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Curriculum Guide for Instruction in Child Maltreatment

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Section on Child Maltreatment
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Curriculum Guide for Instruction in Child Maltreatment

Purpose of the Curriculum Guide

Child maltreatment, which includes child physical abuse, sexual abuse, neglect, and psychological maltreatment, is unfortunately prevalent in today's society, with almost 3 million reports of child abuse or neglect received by child protective services (CPS) in 2003 (USDDHS, 2005). Research on the consequences of child maltreatment has elucidated the wide-ranging impact of child abuse and neglect on the child, family, and society as a whole. Training for professions such as psychology, medicine, nursing, law, dentistry, social work, public health, and education has not kept pace with the demands for expertise in child abuse and neglect. Education is an essential component of the effort to prevent child maltreatment and reduce the consequences to children who experience various forms of maltreatment. This publication provides guidance for professors and lecturers who want to incorporate information about child abuse and neglect into their teaching.

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

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

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

Development of the Curriculum Guide

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

Overview of the Curriculum Guide

This publication suggests topics that could be incorporated into a curriculum on child maltreatment, along with a list of references about each topic. The introductory and advanced resources are organized in the following sections: (I) Overview, (II) Definitions, (III) Incidence and prevalence, (IV) Causes and correlates, (V) Consequences, (VI) Legal and social issues, (VII) Treatment issues, (VIII) Prevention, (IX) Controversies from multiple perspectives, and (X) Online resources.

The first section of the guide includes resources that provide a general overview of the field, including textbooks, as well as resources that provide overviews for each subtype of child maltreatment. We recommend teaching about child maltreatment definitional issues because students should become familiar with the variety of existing definitions and the factors that have contributed to conceptually defining the various forms of child maltreatment. The resources related to prevalence of child maltreatment can demonstrate the magnitude of the problem of child abuse and neglect in addition to the methodological complexities associated with gathering information on child maltreatment. Resources on the causes and correlates of child maltreatment can expand students' understanding of the factors that contribute to the problem and subsequent methods of intervention. Resources describing the significant physical and psychological consequences of child maltreatment assist students in comprehending the range of outcomes associated with abuse and neglect as well as the methodological difficulties inherent in conducting research in this area. The resources addressing legal and social issues associated with child maltreatment help students understand the functioning of the legal and social systems, such as the roles of police, prosecutors, social workers, and governmental agencies. Resources that focus on the treatment interventions available for victims and perpetrators of child maltreatment broaden students' understanding of methods used to ameliorate the mental health problems associated with child maltreatment. Resources on prevention programs show not only the most effective ways of preventing child maltreatment but also the difficulties researchers have encountered to demonstrate the effectiveness of such programs. The controversial issues are the subject of continuing debate. The resources regarding controversial issues were not selected because they represent "best practice" but rather, because they represent differing perspectives. Finally, online resources from government, educational, and nonprofit organizations cover general information that is highly accessible.

How to Use the Curriculum Guide

Resource key. At the beginning of each section are general resources for each topic, followed by resources that address the topic in more specific detail. We duplicate some of the resources across sections when topics overlap. To assist users in determining the sophistication level of each resource, we coded references according to the following key:

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

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

Instructor biases and need for sensitivity. As users of this curriculum, it is important that instructors are equipped to respond appropriately to a student's disclosure of abuse or neglect. Educators need to understand the importance of their personal reactions toward a victim of abuse in addition to their professional roles and responsibilities. There is increasing evidence that supportive reactions to an individual's disclosure of abuse can be influential in shaping the subsequent impact that the abuse experience has on an individual. If victims encounter positive and therapeutic responses when they disclose abuse, then their feelings of self-blame, isolation, embarrassment, or anger may be reduced. Appropriate responses for educators include avoiding negative reactions such as shock, horror, disapproval, or anger; conveying a belief in the victim's statements; reassuring the student that he or she is not to blame; and acknowledging and praising the victim's courage in disclosing. Educators who receive disclosures of abuse can also play a critical role in assisting students in finding professional assistance. Instructors should consult with mental health professionals available in their area (e.g., community mental health centers, university counseling centers). Experts agree on the importance of referring individuals into therapy. Therapeutic intervention is essential for abuse victims because it helps to address initial and long-term consequences associated with abuse.

