods available may
still have limitations.

- For example, there are important controversies about how to define abuse and neglect. This is true for official government studies and any other research study.
  - The definitions of abuse used in official government studies are based on laws, because government definitions are needed for more than research purposes. They are also needed for purposes like determining whether or not suspected abuse should be reported, investigated, "substantiated" (as actually having occurred), and lead to action by a social service agency or court.
  - In contrast, independent researchers can use different definitions because they have different purposes than government agencies, like understanding the different effects of mild and extreme emotional, physical, and/or sexual abuse.
- No matter what kind of study it is, small changes in definitions can result in big differences in statistics on abuse and neglect.

- Some bottom lines:
  - Strong emotions and moral commitments influence everyone's reasoning and judgement to some extent.
  - Any experts who claim to be without bias are fooling themselves or trying to fool you.
  - The contents of this page are influenced by my values, my informed opinions, and my experiences as a researcher and therapist over the past thirteen years.
  - This page includes links to Web sites that address these issues and provide statistics, including sites with different statistics and points of view on these issues.

Sources of Statistics - Official Numbers, Actual Numbers, & Estimates

Contents

- Most abused and neglected children never come to the attention of government authorities.
- This is particularly true for neglected and sexually abused children, who may have no physical signs of harm. In the case of sexual abuse, secrecy and intense feelings of shame may prevent children, and adults aware of the abuse, from seeking help.
- Therefore, official government statistics do not indicate actual rates of child abuse.

http://www.jimhopper.com/abstats/
• Government statistics are based on cases that were (a) reported to social service agencies, (b) investigated by child protection workers, and (c) had sufficient evidence to determine that a legal definition of "abuse" or "neglect" was met. In the official government studies linked to below, terms like "substantiated cases" (United States) and "registered children" (England) refer to such cases.

• In short, official government statistics are only "the tip of the iceberg."

• In general, four major types of studies are the sources for large-scale child abuse statistics:

  1. Studies that collect official government statistics.

  2. Studies that include official government statistics plus additional sources of data intended to "provide a more comprehensive measure of the scope of child abuse and neglect known to community professionals, including both abused and neglected children who are in the official statistics and those who are not" (quote from U.S. National Incidence Study).

  3. Studies that survey a "representative" sample of people (e.g., from a country) about their first-hand knowledge of child abuse. Typically questions refer to incidents in respondents' own households over the past year, and usually only adults are surveyed, but sometimes adolescents as well.

  4. Studies that survey adults and ask them to recall and report abuse that they may have experienced in childhood.

• All four types of studies are linked to, discussed and/or critiqued on this web page. The critical discussions of methodological issues - that is, tools to help you to avoid being confused and misled - are in "Statistics Are Human Creations" and "Retrospective Survey Research Methods."

• To begin thinking critically about the issues involved, consider these questions: Which of the following are easier for people to do? In which resulting statistics would you have more confidence?

  A. To choose to tell someone in authority, particularly if you are a child, family member, victim or perpetrator, that you know or suspect abuse is currently occurring, especially if you know that your report could result in an investigation by a social service agency, removal of the child or perpetrator from the home, etc. (Source of official statistics.)

  B. To acknowledge, anonymously, as an adult or adolescent, that incidents researchers could define as "abuse" - but probably do not in the survey - have occurred in your own household within the past year. (Source of incidence statistics from surveys on directly witnessed abuse.)

  C. To report, as a professional trained to recognize child abuse, an estimate of how many cases came to your attention over the past year. (Source of supplemental data in studies like the U.S. National Incidence Study.)

http://www.jimhopper.com/abstats/ 5/28/02
D. To acknowledge, anonymously, as an adult, in an interview or on a questionnaire, that when you were a child someone behaved toward you in a way that fits a definition of "abuse" - again, without ever having to label the experience as abusive. (Source of prevalence statistics from retrospective surveys.)

http://www.jimhopper.com/abstats/ 5/28/02
Submission Guidelines

We are not currently looking at either poetry or children's book manuscripts.

Before you submit a manuscript to Cinco Puntos Press, please review our books carefully and see if what you have written fits in with the books that we publish. If that's the case, then call our acquisitions editor, Lee Byrd, at 915-838-1625 and speak to her directly about your book project BEFORE you send it to us.

If she gives you the go ahead, send only the first 10 or 15 pages of your work so we can get an idea of how you write. If we are interested in what you're doing, we'll get in touch with you and ask for more. Always send a self-addressed stamped envelope if you would like to have your work returned or if you would like a response.

What We Don't Look At
We do NOT look at unsolicited manuscripts or at partially completed work nor do we consider book ideas. We will only consider a manuscript when it is completely finished. We also are not currently looking at either poetry or children's books.

What We Look For
We don't always know what we're looking for until we actually see it, but the one thing that matters to us is that the writing is good, and that it fits well with the concerns of our press. Because Cinco Puntos Press focuses on the U.S. / Mexico border region, the Southwest and Mexico, however, we've found that many writers assume that their work will be a good fit if it likewise focuses on this area. But that isn't always true. We like to range out, just like everybody else, explore different possibilities, experiment. It will help you if you are familiar with what Cinco Puntos Press has already published, have even maybe bought some of our books.
Child Sexual Abuse

By Linda Cain

It was one of those special days. My first parent/teacher meeting for my 5 year old daughter, Jenny. As I walk down the hall to the classroom, I see all the self-portraits of the children in Jenny's kindergarten class. I look closely at each child's drawing; at how they view themselves. Kevin's drawing is a tiny little face with a big smile. Amanda's picture is full of bright colors. Jessica drew a happy face. Then I spot Jenny's name. As I move my eyes up to her drawing, I feel the familiar horror and pain. My child's drawing is completely covered in black. My child is a victim of child sexual abuse.

Before you begin. A disclaimer

Child Sexual Abuse

Child molestation is no longer a secret or something that can only happen to other people. It crosses all socio-economic levels. Sex offenders come in all shapes and sizes, from any part of society and can be of any sexual preference. The chance is great, that the victim knows the offender. Child Sexual Abuse occurs, when sexual activity such as exposure of genitalia, fondling, intercourse, oral sex, or pornography (exposure to or involvement in) is enacted with a minor; by a person who holds power over the event. The power difference eliminates consent. If your child tells you that something happened—Listen.