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

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

Reference

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

Acknowledgments

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We welcome comments about this curriculum, especially suggestions for changes or additions to it. Such feedback will serve as a foundation for any revised editions of the curriculum. Please direct questions or comments to:

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X. Online Resources on Child Maltreatment Issues

As a reminder, to assist users in determining the sophistication level of each resource, we coded references according to the following key:

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

I. Overviews of Different Types of Child Maltreatment

A. Overview: Textbooks and General Resources

- Barnett, O. W., Miller-Perrin, C. L., & Perrin, R. D. (2005). Family violence across the lifespan: An introduction (2nd ed.). Thousand Oaks, CA: Sage. (1)
- Donnelly, A. C., & Oates, K. (Eds.). (2000). Classic papers in child abuse. Thousand Oaks, CA: Sage. (1)
- Fontana, V. J. (1995). The maltreated child: The maltreatment syndrome in children: A medical, legal, and social guide (5th ed.). Springfield, IL: Thomas. (1)
- Helper, M. E., Kempe, R. S., & Krugman, R. D. (Eds.). (1997). The battered child (5th ed.). Chicago: The University of Chicago Press. (1)
- Hines, D. A., & Malley-Morrison, K. (2005). Family violence in the United States. Thousand Oaks, CA: Sage. (1)
- Kendall-Tackett, K. A., & Giacomini, S. M. (Eds.). (2005). Child victimization: Maltreatment, bullying and dating violence, prevention and intervention. Kingston, NJ: Civic Research Institute. (2)
- Krug, E. G., Dahlberg, L. L., Mercy, J. A., Zwi, A. B., & Lozano, R. (Eds.). (2002). World report on violence and health. Geneva: World Health Organization. (2)
- Lutzker, J. R. (Ed.). (1998). Handbook of child abuse research and treatment. New York: Plenum Press. (2)
- Lutzker, J. R. (Ed.). (2006). Preventing violence: Research and evidence-based intervention strategies. Washington, DC: American Psychological Association. (2)
- Miller-Perrin, C. L., & Perrin, R. D. (2006). Child maltreatment (2nd ed.). Thousand Oaks, CA: Sage. (1)
- Myers, J. E. B., Berliner, L., Briere, J., Hendrix, C. T., Jenny, C., & Reid, T. A. (Eds.). (2002). The APSAC handbook on child maltreatment (2nd ed.). Thousand Oaks, CA: Sage (2)
- Reece, R. M., & Ludwig, S. (Eds.). (2001). Child abuse: Medical diagnosis and management (2nd ed.). Philadelphia: Lippincott Williams & Wilkins. (2)

B. Overview: Physical Abuse

- Azar, S. T., & Gehl, K. S. (1999). Physical abuse and neglect. In R. T. Ammerman, M. Hersen, and C. G. Last (Eds.), Handbook of prescriptive treatments for children and adolescents (pp. 329-345). Needham Heights, MA: Allyn & Bacon. (2)
- Azar, S. T., & Wolfe, D. A. (1998). Child abuse and neglect. In E. Mash and R. A. Barkley (Eds.), *Treatment of childhood disorders* (2nd ed., pp. 501-544). New York: Guilford Press. (2)
- Kolko, D. J. (2002). Child physical abuse. In J. E. B. Myers, L. Berliner, J. Briere, C. T. Hendrix, C. Jenny, & T. A. Reid (Eds.), The APSAC handbook on child maltreatment (2nd ed., pp. 21-54). Thousand Oaks, CA: Sage. (2)

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

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

C. Overview: Sexual Abuse

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

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

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

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

Wolfe, V. V. (1998). Child sexual abuse. In E. J. Mash and R. A. Barkley (Eds.), Treatment of childhood disorders (2nd ed., pp. 545-597). New York: Guilford Press. (2)

D. Overview: Neglect

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

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

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

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

E. Overview: Psychological Maltreatment

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

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

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

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

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

Kairys, S. W., Johnson, C. F., & Committee on Child Abuse and Neglect. (2002). The psychological maltreatment of children—Technical report. Pediatrics, 109, 68. Retrieved May 5, 2007 from [http://www.pediatrics.org/cgi/content/full/109/4/e68/\(2\)](http://www.pediatrics.org/cgi/content/full/109/4/e68/(2))

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

II. Definitions of Child Maltreatment

A. Definitional Issues: General Resources

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

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

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

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

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

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

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

B. Definitional Issues: Physical Abuse

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

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

C. Definitional Issues: Sexual Abuse

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

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

D. Definitional Issues: Neglect

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Incidence and Prevalence of Child Maltreatment