There are behaviors that children who have been victimized exhibit:

<table>
<thead>
<tr>
<th>Hyperactivity</th>
<th>Depression</th>
<th>Changes in eating habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in sleeping habits</td>
<td>Difficulty at bath time</td>
<td>Difficulty at bed time</td>
</tr>
<tr>
<td>Regression in behaviors</td>
<td>Bed-wetting</td>
<td>Self destructive behaviors</td>
</tr>
<tr>
<td>Increase in accidents</td>
<td>Moodiness</td>
<td>Talking nonsense</td>
</tr>
<tr>
<td>Bad dreams</td>
<td>Social difficulties</td>
<td>Fall behind in school</td>
</tr>
<tr>
<td>Plays violently with dolls</td>
<td>Hurts animals</td>
<td>Lies</td>
</tr>
</tbody>
</table>

Although from time to time, children normally experience some of the above, consistent or prolonged
http://www.qvetc.commnet.edu/student/LindaCain/sexabuse.html
problems should be brought to the attention of a trusted professional, such as a doctor or therapist.

http://www.qvctc.commnet.edu/student/LindaCain/sexabuse.html 5/28/02
EXECUTIVE SUMMARY
OF THE
THIRD NATIONAL INCIDENCE STUDY
OF CHILD ABUSE AND NEGLECT

Andrea J. Sedlak, Ph.D.
& Diane D. Broadhurst, M.L.A.

U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
National Center on Child Abuse and Neglect

September 1996

This document reports the findings from the Third National Incidence Study of Child Abuse and Neglect (NIS-3), which was conducted by Westat, Inc., and its subcontractor James Bell Associates, under contract number 105-91-1800 from the Department of Health and Human Services. The authors were Andrea J. Sedlak, Ph.D., and Diane D. Broadhurst, M.L.A., Westat's NIS-3 Project Director and Senior Researcher, respectively. Production services were provided by Houston Associates, Inc., under contract number ACF-105-94-1840.

For additional copies of this document, the Final Report upon which it is based, any of the four technical reports on the NIS-3 (Revised Study Design, Sample Selection Report, Data Collection Report, and Analysis Report), reports on the NIS-3 policy substudies (Court Referral Study, CPS Screening Policy and Recordkeeping Study, Sentinel Questionnaire Follow-Up Study), or the NIS-3 public use data tape, contact the National Clearinghouse on Child Abuse and Neglect Information, P.O. Box 1182, Washington, D.C. 20013-1182, (800) FYI-3366.

The NIS-3 public use data tape is also available from the National Data Archive on Child Abuse and Neglect, Cornell University, Family Life http://www.clib.com/nccanch/pubs/statinfo/nis3.cfm 5/28/02
EXECUTIVE SUMMARY OF THE THIRD NATIONAL INCIDENCE STUDY OF CHILD A...

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• Implications

Foreword

This report presents the results of the congressionally mandated Third National Incidence Study of Child Abuse and Neglect (NIS-3). The NIS is the single most comprehensive source of information about the current incidence of child abuse and neglect in the United States. The NIS-3 findings are based on a nationally representative sample of over 5,600 professionals in 842 agencies serving 42 counties. The study used two sets of standardized definitions of abuse and neglect. Under the Harm Standard, children identified to the study were considered to be maltreated only if they had already experienced harm from abuse or neglect. Under the Endangerment Standard, children who experienced abuse or neglect that put them at risk of harm were included in the set of those considered to be maltreated, together with the already-harmed children.

http://www.calib.com/nccanch/pubs/statinfo/nis3.cfm

5/28/02
The NIS-3 provides us with important insights about the incidence and distribution of child abuse and neglect and about changes in incidence since the previous studies.

Incidence

- There have been substantial and significant increases in the incidence of child abuse and neglect since the last national incidence study was conducted in 1986.
- Under the Harm Standard definitions, the total number of abused and neglected children was two-thirds higher in the NIS-3 than in the NIS-2. This means that a child's risk of experiencing harm-causing abuse or neglect in 1993 was one and one-half times the child's risk in 1986.
- Under the Endangerment Standard, the number of abused and neglected children nearly doubled from 1986 to 1993. Physical abuse nearly doubled, sexual abuse more than doubled, and emotional abuse, physical neglect, and emotional neglect were all more than two and one-half times their NIS-2 levels.
- The total number of children seriously injured and the total number endangered both quadrupled during this time.

Child Characteristics

- Girls were sexually abused three times more often than boys.
- Boys had a greater risk of emotional neglect and of serious injury than girls.
- Children are consistently vulnerable to sexual abuse from age three on.
- There were no significant race differences in the incidence of maltreatment or maltreatment-related injuries uncovered in either the NIS-2 or the NIS-3.

Family Characteristics

- Children of single parents had a 77-percent greater risk of being harmed by physical abuse, an 87-percent greater risk of being harmed by physical neglect, and an 80-percent greater risk of suffering serious injury or harm from abuse or neglect than children living with both parents.
- Children in the largest families were physically neglected at nearly three times the rate of those who came from single-child families.
- Children from families with annual incomes below $15,000 as compared to children from families with annual incomes above $30,000 per year were over 22 times more likely to experience some form of maltreatment that fit the Harm Standard and over 25 times more likely to suffer some form of maltreatment as defined.
by the Endangerment Standard.

- Children from the lowest income families were 18 times more likely to be sexually abused, almost 56 times more likely to be educationally neglected, and over 22 times more likely to be seriously injured from maltreatment as defined under the Harm Standard than children from the higher income families.

Child Protective Services (CPS) Investigation

- CPS investigated only 28 percent of the recognized children who met the Harm Standard. This was a significant decrease from the 44 percent investigated in 1986.
- Although the percentage of children whose abuse or neglect was investigated declined, the actual number of children investigated remained constant.
- CPS investigated less than one-half of all Harm Standard children recognized by any source and less than one-half of all Endangerment Standard children recognized by any source except police and sheriffs’ departments (52%).
- Schools recognized the largest number of children maltreated under the Harm Standard, but only 16 percent of these children were investigated by CPS.
- CPS investigated only 26 percent of the seriously injured and 26 percent of the moderately injured children.

This study would not have been possible without the support of hundreds of agencies and individual caseworkers, teachers, police officers, social workers, probation officers, nurses, and other professionals in the study counties who contributed their enthusiastic support and much of their time in the effort to assess accurately the incidence, nature, and distribution of child abuse and neglect in the United States. I extend my appreciation to these dedicated respondents.

Olivia A. Golden
Commissioner
Administration on Children, Youth
and Families

This report summarizes the Third National Incidence Study of Child Abuse and Neglect (NIS-3). It gives a synopsis of the study's background and objectives, its design and methods, and its key findings and implications.

Background and Objectives

The National Incidence Study (NIS) is a congressionally mandated, periodic effort of the National Center on Child Abuse and Neglect (NCCAN). The first NIS (NIS-1), mandated under P.L. 93-247 (1974), http://www.calib.com/nccanch/pubs/statinfo/nis3.cfm
was conducted in 1979 and 1980 and published in 1981. The second NIS (NIS-2), mandated under P.L. 98-457 (1984), was conducted in 1986 and 1987 and published in 1988. The third NIS (NIS-3) was mandated under P.L. 100-294 (as amended). The NIS-3 data were collected in 1993 and 1994, analyses conducted in 1995 and 1996, and these results published in 1996. A key objective of the NIS-3 was to provide updated estimates of the incidence of child abuse and neglect in the United States and measure changes in incidence from the earlier studies.

Design and Methods

The NIS-3 offers an important perspective on the scope of child abuse and neglect. The NIS includes children who were investigated by child protective service (CPS) agencies, but it also obtains data on children seen by community professionals who were not reported to CPS or who were screened out by CPS without investigation. This means that the NIS estimates provide a more comprehensive measure of the scope of child abuse and neglect known to community professionals, including both abused and neglected children who are in the official statistics and those who are not. The NIS follows a nationally representative design, which means that the estimates represent the numbers of abused and neglected children in the United States who come to the attention of community professionals. The fact that there have been three similar national incidence studies that have used comparable methods and definitions means that one can compare NIS-3 estimates with those from the earlier studies in order to identify any changes over time in the incidence and distribution of abused and neglected children.

The NIS-3 was conducted in a nationally representative sample of 42 counties. In every county, the CPS agency was a key participant, providing basic demographic data on all the children who were reported and accepted for investigation during the 3-month study data period, September 5 through December 4, 1993. Further details about the child's maltreatment and the outcome of the CPS investigation were obtained for a representative sample of these cases.

Like the NIS-1 and NIS-2 before it, the NIS-3 employed a sentinel survey methodology, in which community professionals serving children and families in various categories of non-CPS agencies were also recruited into the study. In each county, these sentinels were a representative sample of all professional staff who were likely to come into contact with maltreated children in police and sheriffs' departments, public schools, day-care centers, hospitals, voluntary social service agencies, mental health agencies, and the county juvenile probation and public health departments. The participating sentinels in the NIS-3 were 5,612 professionals in 800 non-CPS agencies who remained on the lookout for maltreated children during the study period. They were trained in the standard NIS definitions of abuse and neglect at the outset, and they

http://www.calib.com/nccanch/pubs/statinfo/nis3.cfm

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submitted data forms on any children they encountered who were maltreated during the study data period. The NIS-3 collected a total of 50,729 data forms: 4,711 from non-CPS sentinels; 3,154 on the investigation outcomes and the abuse and neglect involved in cases sampled at participating CPS agencies; and 42,864 capturing the basic demographic data on all cases reported to participating CPS agencies during the study period.

Children who were submitted to the study by non-CPS sentinels and those who were investigated in the CPS sampled cases were evaluated according to standard study definitions of abuse and neglect, and only children who fit the standards were used in generating the national estimates. The definitional standards used in the NIS-3 were identical to those used in the NIS-2. These standards imposed a number of requirements, including the restriction that the abuse or neglect be within the jurisdiction of CPS (i.e., perpetrated or permitted by a parent or caretaker), and they applied uniform classification systems to index the type of maltreatment and the severity and type of injury or harm.

Two sets of definitional standards were applied: the Harm Standard and the Endangerment Standard. The Harm Standard was developed for the NIS-1, and it has been used in all three national incidence studies. It is relatively stringent in that it generally requires that an act or omission result in demonstrable harm in order to be classified as abuse or neglect. Exceptions are made in only a few categories where the nature of the maltreatment itself is so egregious that the standard permits harm to be inferred when direct evidence of it is not available. The chief advantage of the Harm Standard is that it is strongly objective in character. Its principal disadvantage is that it is so stringent that it provides a view of abuse and neglect that is too narrow for many purposes, excluding even many children whose maltreatment is substantiated or indicated as abuse or neglect by CPS.

To meet the need to include the full set of substantiated/indicated children in the incidence statistics, the Endangerment Standard was developed as a definitional standard during the NIS-2 to supplement the perspective provided by the Harm Standard. The Endangerment Standard includes all children who meet the Harm Standard but adds others as well. The central feature of the Endangerment Standard is that it allows children who were not yet harmed by maltreatment to be counted in the abused and neglected estimates if a non-CPS sentinel considered them to be endangered by maltreatment or if their maltreatment was substantiated or indicated in a CPS investigation. In addition, the Endangerment Standard is slightly more lenient than the Harm Standard concerning the identity of allowable perpetrators in that it includes maltreatment by adult caretakers other than parents in certain categories as well as sexual abuse perpetrated by teenage caretakers. The Endangerment Standard was used in both the NIS-2 and the NIS-3.

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Duplicate forms about the same child were identified and unduplicated, so that each child was included in the database only once. Finally, the data were weighted to represent the total number of children maltreated in the United States and annualized to transform the information from the 3-month data period into estimates reflecting a full year.

The National Incidence of Child Abuse and Neglect

The findings of the Third National Incidence Study of Child Abuse and Neglect (NIS-3) show a sharp increase in the scope of the problem, whether maltreatment is defined using the Harm Standard or the Endangerment Standard.

Estimated Incidence As Defined by the Harm Standard. An estimated 1,553,800 children in the United States were abused or neglected under the Harm Standard in 1993. The NIS-3 total reflects a 67-percent increase since the NIS-2 estimate, which indicated that the total was 931,000 children in 1986, and it corresponds to a 149-percent increase since the NIS-1 estimate for 1980 of 625,100 children. Significant or close-to-significant increases were found in both abuse and neglect. The number of abused children who were countable under the Harm Standard rose by 46 percent from an estimated 507,700 in the NIS-2 to 743,200 in the NIS-3. The number of neglected children who fit the Harm Standard increased significantly from 474,800 during the NIS-2 data collection in 1986 to 879,000 at the time of the NIS-3 data period in 1993. In the estimates given here and below, children are included in all categories that apply to them (i.e., those who were both abused and neglected are included in both estimates).

Considering specific types of abuse and neglect as defined by the Harm Standard, significant increases since the NIS-2 were found in the incidence of sexual abuse, physical neglect, and emotional neglect, and a close-to-significant (i.e., statistically marginal) increase was observed in the incidence of physical abuse:

- The estimated number of sexually abused children under the Harm Standard rose from 119,200 in 1986 to 217,700 in 1993 (an 83% increase);
- The number of physically neglected children under the Harm Standard increased from an estimated 167,800 at the time of the NIS-2 to an estimated 338,900 in the NIS-3 (a 102% rise in incidence);
- There was a 333-percent increase in the estimated number of emotionally neglected children using the Harm Standard, from 49,200 in the NIS-2 to 212,800 in the NIS-3; and
- The estimated number of physically abused children under the Harm Standard was 269,700 at the time of the NIS-2, but it had increased to 492,900 in the NIS-3 (a 86% rise in incidence).
When these abused and neglected children were classified according to the injury or harm they suffered from maltreatment that fit the Harm Standard, there was a substantial and significant increase in the incidence of children who were seriously harmed and a statistically marginal increase in the number for whom injury could be inferred due to the severe nature of their maltreatment. The estimated number of seriously injured children essentially quadrupled from 141,700 to 565,000 in the intervening 7 years between the NIS-2 and the NIS-3 (a 299% increase). The number for whom injury could be inferred increased from an estimated 105,500 children in the NIS-2 to an estimated 165,300 children in the NIS-3 (a 57% increase).