A. Incidence and Prevalence: General Resources

- Sedlak, A. J., & Broadhurst, D. D. (1996). The Third National Incidence Study of Child Abuse and Neglect (NIS-3). Washington, DC: U.S. Department of Health and Human Services. (2)
- U.S. Department of Health and Human Services, Administration on Children, Youth and Families. (2005). Child Maltreatment 2003: Reports from the States to the National Child Abuse and Neglect Data System. Washington, DC: U.S. Government Printing Office. (2)
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- Gelles, R. J., & Straus, M. A. (1987). Is violence toward children increasing? A comparison of 1975 and 1985 national survey rates. Journal of Interpersonal Violence, 2, 212-222. (2)
- Gelles, R. J., & Straus, M. A. (1988). Intimate violence. New York: Simon & Schuster. (1)
- Straus, M. A., Hamby, S. L., Finkelhor, D., Moore, D. W., & Runyan, D. (1998). Identification of child maltreatment with the Parent-Child Conflict Tactics Scales: Development and psychometric data for a national sample of American parents. Child Abuse & Neglect, 22, 249-270. (2)
- Tjaden, P., & Thoennes, N. (2000). Full report of the prevalence, incidence, and consequences of violence against women: Findings from the National Violence Against Women Survey. Washington, DC: U.S. Department of Justice. (2)
- Wang, C. T., & Daro, D. (1998). Current trends in child abuse reporting and fatalities: The results of the 1997 annual fifty state survey. Chicago: National Center on Child Abuse Prevention Research. (2)

C. Incidence and Prevalence: Sexual Abuse

- Bolen, R. M. (2001). Child sexual abuse: Its scope and our failure. Dordrecht, Netherlands: Kluwer Academic Publishers. (2)
- Cox, P., Kershaw, S., & Trotter, J. (Eds.). (2000). Child sexual assault: Feminist perspectives. New York: Palgrave. (2)
- Erooga, M., & Masson, H. (Eds.). (1999). Children and young people who sexually abused others: Challenges and responses. New York: Routledge. (2)
- Finkelhor, D. (1994). Current information on the scope and nature of child sexual abuse. Future of Children, 4, 31-53. (1)

- Finkelhor, D., & Jones, L. M. (2004). Explanations for the decline in child sexual abuse cases. (NCJ Publication No. 199298). Washington, DC: U.S. Department of Justice. (2)
- Finkelhor, D., Moore, D., Hamby, S. L., & Straus, M. A. (1997). Sexually abused children in a national survey of parents: Methodological issues. Child Abuse & Neglect, *21*, 1-9. (2)
- Jones, L. M., & Finkelhor, D. (2003). Putting together evidence on declining trends in sexual abuse: A complex puzzle. Child Abuse & Neglect, *27*, 133-135. (2)
- Russell, D. E. H. (2000). The epidemic of rape and child sexual abuse in the United States. Thousand Oaks, CA: Sage. (2)

D. Incidence and Prevalence: Psychological Maltreatment

- Claussen, A. H., & Crittenden, P. M. (1991). Physical and psychological maltreatment: Relations among types of maltreatment. Child Abuse & Neglect, *15*, 5-18. (2)
- Daro, D., & Gelles, R. J. (1992). Public attitudes and behaviors with respect to child abuse prevention. Journal of Interpersonal Violence, *7*, 517-531. (2)
- Vissing, Y. M., Straus, M. A., Gelles, R. J., & Harrop, J. W. (1991). Verbal aggression by parents and psychosocial problems of children. Child Abuse & Neglect, *15*, 223-238. (2)

IV. Causes and Correlates of Child Maltreatment

A. Causes and Correlates: General Resources

- Arnold, E., & Cloke, C. (1998). "Society keeps abuse hidden--the biggest cause of all": The case for child-friendly communities. Child Abuse Review, *7*, 302-314. (2)
- Belsky, J. (1993). Etiology of child maltreatment: A developmental-ecological analysis. Psychological Bulletin, *114*, 413-434. (1)
- Cicchetti, D., & Carlson, V. (1989). Child maltreatment: Theory and research on the causes and consequences of child abuse and neglect. New York: Cambridge University Press. (1)
- Ney, P. G., Fung, T., Wickett, A. R. (1992). Causes of child abuse and neglect. Canadian Journal of Psychiatry, *37*, 401-405. (1)
- Roberts, J. (1988). Why are some families more vulnerable to child abuse? In K. Browne, C. Davies, & P. Stratton (Eds.), Early prediction and prevention of child abuse (pp. 43-56). Oxford, England: Wiley. (2)
- Straus, M. A. (1991). Family violence in American families: Incidence rates, causes, and trends. In D. D. Knudsen & J. L. Miller (Eds.), Abused and battered: Social and legal responses of family violence. Social institutions and social change (pp. 17-34). Hawthorne, NY: Aldine de Gruyter. (2)
- Tolan, P. H., & Guerra, N. (1998). Societal causes of violence against children. In P. K. Trickett and C. J. Schellenbach (Eds.), Violence against children in the family and the community (pp. 195-209). Washington, DC: American Psychological Association. (2)

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VII. Treatment Interventions for Child Maltreatment

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VIII. Preventing Child Maltreatment

A. Preventing Child Maltreatment: General Resources

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IX. Controversial Issues in the Field of Child Maltreatment

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X. Online Resources on Child Maltreatment Issues

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

1) <http://www.abanet.org/child/home.html>: American Bar Association's Center on Children and the Law website. The mission of the Center is to improve children's lives through advances in law, justice, knowledge, practice, and public policy. The website offers information on professional training and education, publications, Internet resources, technical assistance, and counseling.