Estimated Incidence Using the Endangerment Standard. Between 1986 and 1993, the total estimated number of abused and neglected children in the United States who fit the Endangerment Standard nearly doubled: in 1986, there were an estimated 1,424,400 abused and neglected children in the United States. The NIS-3 estimate of 2,815,600 reflects a 98-percent increase over the NIS-2 figure. Significant increases were found in both abuse and neglect. The number of abused children more than doubled from an estimated 590,800 to 1,221,800 (a 107% increase), while the estimated number of neglected children also more than doubled from 917,200 to 1,961,300 (a 114% increase).

The increases were substantial and significant in all types of abuse and neglect except educational neglect:

- The estimated number of physically abused children rose from 311,500 to 614,100 (a 97% increase);
- The estimated number of sexually abused children increased from an estimated 133,600 children to 300,200 (a 125% increase);
- The more recent estimate of the number of emotionally abused children was 183 percent higher than the previous estimate (188,100 in 1986 versus 532,200 in 1993);
- The estimated number of physically neglected children increased from 507,700 to 1,335,100 (a 163% increase); and
- The estimated number of emotionally neglected children nearly tripled in the interval between the studies, rising from 203,000 in 1986 to 585,100 in 1993 (a 188% increase).

When the children whose abuse or neglect met the Endangerment Standard were classified according to the injury or harm they suffered, significant increases were evident in two categories. First, the 1993 estimate of the number of children who were endangered by their maltreatment (but not yet harmed) was more than four times the corresponding 1986 estimate. That is, the number of endangered children rose from an estimated 254,000 in 1986 to an estimated 1,032,000 in 1993 (a 306% increase). Second, the number of children...
who were seriously injured or harmed by abuse or neglect that fit the Endangerment Standard in 1993 was well over one-half million, which is nearly quadruple the 1986 estimate for this category. In 1986, an estimated 143,300 children had been seriously injured by abuse or neglect; in 1993, the figure was 569,900 children (a 298% increase). Note that nearly all (99%) of the children who counted as seriously injured here were also countable under the Harm Standard, so the near-quadrupling of their numbers since 1986 essentially reiterates what was reported above in connection with the Harm Standard.

Distribution of Child Abuse and Neglect by the Child's Characteristics

The child's sex and age were related to the rate of maltreatment, but race was not.

Child's Sex. Girls were sexually abused about three times more often than boys, under both the Harm Standard and the Endangerment Standard. This finding reiterates the NIS-2 result, so females' disproportionately greater risk of sexual abuse has been stable over time. This sex difference in incidence rates of sexual abuse leads to higher rates of abuse in general among girls. Also, because the definitional guidelines permit the inference that injury or harm occurred in connection with the more extreme forms of sexual abuse, girls' greater risk of sexual abuse also accounts for their higher incidence rates for inferred injury.

At the same time, boys had higher incidence rates than girls in some arenas, and boys' maltreatment risks also demonstrated some increases since the NIS-2. Boys were at somewhat greater risk of serious injury (24% higher than girls' risk under both definitional standards), and boys were significantly more likely to be emotionally neglected (boys' risk was 18% greater than girls'). Also, boys' rates of physical neglect defined by the Harm Standard and of emotional abuse using the Endangerment Standard increased more since the NIS-2 than girls' rates did. Moreover, trends in the incidence of fatal injuries from maltreatment moved in opposite directions for girls and boys: the incidence of fatally injured girls declined slightly since the NIS-2, while the incidence of fatally injured boys rose.

Child's Age. A consistent feature of the age differences in incidence rates within the NIS-3 was the lower incidence of maltreatment among the younger children under both definitional standards. In most cases, the differentiation was between the 0- to 2-year-olds and older children or between the 0- to 5-year-olds and older children. It is possible that the lower rates at these younger ages reflect undercoverage of these age groups. That is, prior to attaining school age, children are less observable to community professionals.

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Another recurring theme in connection with age is that of disproportionate increases in the incidence of maltreatment among the younger children (under 12 years old) and especially among children in their middle-childhood years (ages 6 to 11). Note that as circumstances deteriorate and maltreatment becomes more prevalent and more severe, older children have greater opportunities for escape. Also, older children are more able to defend themselves and/or retaliate. These factors may have moderated the increases in maltreatment that were observed among the older age groups.

The disproportionate increases during the younger and middle-childhood years mean that the overall profiles of age differences in maltreatment were different in the NIS-3 than they had been in the NIS-2. During the NIS-2, the risk of maltreatment generally increased with the age of the child in a close-to-linear fashion. With the lopsided increases among the younger children and among children in their middle-childhood years, the profile has changed toward a curvilinear configuration where the middle-years of childhood are associated with the maximum risk of maltreatment and toward a somewhat flatter distribution where age differences are somewhat attenuated overall compared to their NIS-2 patterns.

One of the most striking findings is the age distribution of sexual abuse, which combined the general flattening of the age differences in incidence rates with a very low age transition in the distribution of incidence rates. The rate of sexual abuse as defined under the Endangerment Standard was very low for 0- to 2-year-olds, but then relatively constant for children ages 3 and older, indicating a very broad age range of vulnerability from preschool age on.

Race. The NIS-3 found no race differences in maltreatment incidence. The NIS-3 reiterates the findings of the earlier national incidence studies in this regard. That is, the NIS-1 and the NIS-2 also found no significant race differences in the incidence of maltreatment or maltreatment-related injuries.

Service providers may find these results somewhat surprising in view of the disproportionate representation of children of color in the child welfare population and in the clientele of other public agencies. However, it should be recognized that the NIS methodology identifies a much broader range of children than those who come to the attention of any one type of service agency or the even smaller subset who receive child protective and other child welfare services. The NIS findings suggest that the different races receive differential attention somewhere during the process of referral, investigation, and service allocation, and that the differential representation of minorities in the child welfare population does not derive from inherent differences in the rates at which they are abused or neglected. It is also important to recognize that while there are...
no overall race differences in the incidence of child abuse and neglect in the NIS-3 findings, subsequent analyses that simultaneously consider multiple characteristics may reveal race differences in maltreatment incidence among specific subsets of children (e.g., for children of certain ages, for one sex but not the other, etc.).

Distribution of Child Abuse and Neglect by Family Characteristics

The incidence of child maltreatment varied as a function of family income, family structure, family size, and the metropolitan status of the county.

Family Structure. Children of single parents were at higher risk of physical abuse and of all types of neglect and were overrepresented among seriously injured, moderately injured, and endangered children. Compared with their counterparts living with both parents, children in single-parent families had

- a 77-percent greater risk of being harmed by physical abuse (using the stringent Harm Standard) and a 63-percent greater risk of experiencing any countable physical abuse (using the Endangerment Standard);
- an 87-percent greater risk of being harmed by physical neglect and a 165-percent greater risk of experiencing any countable physical neglect;
- a 74-percent greater risk of being harmed by emotional neglect and a 64-percent greater risk of experiencing any countable emotional neglect;
- a 220-percent (or more than three times) greater risk of being educationally neglected;
- an approximately 80-percent greater risk of suffering serious injury or harm from abuse or neglect;
- an approximately 90-percent greater risk of receiving moderate injury or harm as a result of child maltreatment; and
- a 120-percent (or more than two times) greater risk of being endangered by some type of child abuse or neglect.

Among children in single-parent households, those living with only their fathers were approximately one and two-thirds times more likely to be physically abused than those living with only their mothers.

Although parents are not necessarily, nor even most frequently, the perpetrators of maltreatment, the relationship between parent structure and maltreatment incidence is understandable, considering the added responsibilities and stresses of single-parenting together with the likelihood that surrounding social and practical support may be inadequate.

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Family Size. The incidence of maltreatment was related to the number of dependent children in the family, especially in the categories of physical and educational neglect. For educational neglect, and for physical neglect according to the Harm Standard, the pattern was nonlinear: the incidence rates were highest for children in the largest families (those with four or more children), intermediate for "only" children, and lowest for children in families with two to three children. Children in the largest families were almost three times more likely to be educationally neglected, and nearly two and two-fifths times more likely to be physically neglected under the Harm Standard, compared to children in families with two or three children. Under the Endangerment Standard, the pattern was one of increasing incidence of physical neglect with greater numbers of children. Children in the largest families were physically neglected at nearly three times the rate of those who came from "only" child families.

Additional children in a household mean additional tasks and responsibilities, so it is understandable why incidence rates of child abuse and neglect may be higher when there are more children. Accounting for why "only" children have higher rates of educational neglect and of physical neglect under the Harm Standard than children in families with two or three children requires a different explanation. One possibility is that there may be too many expectations focused on "only" children, whereas expectations (and disappointments) are diffused over multiple children in the larger families. Another possibility is that many "only" child households represent the early stages in their families' development, since a number of these families will have additional children, in time. Thus, many "only" children are in families with relatively young and inexperienced parents and caretakers.

County Metropolitan Status. The incidence of children who had been moderately harmed by maltreatment was significantly lower among children in large urban counties than among children who lived in other urban counties. This was interpreted as reflecting a general undercoverage of moderately injured maltreated children in the large urban counties. It was not clear whether this was because the moderately injured children are less likely to be encountered by community professionals in the large urban centers, because community professionals in these locales are less likely to identify these children as maltreated, or because the NIS information sources in these counties are less likely to submit data about these maltreated children.

Family Income. Despite the fact that only a rather gross index of family income was available, and despite a substantial percentage of cases with missing data on this factor, family income was significantly related to incidence rates in nearly every category of maltreatment. Compared to children whose families earned $30,000 per year or more, those in families with annual incomes below $15,000 per year were

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more than 22 times more likely to experience some form of maltreatment under the Harm Standard and over 25 times more likely to suffer maltreatment of some type using the Endangerment Standard;

almost 14 times more likely to be harmed by some variety of abuse and nearly 15 times more likely to be abused using the Endangerment Standard criteria;

more than 44 times more likely to be neglected, by either definitional standard;

almost 16 times more likely to be a victim of physical abuse under the Harm Standard and nearly 12 times more likely to be a victim of physical abuse using the Endangerment Standard;

almost 18 times more likely to be sexually abused by either definitional standard;

thirteen times more likely to be emotionally abused under the Harm Standard criteria and more than 18 times more likely to be emotionally abused in a manner that fit Endangerment Standard requirements;

forty times more likely to experience physical neglect under the Harm Standard and over 48 times more likely to be a victim of physical neglect using the Endangerment Standard;

over 29 times more likely to be emotionally neglected under the Harm Standard definitions and over 27 times more likely to be emotionally neglected by Endangerment Standard criteria;

nearly 56 times more likely to be educationally neglected, by either definitional standard;

sixty times more likely to die from maltreatment of some type under the Harm Standard and over 22 times more likely to die from abuse or neglect using the Endangerment Standard;

over 22 times more likely to be seriously injured by maltreatment under the Harm Standard and almost 22 times more likely to be seriously injured by maltreatment that fit the Endangerment Standard requirements;

about 18 times more likely to be moderately injured by abuse or neglect under the Harm Standard and nearly 20 times more likely to have a moderate injury from maltreatment as defined by the Endangerment Standard;

fifty-seven times more likely to be classified as having an inferred injury under the Harm Standard and 39 times more likely to meet the criteria for inferred injury as defined by the Endangerment Standard; and

over 31 times more likely to be considered endangered, although not yet injured, by some type of abusive or neglectful treatment.

The NIS-3 findings on the correlation between family income and child maltreatment are entirely consistent with the earlier findings of the NIS-2. Moreover, they cannot be plausibly explained on the basis of the higher visibility of lower-income families to community professionals.

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On the one hand, the NIS sentinels observe substantial numbers of children and families at the middle- and upper-income levels. The large majority of maltreated children were recognized by professionals likely to encounter children and families at all income levels, such as sentinels in hospitals, schools, day-care centers, mental health agencies, voluntary social service agencies; by professionals not represented by NIS sentinel categories; and by the general public. Sentinels in schools alone recognized the majority of the maltreated children. Although the NIS design includes only public schools, approximately 89 percent of the U.S. population of school-age children attend public schools, so children attending the public schools represent a broad spectrum of family income levels. Moreover, the private schools not reflected in the NIS include religiously affiliated schools, which have sliding scales for poorer children, so children who attend private schools are not necessarily from better economic circumstances than children enrolled in public schools.

On the other hand, if the income finding is interpreted as an artifact of selective observation of low-income families, then it would mean that there have to be enough undetected abused and neglected children in the middle- and upper-income brackets used here to equalize the incidence rates across different income categories. That would require an astounding number of still-undetected children in the nation who experience countable maltreatment. Specifically, it would mean that an additional 2,138,700 children suffered maltreatment according to the Harm Standard yet remained hidden to the NIS. Similarly, it would mean there were an additional 4,500,700 children in 1993 who experienced maltreatment under the Endangerment Standard but who escaped observation by community professionals. To add some perspective as to what this would entail, consider that almost seven percent of the total U.S. child population would be maltreated in countable ways yet entirely escape the attention of the spectrum of community professionals who serve as NIS sentinels, and all of these additional children would have to be in families with incomes of $15,000 per year or more.

Considering the implications of the alternative, it appears more plausible to assume that the income-related differences in incidence found in the NIS reflect real differences in the extent to which children in different income levels are being abused or neglected. Note that there are a number of problems associated with poverty that may contribute to child maltreatment: more transient residence, poorer education, and higher rates of substance abuse and emotional disorders. Moreover, families at the lower socioeconomic levels have less adequate social support systems to assist parents in their child care responsibilities.