2) <http://abanet.org/domviol/home.html>: The American Bar Association on Domestic Violence website. The website provides information on domestic violence-related conferences and meetings, national domestic violence resource center information, and materials related to culturally diverse and immigrant domestic violence groups.

- 3) <http://apsac.fmhi.usf.edu/>: American Professional Society on the Abuse of Children (APSAC) website. APSAC's mission is to enhance the ability of professionals to respond to children and families affected by abuse and violence by providing education and other sources of information to professionals who work in the field of child maltreatment. The website includes information about APSAC services and events, child abuse publications, resources and links, child maltreatment conferences, and training institutes.
- 4) <http://www.apa.org/divisions/div37/>: The American Psychological Association's Society for Child and Family Policy and Practice (Division 37) website. The website offers links to free publications, online documents, government agencies, and news concerning the welfare of children and families.
- 5) <http://www.csom.org/>: Center for Sex Offender Management (CSOM) website. The CSOM was established with the goal of preventing victimization by improving the management of adult and juvenile sex offenders. The site includes training curricula as well as resources on a variety of child maltreatment related topics.
- 6) <http://www.childabuseprevention.org/>: Child Abuse Prevention Association website. The mission of the Child Abuse Prevention Association is to "prevent and treat all forms of child abuse by creating changes in individuals, families and society that strengthen relationships and promote healing." The website includes general information about abuse, descriptions of the association's programs and services, and links to various support organizations.
- 7) <http://www.childhelpusa.org/>: Childhelp USA website. Childhelp USA is one of the oldest national nonprofit agencies dedicated to the treatment and prevention of child abuse and neglect. The agency's mission is to meet the physical, emotional, educational, and spiritual needs of abused and neglected children by focusing efforts in the areas of treatment, prevention, and research. The website includes information about the agency's programs and services as well as general information about abuse and abuse reporting.
- 8) <http://www.childwelfare.gov/can/>: The Child Welfare Information Gateway website is a branch of the U.S Department of Health and Human Services website. The website includes resources on child maltreatment as well as links to related organizations such as the Administration for Children and Families (ACF) and the Children's Bureau. Links provide access to information and services for families including child protection programs and funding, laws and policies, adoption, foster care, statistics and research on child abuse, child welfare monitoring, training and technical assistance in child maltreatment, and federal and state reporting systems.
- 9) <http://www.growing.com/nonviolent/>: The Domestic Violence Project website. This website includes a variety of resources including materials directed at victims (e.g., information about keeping safe, domestic violence hotlines, support) as well as professionals (e.g., information on books, journals, and conferences).
- 10) <http://www.endabuse.org/>: Family Violence Prevention Fund website. The Fund works to help those victimized by violence and supports efforts to prevent violence within the home and in the community. The website includes information about the fund's programs and efforts to change the way health care providers, police, judges, and employers address violence.
- 11) <http://www.yesican.org/>: International Child Abuse Network website. The organization works world-wide to break the cycle of child abuse. The website includes definitions of child abuse and domestic violence, statistics, articles, and support resources.
- 12) <http://www.ispcan.org/>: International Society for Prevention of Child Abuse and Neglect (ISPCAN) website. ISPCAN was founded in an effort to bring together committed professionals to work towards the global prevention and treatment of child abuse and neglect. ISPCAN's mission is to "prevent cruelty to children in every nation, in every form: physical abuse, sexual abuse, neglect, street children, child fatalities, child prostitution, children of war, emotional abuse and child labor." The website includes information about ISPCAN's goals, publications, congresses, professional training events, and world-wide activities.

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

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

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

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

17) <http://www.preventchildabuse.org/>: Prevent Child Abuse American website. Prevent Child Abuse America works at the national, state and community levels to prevent child abuse. The website includes information about the organization as well as information about advocacy, conferences, and research on child abuse.

18) <http://www.standupforkids.org/>: Stand Up For Kids website. This volunteer organization accomplishes its mission of helping homeless and street kids improve their lives by sending volunteers on outreach activities. The website includes information about the organization and how to become involved as a volunteer.