Distribution of Child Abuse and Neglect by Perpetrator Characteristics

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Children who had been maltreated as defined by the Harm Standard were categorized according to their relationship to the most closely related perpetrator and according to this perpetrator's sex, age, and employment status; these categorizations were examined in relation to the type of maltreatment and the severity of the child's injury or harm. Perpetrators' relationships to the children also were examined in relation to the children's race. The findings represent only a preliminary exploration of perpetrator characteristics in the NIS-3 data, since they lack significance tests concerning potential relationships and substantial percentages of the children were missing information concerning certain of the perpetrator characteristics.

Perpetrator's Relationship to the Child. The majority of all children countable under the Harm Standard (78%) were maltreated by their birth parents, and this held true both for children who were abused (62% were maltreated by birth parents) and for those who were neglected (91% experienced neglect by birth parents).

Birth parents were the most closely related perpetrators for 72 percent of the physically abused children and for 81 percent of the emotionally abused children. The pattern was distinctly different for sexual abuse. Nearly one-half of the sexually abused children were sexually abused by someone other than a parent or parent-substitute, while just over one-fourth were sexually abused by a birth parent, and one-fourth were sexually abused by other than a birth parent or parent-substitute. In addition, a sexually abused child was most likely to sustain a serious injury or impairment when a birth parent was the perpetrator.

Perpetrator's Sex. Children were somewhat more likely to be maltreated by female perpetrators than by males: 65 percent of the maltreated children had been maltreated by a female, whereas 54 percent had been maltreated by a male. Of children who were maltreated by their birth parents, the majority (75%) were maltreated by their mothers and a sizable minority (46%) were maltreated by their fathers (some children were maltreated by both parents). In contrast, children who were maltreated by other parents or parent-substitutes, or by other persons, were more likely to have been maltreated by a male than by a female (80 to 85% were maltreated by males; 14 to 41% by females).

Abused children presented a different pattern in connection with the sex of their perpetrators than did the neglected children. Children were more often neglected by female perpetrators (87% by females versus 43% by males). This finding is congruent with the fact that mothers and mother-substitutes tend to be the primary caretakers and are the primary persons held accountable for any omissions and/or failings in caretaking. In contrast, children were more often abused by males (67% were abused by males versus 40% by females). The prevalence of male perpetrators was strongest in the category of sexual abuse, where 89 percent of the
children were abused by a male compared to only 12 percent by a female.

Among all abused children, those abused by their birth parents were about equally likely to have been abused by mothers as by fathers (50% and 58%, respectively), but those abused by other parents, parent-substitutes, or other, nonparental perpetrators were much more likely to be abused by males (80 to 90% by males versus 14 to 15% by females). This general pattern held for emotional abuse, but was slightly different in the area of physical abuse. Children who had been physically abused by their birth parents were more likely to have suffered at the hands of their mothers than their fathers (60% versus 48%), while those who had been physically abused by other parents or parent-substitutes were much more likely to have been abused by their fathers or father-substitutes (90% by their fathers versus 19% by their mothers). For sexual abuse, the child's relationship to the perpetrator made very little difference, since males clearly predominated as perpetrators, whatever their relationship to the child. Moreover, the severity of the injury or impairment that the child experienced as a result of maltreatment did not appear to bear any relationship to the sex of the perpetrator.

Perpetrator's Age. The perpetrator's age was entirely unknown for one-third of the children who were countable under the Harm Standard. Given the prevalence of children maltreated by perpetrators of unknown age, the findings here are tentative, since they could easily be eradicated if all perpetrators' ages were known.

Among all maltreated children, only a small percentage (13%) had been maltreated by a perpetrator in the youngest age bracket (under 26 years of age). However, younger perpetrators were slightly more predominant among children who had been sexually abused (where 22% had been sexually abused by a perpetrator under 26 years of age) and among children who had been maltreated in any way by someone who was not their parent or parent-substitute (among whom 40% had been maltreated by a perpetrator in the youngest age bracket).

A child's severity of injury or harm from maltreatment appeared not to be associated with the age of the perpetrator.

Perpetrator's Employment Status. Perpetrator's employment status was unknown for more than one-third of the maltreated children, limiting the value of the findings on this issue. Nearly one-half of all maltreated children were abused by a perpetrator who was employed, and this held true for both abuse and neglect. Of the children who sustained serious injury, the majority were maltreated by an employed perpetrator. In no category were the majority of children maltreated by a perpetrator who was unemployed.

Child's Race and Relationship to the Perpetrator. Because the perpetrator's race was not known for children submitted to the study http://www.calib.com/nccanch/pubs/statinfo/nis3.cfm
solely through non-CPS sources, the child's race was examined in connection with the relationship to the perpetrator and with the nature and severity of the maltreatment.

For overall abuse, child's race reflected no notable connection to the relationship with the perpetrator. However, among sexually abused children, white children constituted a greater proportion of children who were sexually abused by their birth parents than of those sexually abused by other parents and parent-substitutes, and by others. Among physically abused children, white children were more prevalent among those who were physically abused by other parents and parent-substitutes than among those who were physically abused by their birth parents or among those physically abused by other types of perpetrators. Although nonwhite children were the minority of victims in all categories, they were more prevalent among children who were physically or sexually abused by perpetrators other than parents or parent-substitutes.

White children are a larger majority of those who suffered serious injury, whereas non-white children's representation was strongest among those who experienced moderate injury and among those for whom injury could be inferred based on the severity of their maltreatment.

Sources of Recognition for Maltreated Children

School staff predominated as a source of recognition for maltreated children. School sentinels recognized 59 percent of the children who suffered maltreatment as defined by the Harm Standard and 54 percent of the Endangerment Standard total. Other important sources of abused and neglected children were hospitals, police departments, social service agencies, and the general public. For maltreatment defined under the Endangerment Standard, day-care centers also joined in the group of agency categories that encountered more than 100,000 abused and neglected children.

Since the NIS-2, hospitals more than tripled the rate at which they recognized maltreated children; mental health agencies nearly quadrupled their rate of recognition of children who met the Harm Standard and increased their recognition fivefold of children who met the Endangerment Standard; schools more than doubled their rate of recognition of children who met the Endangerment Standard, which included a 70-percent increase in their recognition rate for the Harm Standard sector. Endangerment Standard recognition more than doubled in law enforcement agencies. Interestingly, there were no changes in the contributions of sources that are tapped in the NIS only through their reports to CPS (e.g., private physicians and the general public). This last finding probably reflects the relatively stable level of CPS involvement with the abused and neglected children countable in the NIS over the time period, as noted below.

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Official Reporting of Maltreated Children and Their Investigation by Child Protective Services (CPS)

The NIS methodology provides information that speaks only to the end result of several processes, indicating whether or not a given maltreated child was or was not among the children whose maltreatment was investigated by CPS. Children who do not receive CPS investigation of their maltreatment represent an enigma to the study, as it cannot be determined whether this was because they were not reported to CPS or because CPS screened their reports out without an investigation.

Despite that limitation, the NIS-3 findings concerning the percentages of abused and neglected children whose maltreatment received CPS investigation are cause for serious concern. Only a minority of the children who were abused or neglected, by either definitional standard, received CPS attention for their maltreatment. CPS investigated the maltreatment of only 28 percent of children who were countable under the Harm Standard and of only 33 percent of those whose maltreatment fit the Endangerment Standard. Moreover, the percentages of those who received CPS investigation represented less than one-half of the maltreated children in all categories of maltreatment except fatalities, and across nearly all recognition sources. Especially remarkable was the finding that CPS investigation extended to only slightly more than one-fourth of the children who were seriously harmed or injured by abuse or neglect.

Another important finding was that the percentages of maltreated children who receive CPS investigation have decreased significantly since the NIS-2. The percentage of children receiving investigation among those who met the Harm Standard dropped from 44 percent to 28 percent, while the percentage of CPS investigation of children who met the Endangerment Standard fell from 51 percent to 33 percent. Although the decline was significant only among children recognized in law enforcement agencies and hospitals, it nevertheless cut across every type of recognition source. The decline in rates of CPS investigation affected abuse under the Harm Standard, all categories of maltreatment under the Endangerment Standard, and all levels of outcomes except fatalities.

At the same time, the actual numbers of countable children investigated by CPS remained stable (when considering Harm Standard totals) or even slightly increased (considering the Endangerment Standard totals). Thus, as the total number of maltreated children has risen, it means that a larger percentage of them have not had access to CPS investigation of their maltreatment. This picture suggests that the CPS system has reached its capacity to respond to the maltreated child population.

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Implications

Are the observed increases in the incidence of child abuse and neglect, especially the quadrupling of the numbers of children who were seriously injured or endangered by maltreatment, real increases in the scope of the problem, or do they instead reflect improved recognition on the part of sentinels and other reporters to CPS? The fact that the increases occurred where they did among children who were seriously injured and among children who were endangered suggests that both of these dynamics contributed to the observed increases, each dynamic affecting a different sector of the abused and neglected population.

More Children Are Now Being Abused and Neglected Than in 1986, and Their Injuries Are More Serious. The rise in the number of seriously injured children probably reflects a real increase in child abuse and neglect, because it cannot plausibly be explained on the basis of heightened sensitivity. It is unreasonable to suppose that quadruple the number of seriously injured victims of abuse and neglect existed at the time of the NIS-2 and somehow escaped notice by community professionals. The fact that the seriously injured group has quadrupled during the 7 years since the NIS-2, and now comprises more than one-half million children, appears to herald a true rise in the scope and severity of child abuse and neglect in the United States.

Although the NIS does not address the causes of abuse and neglect, it was striking how often illicit drug use was noted in the narrative descriptions on the NIS data forms. The increase in illicit drug use since the fall of 1986 when the NIS-2 data were collected may have contributed to the rise in incidence observed in the NIS-3. Economics is another factor that may have enlarged the problem. Family income is the strongest correlate of incidence in nearly all categories of abuse and neglect, with the lowest income families evidencing the highest rates of maltreatment. Increases in incidence since 1986 may partially derive from decreased economic resources among the poorer families and the increase in the number of children living in poverty.

Community Professionals Are Better at Recognizing Abused and Neglected Children, Especially Those Endangered but Not Yet Harmed by Maltreatment. The rise in the number of endangered children probably stems from improved recognition of more subtle cues those that indicate abusive and neglectful behaviors that have not yet resulted in harm or injury. It is quite plausible to suppose that some (even sizable) portion of the endangered children escaped attention in the NIS-2, but that by the time of the NIS-3, community professionals had learned to pay better attention to information that might indicate endangering maltreatment. Note that this explanation also completes an account of consistent progression in recognition across the three national incidence studies. The NIS-2 demonstrated an increase in the number of

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moderately injured children. In interpreting that finding, it was considered likely to have derived from improved attentiveness to moderate-injury indicators of abuse and neglect. The NIS-3 found no statistical change in the numbers of moderately injured children, which suggests that professionals had reached close-to-maximum recognition rates for this category of children at the time of the NIS-2. The fourfold increase in the number of endangered children in the NIS-3 implies that the subsequent further improvements in recognition have now shifted toward even subtler cues: those associated with not-yet-injurious abusive actions and neglectful omissions.

Better Targeting Is Needed To Ensure CPS Investigation for the Children Who Most Need It. The number of NIS-countable children who are investigated by CPS has remained fairly stable, or risen slightly, since the last national incidence study in 1986. As a result, CPS investigation has not kept up with the dramatic rise in the incidence of these children, so the percentages who receive CPS investigation of their maltreatment have fallen significantly. The low rates of CPS investigation of the maltreated children, especially of those already seriously injured by maltreatment, warrant immediate attention.

These findings emphasize the need for better targeting, whether by reporters in referring children to CPS, by CPS screening practices in connection with reports, or by both. One possibility is that, although reporters now demonstrate considerable perceptiveness in identifying maltreated children, they have not reliably translated this into reports to CPS, or are unclear as to how to do so. Another possibility is that CPS, which has increasingly turned to screening cases in order to keep its workload manageable within the range of its resources, has not been using effective screening criteria or has been unclear or inconsistent about the criteria to be applied. Note that these are not independent dynamics, because the response of CPS to a report provides feedback that has consequences for future reporting behaviors. Information bearing on these issues is provided by reports on two of the NIS-3 special substudies: the Sentinel Questionnaire Follow-up Study, which asked school sentinels about their decisions to report cases to CPS, and the CPS Screening Policy and Recordkeeping Study, which examined the screening policies and practices of CPS agencies that participated in the NIS-3.

The main NIS-3 data can offer some guidance in targeting. Neglect warrants more attention. It affects the greatest number of maltreated children, and their injuries are often serious. Children from the poorest families are at the greatest risk of maltreatment, so these children may warrant increased CPS attention as well. Children in single-parent families also experienced higher rates of maltreatment. A number of characteristics explored here are not unrelated to each other, for instance, single-parent families often have lower incomes. Further analyses of the NIS-3 data can address the independent contributions of different
characteristics to better clarify risk factors that can guide CPS screening activities. Narratives on the NIS data forms can also be more systematically explored. The narratives often included spontaneous comments about illegal drug use, indicated whether the perpetrator had a history (sometimes a criminal record) of sexually or physically abusing/assaulting other children or adults, or noted that the incident described was not the first time the child had been abused or neglected.

As part of improving CPS targeting of the more serious cases, efforts should also focus on achieving better consensus about what types of cases should not receive CPS investigation. Very few of the educationally neglected children currently have their maltreatment investigated by CPS, and those who do may have been maltreated in multiple ways, with the CPS investigation focusing on abuse or other types of neglect. The current role of CPS in relation to educational neglect might be the centerpiece of an emerging consensus on what specific forms of abuse or neglect should not receive CPS investigation.

Forging Working Relationships Between CPS Agencies and Schools. The NIS has consistently demonstrated that professionals in schools play a central and critical role in identifying children who are abused and neglected. As policies are developed to address the burgeoning problem of child abuse and neglect, they should capitalize on the unique role of school professionals as front-line observers.
REMEMBERING SEXUAL ABUSE

The following is taken from the book: "The Sexual Healing Journey" by Wendy Maltz

About half of all survivors experience some memory difficulty. Survivors may have absolutely no memories of sexual abuse or only incomplete memories. We may blank out details of events but can recall feelings such as anger or fear. "I don't know where I was who I was with, but I remember feeling terrified that my genitals were going to be hurt and then feeling ashamed," a survivor said. Others may forget emotions and recall only the events that transpired. A client once told me about her incest so unemotionally that she sounded like a reporter on the evening news. It wasn't until she could recall emotions that she really felt she had been victimized and could acknowledge the abuse.

If you sense you were sexually abused and have no memories of it, it is likely that you were. Suspicions about sexual abuse do not arise out of the blue, for no reason. Suspicions can be agonizing and painful. No one likes the idea that he or she might have been harmed in the past, perhaps by a loved one. When people have suspicions of sexual abuse, it's usually because something did happen to them.

Memory loss has a reason

Memory loss occurs for many reasons. We may have been so young when abused that we were unable to form thoughts or put our feelings into words. If we could talk, we may have lacked a vocabulary for the adult types of sexual activities that went on. It's harder to remember an event when we have no words available to describe it. Similarly abuse can be hard to recall if it occurred when we were unconscious, asleep, or under the influence of alcohol or other drugs.

Memory loss can be an important way of coping with abuse. If dad is doing something we feel strange about, something that might change the way we think of him, we may unconsciously decide it's better to forget the abuse. Victims of extremely violent and bizarre abuse may suffer traumatic amnesia, in which the shocking, violent nature of the abuse causes absolute memory loss of the event.

Memory loss protects us from overwhelming or continuous psychological strain after the experience. Sexual abuse is often confusing, painful, upsetting, shame inducing, and humiliating. We may have no one with

http://home.golden.net/soul/remember.html
whom we can talk openly about it and no opportunity to resolve our emotional feelings. Some people we
talk with may discount our experience or blame us for it. We may convince ourselves that if we forget about
it, we can get on with life.

Memory loss also protects us from painful feelings that are in-directly related to the abuse. A survivor might
fear that remembering would bring up other issues. Why didn't my mother protect me from what my father
was doing? She must have known. Didn't she care?

Most of the survivors I talk with who suspect they were abused but have little recollection wish they could
remember more about what happened to them. "Not remembering my past is like being dead and not being
able to remember my life," a woman told me. Another survivor commented, "It's hard for me to accept there
may parts of me I've forgotten things which happened to me that I don't know about." As we pursue healing
we may want access to locked-in memories.

Memories can't be forced

Recalling the specifics of sexual abuse is not essential for sexual healing. But if memories do return, that can
help the healing process. Remembering sexual abuse may enable us to acknowledge abuse more fully and to
direct our healing efforts more efficiently.

Survivors often remember abuse when they are ready to and no sooner. Robin, an incest survivor, began to
recall her abuse when she stronger, more assertive, and secure in her life. Her memories emerged gradually.
"I didn't let myself know more than I could handle. I feel grateful to the part of myself that kept this
repressed until now," she said later.

Remembering takes time and energy. As one survivor said, "If I could put as much time into remembering
the abuse as I did into forgetting it, I believe I could remember a lot more."

You're likely to find that memories will surface simply by your proceeding on this sexual healing journey.
Sexual healing encourages thinking about sex and sexual abuse, which in turn can stimulate recollection.

When we pay close attention to our sexual reactions and thoughts, we can often discover a link to past
sexual abuse. One survivor's fear of getting anything gooey on her body led her to remember her grandfather
ejaculating on her when she was a little girl. A male survivor traced his fear of men touching him on the
shoulders to an early experience of being forced to orally copulate his uncle. As upsetting as these
discoveries are, they do help to solve the mystery of why a strange reaction or thought existed in the first
place and to bring the memory of the abuse to the surface.

Trusting our memories

When memories of events and feelings do start to surface, trust them. They may not make sense initially,
but when many are added together you can get a better picture of what happened to you. As one survivor
explained:

http://home.golden.net/~soul/remember.html
The process was like finding pieces of a jigsaw puzzle, each in a separate drawer, and fitting them together to see a picture I had never seen before.

SEXUAL HEALING APPROACHES TO REMEMBERING:

Although memories of abuse often surface naturally when survivors are ready to handle them, some survivors feel stuck. They may want to make a more active effort to facilitate remembering.

Survivors can attend ongoing therapy sessions to create a consistent setting where memories can unfold. Having professional and personal support can help survivors feel safe and understood, which is so important to remembering. Survivors can use a variety of methods to help them remember, such as hypnosis, investigating their past by talking with relatives, or looking at old picture albums, floor plans of old homes, memorabilia, and so on.

If you feel ready to investigate your memories of sexual abuse, the following exercises may help you. These exercises consider sexual clues and activities directly. What you recall may cause you to feel unsettled, uncomfortable, perhaps even temporarily terrified. Go slowly, seek support. Give yourself a safe opportunity for your memories to return. Don't try to force recall; memories will emerge when you are ready to handle them. Recording what you learn in a journal may help you.

1. Think about your earliest sexual experiences. Who did what, when, and how? Were these experiences, in reality, sexual abuse?

2. Pay attention to the feelings, images, and thoughts that come up for you during sex. Take seriously any strange or irrational reactions you may have. Are you strongly drawn to or extremely afraid of certain sexual activities? How long have you had these feelings, and where do they come from? How might these activities relate to sexual abuse?

3. Pay attention to your sexual dreams and fantasies. Are there repeated themes that pertain to power, control, humiliation, violence? Do you have recurrent dreams or nightmares involve sexual abuse?

4. Spend time imagining that you were sexually abused, without worrying about accuracy, proving anything, or having your ideas make sense. As you give rein to your imagination, let your intuition guide your thoughts. Go at a pace that feels comfortable. Ask yourself or have a support person or therapist ask you questions:

   What time of day is it?
   Where are you? Indoors or outdoors?
   What kinds of things are happening?

   What types of touch are you experiencing?
   What parts of your body are involved?
   What do you see, feel, or hear?
   How do you feel emotionally? Angry, scared, excited, confused?

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How does it stop?
How do you feel when it's over?

Stop and reflect on, discuss, or write about this much of the exercise.
When you feel ready, proceed with the next questions.

Who would have been likely perpetrators?
When were you most vulnerable to sexual abuse in your life?
Why would it have been important for you to forget what happened?

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5/28/02
If you're just starting out in the children's book business, remember this: nearly everyone has the same questions at this stage in the game. Here are some of the things I wish published authors had told me from the get-go:

1. **Picture book authors do not need to find an illustrator** before submitting their work to a publisher. Truth is, teaming up with an illustrator, especially an unknown like yourself, can work against you. Sure there are exceptions (see Jon Scieszka & Lane Smith), but generally publishers want to be the one to decide who will illustrate your text. So, unless

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